

英文影印本

**Anthony Giddens**

# Sociology

## 社会学

第6版

6th edition

[英] 安东尼·吉登斯 著

Revised and Updated with Philip W.Sutton



北京大学出版社  
PEKING UNIVERSITY PRESS

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## Preface to the sixth edition

It is now 20 years since the first edition of *Sociology* was published. In 1989, when the book first came out, some readers of the current edition weren't even born. That year was a time of dramatic social change, with the end of the Cold War and the opening up of former Soviet bloc countries. Throughout the 1980s, more and more people in the developed world had acquired luxury goods such as microwaves and video recorders. Yet at that time the current pervasiveness of the Internet, email and other digital media in everyday life was unimaginable. I dictated much of the first edition onto tape, and it was then typed up on a word processor, a kind of electronic typewriter.

Over the years, consecutive editions have mapped out the myriad changes we have experienced in the social world, as well as sociologists' attempts to understand them. This sixth edition has been carefully revised to make sure it takes account of recent global developments and new ideas in sociology. You'll see that there is now a chapter dedicated to war and terrorism, as well as substantive new material in the chapters on the media, education, theoretical thinking, politics and government. Other revisions have been made throughout.

I have all the previous editions of *Sociology* on my shelves at home, as well as copies in the multiple languages into which the book has been translated. What all previous editions of this book have in common is their attempt to help readers see the value of thinking sociologically. I hope this sixth edition will again serve that purpose.

Students sometimes find sociological ideas and evidence difficult to understand. In part, I think that's because sociology demands a concerted attempt to set aside personal beliefs and opinions when analysing research findings and theories. In this sense, thinking sociologically involves a profound intellectual challenge. Most people who study sociology are changed by the experience. The reason is that sociology offers a different perspective on the world from that which most people have when they start out in the subject. Sociology helps us look beyond the immediate contexts of our lives and so helps us understand the causes of our own actions better. Sociology can also help us change the world for the better. I hope you enjoy the book.

## Acknowledgements

I would like to thank everyone who has helped in the preparation of this book in all six of its editions. This sixth edition has benefited enormously from the involvement of Philip W. Sutton, a sociologist with 17 years' experience of teaching at university level. Philip's contribution to this edition has helped to ensure that the book is fully up to date with the ways in which sociology is currently being taught. His longstanding experience of designing and delivering introductory sociology courses has given this edition a fresh, interactive dimension. This revision also owes much to the research skills of Ann P. Love, who worked tirelessly to collect contemporary materials across the varied sociological subjects. I am greatly indebted to her. I should like to thank all those who read draft chapters and made constructive suggestions for improvement. Thanks are also owed to the worldwide readers of the fifth edition who wrote to tell me about their experiences of using the book.

At Polity, I thank the following in particular: John Thompson, David Held, Gill Motley, Neil de Cort and Breffni O'Connor. Emma Longstaff and Jonathan Skerrett have managed the project from start to finish and have been marvellous to work with. The book owes much to Emma's clear vision and constructive advice, even – perhaps especially – in occasional periods of adversity. Finally, as always, I should like to thank Alena Ledeneva for her constant help and encouragement.

AG

## About this book

One of the things that's so exciting about sociology is its constant engagement with the ever-changing social world. Events we find hard to make sense of, or that frighten us – such as climate change or terrorism – are all of interest to sociologists. My aim in this sixth edition, as in the previous five, has been to capture the sense of excitement that pervades the very best of sociology, and to inspire a new generation of sociologists. The book was written in the firm belief that sociology has a key role to play in modern intellectual culture and a central place in the social sciences. It does not try to introduce overly sophisticated notions nor does it make a virtue of sociological jargon. Nevertheless, findings drawn from the cutting edge of the discipline are incorporated throughout, along with contemporary issues and data. My own work is, of course, included across the book and I have referred to it in the first person so that readers are clear when I am writing about my own contributions to the field. I have also included the views of my critics where necessary. I hope it is not a partisan treatment; as usual I endeavoured to cover the major perspectives in sociology and the major findings of contemporary research in an even-handed, though not indiscriminate, way.

### Major themes

The book is constructed around a number of basic themes, each of which helps to give the work a distinctive character. One central theme is that of *social change*. Sociology was born of the transformations that wrenched the industrializing social order of the West away from the ways of life characteristic of preceding societies. The world created by these changes is the primary concern of sociological analysis. The pace of social change has continued to accelerate, and it is possible that we stand on the threshold of transitions as significant as those that occurred in the late eighteenth and nineteenth centuries. Sociology has prime responsibility for charting the transformations that have taken place in the past and for grasping the major lines of development taking place today.

A second, connected, theme of the book is the *globalizing of social life*. For too long, sociology has been dominated by the view that societies can be studied as independent entities. But even in the past, societies never really existed in isolation. In the contemporary world, we can see a clear acceleration in processes of global integration. The emphasis on globalization also connects closely with the weight given to the *interdependence* of the industrialized and developing worlds today. The book's first edition, published in 1989, broke new ground in discussing the impact of globalization, an examination of which was only just beginning, even in the more technical areas of the discipline. Since then the

debate about globalization has intensified, while globalization itself has advanced much further, as have some of the changes in information technology associated with it.

Third, the book adopts a strongly *comparative* stance. Sociology cannot be taught solely by understanding the institutions of one particular society and the discussions contain a rich variety of materials drawn from across the world. The book continues to cover developing countries as well as the industrialized ones and in this way, it contributes to the globalization of sociology. Given the close connections that now mesh societies across the world with one another, and the virtual disappearance of traditional social systems, sociology and anthropology are becoming increasingly indistinguishable.

A fourth theme is the necessity of taking an *historical approach* to sociology. This involves more than just filling in the historical context within which events occur. One of the most important developments in sociology over the past few years has been an increasing emphasis on historical analysis. This should be understood not solely as applying a sociological outlook to the past, but as a way of contributing to our understanding of institutions in the present. Recent work in historical sociology is discussed throughout and provides a framework for the interpretations offered within most of the chapters.

Fifth, particular attention is given throughout the text to *issues of gender*. The study of gender is ordinarily regarded as a specific field within sociology as a whole – and this volume contains one chapter that specifically explores thinking and research on the subject. However, questions about gender relations are so fundamental to sociological analysis today that they cannot simply be considered a subdivision. Thus, many chapters contain sections concerned with issues of gender.

A sixth theme is the *micro and macro link*. In many places in the book, I show that interaction in micro-level contexts affects larger social processes and that such macro-level processes influence our day-to-day lives. Social situations can be better understood by analysing them at both the micro and macro levels.

A final theme is the relation between the *social* and the *personal*. Sociological thinking is a vital help to self-understanding, which in turn can be focused back on an improved understanding of the social world. Studying sociology should be a liberating experience that enlarges our sympathies and imagination, opens up new perspectives on the sources of our own behaviour and creates an awareness of cultural settings different from our own. In so far as sociological ideas challenge dogma, teach the appreciation of cultural variety and provide insights into the working of social institutions, the *practice* of sociology enhances the possibilities of human freedom.

## New features

The sixth edition incorporates a range of new features, all designed to help make the book more engaging, support students' learning, and to stretch their sociological imaginations. First, throughout the book you'll now find *Classic Studies* boxes. These are intended to introduce students to some of sociology's most influential research. I have tried to pick examples which have had a big impact in the field, and which will engage or provoke readers. The selections are not



definitive, exhaustive or comprehensive, but are illustrative of key problems or concerns. The Classic Studies may date from the early days of sociology or be relatively recent, as sheer age does not define them. Instead, the studies are chosen for the deep-seated influence they've had on subsequent research, be it methodologically, theoretically, empirically, or a mixture of these. Above all, I have tried to choose examples that will inspire students, and help them to appreciate the many possibilities opened up by thinking sociologically.

Second, the interactivity of the text has been increased to reflect the growing focus in education on student-centred learning. In all the chapters you'll find a series of new boxes labeled *Thinking Critically*. These can be seen as 'stopping off' points where the reader is encouraged to reflect on what they've been reading, before coming back to pick up the thread. The notion of 'critical' thinking may seem irrelevant to those who see sociology as an inherently critical discipline. However, the questions posed often require the reader to be critical not only of political dogma or social practices, but also of sociology and sociological debates themselves. In this sense, 'thinking critically' serves as a useful reminder that a *constantly* critical approach extends to all ideas – including my own and the so-called 'classics' I discussed earlier! I strongly recommend that readers work through these boxes as part and parcel of getting the most from the book.

Third, many more boxed sections have been included. Numerous lecturers and students have found these very helpful in previous editions and have requested more. To this end, in addition to the *Classic Studies* already mentioned, the book now features two more styles of box. *Global Society* boxes reflect the increasingly global frame of reference within which sociologists work, and will hopefully encourage students to orientate themselves globally when thinking of even the most apparently local or domestic issues. Boxes labelled *Using your Sociological Imagination* often contain quirky or arresting material, designed to illustrate or expand themes found in the main body of the text. They finish with a series of questions on the material featured, providing another opportunity to stimulate students' critical thinking.

In addition, the number of terms in the *glossary* has been expanded. Terms included in the glossary are highlighted in a different colour in the text. *Further readings* are annotated for the first time in this edition, so readers can make a more informed choice about what they choose to read. At the end of each chapter *Summary points* bring readers back to the main points of each chapter – a way of checking understanding, and to reinforce the key messages of each chapter. *Internet links* have been included again, but this time with explicit guidance on why each site is being recommended.

In addition to the *Internet links*, the book is also designed to be used in conjunction with the extensive material on its own website: [www.polity.co.uk/giddens](http://www.polity.co.uk/giddens). Both lecturers and students will find a wealth of resources to aid further research into the themes explored throughout the book, and to support students' learning.





### Home

We want this site to help you make the most of Sociology. The site has two main faces. You can always find the specially written student and lecturer resources using the tabs at the top of each page. These high-quality supplementary materials have been written by experienced academics and include assignment guides, quizzes and summaries for students, and lesson plans and teaching materials for lecturers. You

can also make use of the site's new interactive features such as the blog, forums and feeds from other sites where you can keep up-to-date with the latest news and updates from a sociological point of view, and make your own voice heard! From time to time, we'll also have 'ask an expert' sessions where you can leave questions for an expert in a particular field of sociology.

You can find out more about all of these features by clicking the 'About' tab at the top of this page, or explore for yourself!

### Latest Updated Material

#### Comment on Mumbai attacks

Posted by: thinkbig  
02/12/2008 at 16:24

I think it just goes to show how much terrorism has become global because they were looking for British and American people in the Taj hotel, and most of the terrorists weren't from India. It's definitely evidence for how national borders are less and less important.

### Recent Blogs

#### Mumbai attacks

Posted 27/11/2008 at 10:51  
7 comments

#### How will the cut in VAT affect Christmas?

Posted 26/11/2008 at 13:13  
2 comments

#### Welcome to the Giddens 6 blog and forum!

Posted 20/11/2008 at 10:19



### Feeds and recent links

From [nonbooks.typepad.com/everday sociology](http://nonbooks.typepad.com/everday sociology)

**Rehab, Labeling and Deviance**  
Posted by Sally Raskoff  
04/12/2008

From [digitalmediaandsociety.com](http://digitalmediaandsociety.com)

**The People Formerly Known as Employers**  
Posted by Mark Deuze  
28/10/2008

Visit the interactive website that accompanies this book at

[www.politybooks.com/giddens6](http://www.politybooks.com/giddens6)

where you'll find specially written materials for students and lecturers, including assignment guides, quizzes and useful links, lesson plans and teaching resources.

The site also features regularly updated content and blogs, so don't miss out on the opportunity to put across your questions in the 'ask an expert' sessions and to make your voice heard.

## Organization of the book

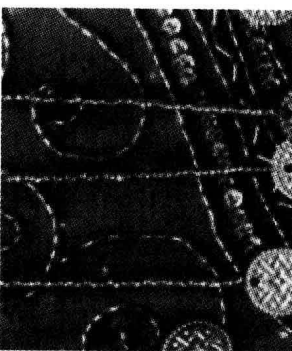
There is not much abstract discussion of sociological concepts in the book. Instead, I have sought to illustrate ideas, concepts and theories by means of concrete examples. While these are usually taken from sociological research, I have quite often used material from other sources (such as newspaper reports) for illustrative purposes. I have tried to keep the writing style as simple and direct as possible, whilst also endeavouring to make the book a good read. The overall aim is to create a fairly seamless narrative throughout each chapter and indeed the book as a whole.

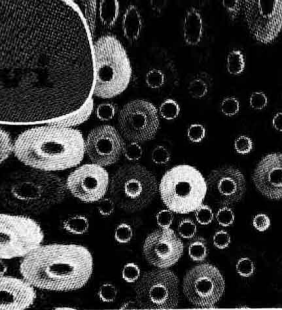
The chapters follow a sequence designed to help achieve a progressive mastery of the different fields of sociology, but I have taken care to ensure that the book can be used flexibly and is easy to adapt to the needs of teachers, which are necessarily diverse. Chapters can be ignored or studied in a different order without much loss as each one has been written as a fairly autonomous unit, with substantial cross-referencing to relevant chapters.




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