

AMERICAN SOCIOLOGY SERIES

AN
INTRODUCTORY
SOCIOLOGY

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An Introductory Sociology
W. P. 4.

MADE IN U. S. A.

TO
MY DAUGHTER
HELEN ANN YOUNG

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D. APPLETON-CENTURY COMPANY. *Principles of Sociology* (1920 edition and 1930 edition), by E. A. Ross.

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THE VIKING PRESS, INC. *Social Change*, by William Fielding Ogburn. Copyright 1922 by B. W. Huebsch, Inc.

INTRODUCTORY NOTE

Broadly speaking, sociology deals with the behavior of men in groups. A *group* is any collection of two or more individuals who carry on social relations with each other. Group behavior depends not upon the mere presence of men together, but upon their interaction. This interaction takes three forms: person-to-person contact, person-to-group contact, and group-to-group contact. In stimulating each other and responding to each other, men develop common modes of thinking and acting. These we call customs, traditions, or folkways. More specifically, these include the regulations governing conduct and approved ways of acting, the manners and fashions of a group, and the whole range of social beliefs, values, conventions, social rituals, and techniques of living. The general term for these common and accepted ways of thinking and acting is *culture*. This term covers all the folkways which men have developed from living together in groups. Furthermore, culture comes down to us from the past. Each generation modifies or adds something to it and passes it on to the next generation.

Since group life depends on, or really consists in, interaction and contact, it is necessary to study the forms of such action or *social processes*. These are co-operation and opposition, the latter being divided into competition and conflict. From these develop other processes, such as the division of labor, the formation of social classes, the settlement of conflict by accommodation, and the merging of persons and groups of divergent cultures into a common group with a common culture, the change which we call assimilation.

The same interaction looked at from the angle of the individual determines what is called personality. *Personality* is that combination of ideas, attitudes, and habits which the individual develops as he plays his part within the boundaries of various groups: family, neighborhood, fraternity, trade union, merchants' association, political party, church body, and so on.

In the large sense, then, sociology deals with groups, with culture, with processes, and with personalities in interaction. Yet in practice sociology limits itself to a more narrow field. It is but one of the social sciences, although it has close relations with the others. Thus political science, which deals with the forms and

functions of government, touches sociology at many points, especially in regard to social control. So, too, economics, which studies the means of production, distribution, and consumption of material goods, is related to sociology, especially in regard to the matters of co-operation and opposition, in differentiation, in reference to formation of social classes, and in regard to accommodation. Economic activity also has a place in family life, and is not unrelated to many other phases of culture: education, religion, recreation, and even philosophy.

Since the behavior of men in groups must be looked upon as a totality, we shall not hesitate to point out the relations of sociology to political science and economics when this is necessary or essential to an understanding of our subject. Yet, strictly speaking, sociology is *the study of the non-economic and non-political behavior of men, with particular reference to groups, their interrelations and basic processes, their culture, and to personality as it is influenced by social interaction.*

A word must be said about the relation of sociology to cultural anthropology. Cultural anthropology deals with the total culture of man: economic, political, and sociological. In a broad sense it becomes the unifying ground for all the special social sciences. Until very recently, however, much cultural anthropology has dealt with the archaeological deposits of dead cultures or has confined itself to the descriptive history of primitive peoples, leaving out of account the important matters of social processes and personality. But signs are everywhere apparent that modern cultural anthropology will more and more concern itself not only with archaeological finds and with living primitive peoples, but with all societies, both preliterate and civilized, and that moreover it will interest itself in the broader matters of processes and personalities.

Already cultural anthropology has profoundly influenced sociology, economics, and political science. Doubtless in time cultural anthropology and sociology will be united into one common discipline. Throughout the present volume the emphasis upon culture indicates clearly how these influences are already at work.

Something also may be said about the relation of sociology to history. History gives us an account of events, people, and culture in time and place. It is interested in the unique or isolated occurrence. Usually the historian is satisfied when he has collected, weighed, and recorded his evidence, and given us his best interpre-

tation as to what the data mean. Sociology, like the other social sciences, is interested not in the isolated event so much as in the uniformity of certain events which furnish the basis for some generalizations or principles of behavior in society. Clearly history furnishes sociology with its basic materials.¹

In practice, however, the line between history and the social sciences is not sharply drawn. Many historians go beyond their facts to offer general principles; and in this way they become for the time being sociologists, political scientists, or economists.

Finally, what is the relation of social psychology to sociology? Social psychology concerns the study of the individual in his person-to-person, person-to-group, and group-to-person relations. Its central theme is the manner in which the personality is built up. It draws upon physiological psychology for its material on the original motives for conduct, such as needs for food, mates, and survival. It also takes into account the mechanisms of organic action. But the personality emerges only as the individual is conditioned to the material and social world around him. Since this process of building the personality depends upon social interaction, social psychology must take into account groups, culture, and social processes. But its emphasis is always upon the individual as the unit, not upon the group or the culture, or upon the larger social processes. In other words if we wish to study groups, culture, and processes as units, we confine ourselves to sociology, political science, economics, or cultural anthropology. If we wish to study the individual as a member of a group and as a recipient and maker of culture, or as an element in the larger social process, then we approach the material from the angle of social psychology. For our purposes, therefore, we shall draw upon social psychology at many points in order to analyze and understand the behavior of man in society.

PLAN OF THIS BOOK

From this dual approach—sociological and social psychological—we shall undertake to examine some of the more important phases of social life. Our work is separated for convenience into five major divisions.

¹The term *history* is here used in the sense of recorded event, not traditional academic history. A case record of a social welfare agency or a collection of population statistics from a census are in this sense "historical events." Obviously, however, traditional historical records of nations, classes, and societies constitute, for the present, most of the important data for the social sciences.

PART ONE deals with groups, culture, and personality. The first three chapters sketch the dominant features of group life and culture. From this we go on to discuss the individual in the group, drawing largely upon biology and social psychology. Then follows a chapter dealing with the expanding world of social contact from primary village life to the "world society." These chapters are basic to all that follows.

PART TWO presents material on three important factors which underlie society and culture: geography, race, and population. But these do not affect man in society without reference to his culture, as we shall see.

PART THREE discusses organized group life or societal organization² and culture with particular reference to the family, education, play life, art, religion, science, and philosophy. While the emphasis in this section is upon the institutional phases of our material, the individual's rôle will not be neglected.

PART FOUR concerns itself with the fundamental forms of interaction or social processes, but these do not operate independently of each other nor of the culture of the particular society. The most obvious processes are co-operation and opposition, the latter divided, ordinarily, into competition and conflict. Out of these, in turn, develop other processes concerned with differentiation, stratification, accommodation, and assimilation.

The final division, PART FIVE, deals with social control, which is intimately bound up with societal organization and social processes. In our present world the rate of change and the problems of controlling the use of power are fundamental to the very existence of society itself. Nowhere is the challenge to social science greater than in regard to these matters.

CLASSROOM USE OF THIS BOOK

Since this volume is necessarily limited in the matter of illustrative material, at the close of each chapter selected references to other reading are provided. In order to make some of these concrete data available, the author has prepared a *Source Book for Sociology*.

At the close of each chapter there are also a number of questions and exercises, and suggestions for class reports and longer pa-

²The term *societal* refers to society as a whole, especially to its organized aspects, while *social* is a term indicating the interactional phases more particularly.

pers, designed to aid students in discussing the materials. There are no mere review questions as such. The teacher, if he prefers, may devise a number of questions which will test his students' mastery of the material at the memory level. More valuable than mere recitation of facts is the use of questions and topics which will extend the students' knowledge and interpretation beyond the necessary limits of such a book as this.

Exhaustive bibliographies and references to source materials are so plentiful in the major textbooks and current periodicals in sociology and related fields that there is little occasion for duplicating these again. In the author's *Source Book for Sociology*, however, selected bibliographies are included at the close of respective chapters. In the present book such bibliographies are omitted, although in the class assignments certain references are cited from which the student or teacher may search further for additional materials in the preparation of reports or longer papers.

As an aid, however, to familiarizing the beginning student with the background materials, there follow at the close of this introduction about 100 titles of books which would make up a suitable working library in sociology for teaching purposes. Most of these references are to textbooks and collections of papers, but certain more fundamental monographic volumes are included. Many of the volumes listed contain ample bibliographies, both to books and to periodicals. These will assist the student and teacher in going further into the literature. No attempt at classification of this selected list is made because of obvious overlappings and because most of these books are of general broader scope rather than particular studies. The titles usually indicate those books which cover the more specialized fields.

In addition to the selected bibliography of books, monographs, encyclopedias, and yearbooks, I have given a list of the principal journals which contain materials of interest to sociology. Again, this is not complete and is chiefly limited to publications in English. The address of the editorial office is added in some instances as an aid to possible communication. While not every college library will contain all these books or periodicals, the instructor and student will ordinarily find a sufficient number to aid him in his teaching or studying. The whole field of the social sciences is growing so rapidly that the student should be encouraged to make use of periodicals and new books at all times.

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