

Conversion Guide

Introductory Sociology, 4th Edition: Bilton.
Palgrave Macmillan, 2002

This conversion guide is designed to assist lecturers wishing to change their textbook from Giddens: **Sociology** (4th edn) to Bilton et al: **Introductory Sociology** (4th edn). They may be thinking of doing so for any one of the following reasons:

- a simple desire to refresh their teaching.
- student demand for a text that offers more pedagogical support.
- the need for richer online resources to supplement more traditional teaching methods.
- the wish for a more theoretically rigorous text.
- the appeal of a book with strong narrative coherence and organisational transparency.

Clearly, no two textbooks are the same, and all the more so in the case of a dynamic and creative discipline like sociology. Any equivalence chart will therefore at best point up differences as well as commonalities between the texts being compared. This conversion guide has been devised and compiled on the assumption that no lecturer considering switching textbooks is likely to want to go to the trouble of revising their lecture plans and teaching notes in order simply to teach to a clone of the book they were using before. While directly equivalent sections have been given wherever possible, we have also therefore included pedagogical (as well as substantive) equivalents. We have furthermore looked to communicate 'those parts' in Bilton 4e that Giddens 4e 'doesn't reach'...

We trust that the result proves a valuable tool - one that is stimulating in terms of teaching ideas as well as facilitative in the process of switching textbooks.

Giddens: Chapter 1 What is Sociology? (Pages 0-19)	Bilton: Chapter 1 Studying Society Today (Pages 2-21)
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Bilton's first chapter aims to ease students gently into sociology both as a subject for study and a way of thinking. The discussion is illustrated by material designed to relate to students' own lives and interests - whether the relationship between parents and children; the nature of hip hop culture; social influences on falling in love; the new illness, BSE; etc. The coverage of social theory is very lightly handled, with snapshots only of the key theorists. This approach aims to familiarise students with some key names and basic ideas without plunging them too far into the deep end. The book builds up familiarity with and understanding of classical social theory throughout, culminating in a comprehensive treatment of these ideas in Chapter 17, Classical Social Theory, Feminism and Modernity.

Subject in Giddens	Page	Subject in Bilton	Page
Developing a sociological outlook Studying Sociology	2-5 4	The puzzle of social life Living in society	4-7 6
		Making sense of society Example: parents and children Rationality, trust and Mad cows	7-12 7 8
How can sociology help us in our lives? Awareness of cultural differences Assessing the effects of policies Self enlightenment	5-6 5 5 6	Reflexive Sociology	12
The development of sociological thinking	6-15	The puzzle of social life	4-7
Early theorists	6	Making Sense of Society	7-12
Auguste Comte	7		
Emile Durkheim	8	Durkheim (Box 1.1)	5
Karl Marx	11	Marx (Box 1.2)	10
Max Weber	13	Weber (Box 1.3)	12
		Society and the subject: individuals in social context	13
		Biological, psychological and ecological influences	13
		Social influences on human life	14
		Playing by the rules: norms, values and social constraints	15
More recent sociological perspectives Functionalism Conflict perspectives Social action perspectives	15-19 16 17 17	The subject and society: creative social action 'We think, therefore we are': conscious actors, creativity and agency 'Others think like us too': identity, the self and interaction	16 16 17
		Humans as creations and creators: the duality of structure and agency Opportunities and limits: social life as enabling and constraining	18 19
		NOTE: Social theory is covered in-depth in chapters 17 - 19	466-536

Teaching Tips: Students might work independently to write a profile of a classical sociologist using: Chapter 1; Chapter 17 as appropriate; and the key thinkers page available to them on Bilton's companion website at

departmental webpages, so that each student has a comprehensive set of notes. They can check their memory/understanding of Chapter 1 using the multiple choice and true/false questions provided on the site at http://www.palgrave.com/bilton/students/Multichoice/St_mcq_index.htm. Students might also be encouraged to browse the section of the website relating to studying sociology for the first time at higher education level.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 2 Culture and society (Page 20-47)	Bilton: Chapter 2 Living in Modernity (Pages 22-42) and Chapter 3 Globalisation and modernity (Pages 44-66)
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Bilton has no direct equivalent to Giddens' chapter on culture and society. However, culture is a crucial running theme throughout and finds a particularly high profile in Bilton's uniquely focused chapter on social change (Chapter 2, Living in Modernity). This chapter, while focused principally on the social transformations that gave rise to modernity, deliberately draws on culturally-oriented examples that will appeal to students' imaginations - see, for example, the photograph representing 'otherness' in Figure 2.1, the case example of Napster in Box 2.2, and the discussion of gendered dimensions of home life in Box 2.7. The broad-sweep historical approach adopted in this chapter aims to counteract the common tendency amongst students to think of sociology as existing in some kind of 'eternal present'.

Subject in Giddens	Page	Subject in Bilton	Page
The concept of Culture	20-26	Society and the subject: individuals in social context	13
Values and norms	22	Biological, psychological and ecological influences	13
		Social influences on human life	14
		Playing by the rules: norms, values and social constraints	15
		Humans as creations and creators: the duality of structure and agency	18
		Opportunities and limits: social life as enabling and constraining	19
Cultural diversity	22	The globalisation of culture	57-60
Ethnocentrism	24	Cultural imperialism	57
Socialisation	26-30	Society and the subject	13-16
Social roles	28	Biological, psychological and ecological influences	13
		Social influences on human life	14-15
		Playing by the rules: norms, values and social constraints	15-16
Identity	29	The subject and society	16
		'We think, therefore we are': conscious actors, creativity and agency	16
		'Others think like us too': Identity, the self and interaction	17
Types of society	30-40		
Disappearing world: pre-modern societies and their fate	31	The origins of modernity	24-26
		The process of becoming modern: transformations of time and space	26
The modern world: Industrial societies	35	Living with industrial capitalism	27-30
		Living as a worker	27
		Living as a consumer	29
Global development	36	The Globalisation of culture	57-60
		Cultural imperialism	57
Social change	40-47	The process of becoming modern: transformation of time and space	26-27
Influences on social change	47		

Change in the modern world	44	The origins of modernity	24-26
		Living with rationality	30
		A new faith? Living with science and technology	32
		Living under state government	34
		Living in public and private	36
		Living in public	37
		Being private	39
		Living in Postmodernity?	40

Teaching Tips: The case study on Bilton's companion website at

http://www.palgrave.com/bilton/students/Casestudies/St_case_index.htm, based on the example of beer production and consumption, encapsulates many of the themes and issues covered in this chapter. One or two of the many questions provided here could be used as the basis for discussion. Alternatively, students could be asked to prepare a short presentation, to be given on a smartboard, OHP or posted on the department's own internal webpages, of the main changes that society has gone through in the rise of modernity.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 3 A changing world (Page 48-76)	Bilton: Chapter 3 Globalisation and modernity (Page 44-65)
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Globalisation has become a crucial issue in contemporary social thought. Bilton offers systematic coverage of the debates, beginning with the relationship between globalisation and modernity (and thus picking up on themes introduced in the previous chapter). It then goes on to look in turn at the range of theories about globalisation and the economic, cultural and political dimensions of global change. The topicality of the subject is highlighted by references to September 11th.

Subject in Giddens	Page	Subject in Bilton	Page
Dimensions of globalisation	51-58	Introduction	46-48
Factors contributing to globalization	52	Globalisation and modernity	48-52
The cause of increasing globalisation	54	The separation of time and space	49
		The disembedding of social systems	49
		The reflexive ordering of social relations	50
The globalisation debate	58-64	Debating globalisation	52-54
The 'sceptics'	58	The sceptics	53
The 'hyperglobalizers'	59	The hyperglobalists	52
The 'transformationalists'	59	The transformationalists	53-54
The impact of globalization on our lives	61-65	The globalisation of production:	54-57
The rise of individualism	61	Transnational corporations	
Work patterns	62	Implications	56
Popular culture	63	The globalisation of culture	57-60
		Cultural Imperialism	57
Globalization and risk	65		
The spread of 'manufactured risk'	65	Beck, reflexive modernisation and the risk society	534
The global 'risk society'	68		
Globalization and inequality	69	Globalisation and political change	60-64
Inequality and global divisions	69	A new world order?	62
The campaign for 'global justice'	72		
		Possible futures	64

Teaching Tips: As a recap on the previous chapter as well as a reflection exercise on this one, students might be asked to each provide one further 'milestone' in the globalisation of the world to extend Figure 3.1 on page 51. Can they come up with any counter-examples? (They might be referred to the timeline on the companion website as a reference at this point.) The question on page 64 might also prove useful in getting students to think about and comment on how the world might change in future. The question can be turned round to ask which of McGrew's 'five futures' they think most likely to materialise, thereby encouraging them to assess critically and creatively another sociologist's ideas.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 4 Social interaction and everyday life (Pages 78-103)	Bilton: Throughout the book
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Bilton assesses the issue of social interaction in a way that does not concentrate on the physical and social psychological aspects of social interaction, but on agency, language, and time and space. The subject is treated across chapters in an organic fashion rather than dealt with in one place. Chapter 1, Studying Society Today, Chapter 2, Living in Modernity, and Chapter 18, Making Social Life: Theories of Action and Meaning, and Chapter 19, Modernity, Postmodernity and Social Theory, are particularly relevant.

Subject in Giddens	Page	Subject in Bilton	Page
The study of everyday life Microsociology and Macrosociology	80-84 83	Society and the subject: individuals in social context Biological, psychological and ecological influences Social influences on human life Playing by the rules: norms, values and social constraints The subject and society 'We think, therefore we are': conscious actors, creativity and agency 'Others think like us too': Identity, the self and interaction Humans as creations and creators: the duality of structure and agency Opportunities and limits: social life as enabling and constraining	13-16 13 14-15 15-16 16 16 17 18-19 19
Non-verbal communication The face, gestures and emotions Face and self-esteem Gender and non-verbal communication	84-86 84 85 86		
Social rules and talk Shared understandings Garfinkel's experiments 'Interactional vandalism' Forms of talk Response cries Slips of the tongue	86-91 87 87 88 90 90 90	Ethnomethodology (Garfinkel)	505
Face, body and speech in interaction Encounters Markers Impression management Front and back regions Personal space	91-97 91 94 94 95 95		
Interaction in time and space Clock time Social life and ordering of space and time	98-100 100 100	Living in public and private Living in public Being private Separation of time and space Erving Goffman and the politics of interaction: social life as a theatre (Box 18.1)	36-39 37 39 49 502
Conclusion: The compulsion of proximity	100-103		
		Language and social life: post-structuralism Postmodernism, language and discourse Social life as language? Structuralism and	509-511 522 522

		Social life as language? Discourse and reality	524
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Teaching Tips: There are a number of extension activities in the restricted access section of the lecturer's zone of the companion website for Chapter 18, Making Social Life: Theories of Action and Meaning, which would offer useful ways of exploring the topic of social interaction further.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 5 Gender sexuality (Page 104-139)	Bilton: Chapter 6 Gender relations (page 128-158) & Chapter 17 (Classical Social Theory, Feminism and Modernity (466))
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Bilton's chapter on gender relations describes and assesses the process by which people become gendered, emphasising that gender is a property of social institutions and culture as much as it is of individuals. The chapter is particularly strong on the topics of gender representation, the gendered division of labour and childbirth/childcare. Feminist theory is covered in more depth in Chapters 17, Classical Social Theory, Feminism and Modernity, and 19, Modernity, Postmodernity and Social Theory.

Subject in Giddens	Page	Subject in Bilton	Page
Gender differences Gender and biology: natural differences Gender socialisation The social construction of gender and sex	107-112 107 108 109	Men, women and gender difference Gender and the body Becoming a gendered people	131-141 133-136 136-139
Perspectives on gender inequality Functionalist approaches	112-118 112	Creating a gendered society Talcott Parsons: the fit between the nuclear family and industrial society	139-141 232
Feminist approaches	114	Divisions of labour Feminisation of the labour force Consequences of gender-segregated employment Feminism, social theory and modernity Feminist theory and classical liberal theory Feminist theory and modern social theory Problems with modern feminist theories	141 143 146 487 488 489 493
		Childbirth and childcare	148
		Popular Culture and the mass media	150
Femininities, masculinities and gender relations R.W.Connell: the gender order Transforming masculinities	118-124 118 121	Sexuality	153-156
Human sexuality Biology and sexual behaviour Social influences on sexual behaviour Sexuality in Western culture A new fidelity	124-129 124 125 126 128		
Homosexuality Homosexuality in western culture Attitudes towards homosexuality The campaign for legal rights and recognition	129-133 130 131 132		
Prostitution Prostitution today Child prostitution and the global 'sex industry' Explaining prostitution	133-136 133 134 136		
Conclusion: Gender and globalization	136	Gender inequality on a global scale (Box 6.1)	131

Teaching Tips: Drawing on Box 6.5 on page 154, students might be asked to comment on Rich's notion of

'compulsory heterosexuality'. How do they feel 'sexual normality' is constructed and managed in everyday social life?

extension activities given on Bilton's companion website. If, for example, organising a debate with invited guest speakers proves organisationally problematic, an in-house debate could be set up amongst students using one of the first two essay questions also provided in the lecturers' zone of the website as the basis for debate. Both the extension activities and essay questions are available to adopters of the text only; you will need to register your adoption formally in order to gain access to these pages.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 6 Sociology of the body: health, illness and ageing (Pages 140-168)	Bilton: Chapter 13 Health, illness and Medicine (Pages 354-379)
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Bilton provides a particularly wide-ranging account of debates in medical sociology. The chapter has useful material on the medical profession, systems of health care and orthodox and alternative medicine. Its discussion of theoretical perspectives clearly encapsulates the diversity of debate and the chapter's theoretical range is backed up in a number of the essay questions provided in the lecturers' zone of the companion website.

Subject in Giddens	Page	Subject in Bilton	Page
The sociology of the body The social basis of health	144 144-153	Introduction: the social basis of health, illness and medicine	356-359
Class and health	145	Health inequalities	373
Gender and health	147		
Race and health	152		
The 'inverse care' law	153		
Medicine and society	153-158	Introduction: the social basis of health, illness and medicine	356-359
The rise of the biomedical model of health	153		
The biomedical model	154		
Critiques of the biomedical model	155		
Medicine and health in a changing world	156		
Sociological perspectives on health and illness	158-162	Theoretical approaches	359
The sick role	159	Parsonian functionalism and 'the sick role'	359-360
Illness as 'lived experiences'	160	Symbolic interactionism and the social construction of illness	360-362
		Marxist theory	362
		Feminist accounts	364
		Foucauldian analysis	365
		Combining perspectives: Turner's contribution	366
Health and Ageing	162-165		
The physical effects of ageing	164		
Problems of ageing	165		
		The medical profession and the power of orthodox medicine	367-373
		The contemporary health care system today	374
		The globalisation of health, illness and medicine	377

Teaching Tips: The question on page 357 offers a nice entry point into some of the issues raised in this chapter. Students could be asked to comment on their last experience with a health professional (what the interaction was like; if they received what they deemed to be adequate care; how they felt in the course of consultation/treatment; etc). You could also ask if any have tried alternative therapies and, if so, encourage them to talk about how this has differed as an experience. Such discussion might lead into a discussion based either on the question on page 370 or on the first discussion question in the lecturers' zone of the companion website.

The first extension activity, also in the lecturers' zone, offers the basis for a useful mini research project.

More ideas can be found within the student and lecturer pages of www.palgrave.com/bilton

Giddens: Chapter 7 Families (Pages 170-199)	Bilton: Chapter 9 Family life (Pages 225-261)
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Bilton's chapter on family life offers a distinctive approach, addressing issues that have tended to be sidelined, such as welfarism, pro-natalism and care in the community, and examining alternative theories of modern family life without labouring debates about past family life. This chapter is particularly strong on the politics of the family.

Subject in Giddens	Page	Subject in Bilton	Page
Basic concepts Family diversity	173-174 174	Introduction	230-232
Theoretical perspectives on the family Functionalism	174-180 174	Talcott Parsons: the fit between the nuclear family and industrial society	232-234
		Michael Foucault: discourses and social life	234
		Modern family life and medical discourses Reproductive technologies and the medicalisation of motherhood Family therapy and the medicalisation of marriage	237 238 239
		The state and family life: the politics of family policy Welfarism, 1945-79 Anti-welfarism: the new right, 1979-90 Pro-natalism Car in the community New Labour welfarism	240 240 240 243 243 244
		Thinking about the nuclear family: sociological responses to welfarism	244
		Social conservatism: pro-welfarism in sociology	245
		The liberationist critique of social conservatism Liberationist anti-welfarism (1): Marxism and the nuclear family Liberationist anti-welfarism(2): radical feminism and the nuclear family	248 250 251-252
Feminist approaches New perspectives in the sociology of the family	175 178		
Marriage and divorce in Britain	180-188	Difference and Diversity in modern family life Divorce Single parent households Marriage	253-259 254 254 255
Lone-parent household	181		
Remarriage	182		
Reconstituted families	183		
The 'absent father'	185		
Women remaining childless	187	Life-cycle or life-course? Human agency and the family	255 256
Variations in family patterns: Ethnic diversity in Britain South Asian families Black families	188-190 188 189		
Alternatives to marriage Cohabitation Gay and lesbian partnership	190-193 190 192	Cohabitation Liberationist anti-welfarism(2): radical feminism and the nuclear family Liberationists anti-welfarism (3): Sexual liberationism	254-255 251-252 252-253
Violence and abuse in family life Violence within families	193-196 193	Hidden victims-domestic violence against women	404

Sexual abuse of children and incest	194		
The debate about family values	196-197	Postmodern theorising and the family	257-259

Teaching Tips: A seminar group presentation by students would be a productive way of exploring the topic of family diversity; each student could present for five minutes on one dimension of family diversity, sharing their sources (print or online) with the rest of the group as appropriate. The last extension activity in the lecturers' zone of the companion website, based on representations of family life in TV soaps, would help students to refine their analytic skills as well as get them thinking critically about preconceptions about what 'the family' is and how it behaves.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 8 Crime and Deviance (Page 200-240)	Bilton: Chapter 14 Crime (Page 380-407)
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Modernity is a key focus of this chapter, which examines the spectrum of sociological perspectives on crime. The chapter systematically looks at each explanation in turn, teasing out the policy implications in each case. Charts, graphs and boxes provide a focus on empirical data and substantive debates throughout and offer an opportunity to check students' literacy in reading and interpreting quantitative data.

Subject in Giddens	Page	Subject in Bilton	Page
The sociology of deviance	203-205	Introduction The application of labels (Box 14.3)	382-384 390
Explaining crime and deviance Biological explanations: 'criminal types' Psychological explanations: 'abnormal states'	205-207 205 206	Modernist Criminology Feminist criminology	384 401-405
The Sociological theories of crime and deviance Functionalist theories Interactionist theories Conflict theories 'the new criminology' Control theories Theoretical conclusions	207-216 207 209 211 213 215	Delinquent subculture theories Labelling theory Marxist Criminology Left realism Right realism	386-389 389-392 392-394 394-399 399-401
Patterns of crime in the united kingdom Crime and crime statistics	216-219 216	Introduction , including tables 14.1 and 14.2	382-384
Crime reduction strategies in the risk society Policy responses to crime Policing the risk society Community policing	219-224 219 222 223	Unequal risk of victimisation (Box 14.6) Including tables: 14.5,14.6,14.7 and chart 14.4	396-397
Victims and perpetrators of crime Gender and crime Crimes against homosexuals Youth and crime White-collar crime	224-232 224 227 228 229	Feminist criminology Left realism	401-405 394-399
Organized crime Changing face of organized crime Cyber crime	232-234 233 233		
Prisons: the answer to crime? Conclusion: Crime, deviance and social order	235 237		
		Modernist criminology and the postmodernist critique	405

Teaching Tips: Students might be asked to draw up a table comparing the different theories of crime addressed within this chapter and highlighting similarities and differences between the theories. The mindmap available for this chapter within the students' zone of the companion website (there is a mindmap for each chapter of the book here) might offer a useful reminder of the key characteristics of each perspective, which students could annotate further as they see fit. Amongst the extension activities in the lecturers' zone, there is a group activity that can take place over a number of weeks tracking crime reporting in the local press, which would help to give a vivid personal and local dimension to the topic for students.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 9 Race, ethnicity and migration (Page 242-279)	Bilton: Chapter 7 Race and Ethnicity (Pages 160-190)
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Bilton's chapter on race and ethnicity is located within a second part which is dedicated to issues of division and difference. As with earlier chapters on class and gender, it offers an account that balances structural perspectives focusing on political and economic inequalities with issues of identity, culture and representation. The final section of the chapter is given to exploring some of the complex links between these cleavages so that students are supported in thinking about these connections.

Subject in Giddens	Page	Subject in Bilton	Page
Understanding race and ethnicity Race Ethnicity	245-250 245 246	Introduction	162-164
Prejudice, discrimination and racism Racism	250-252 251	Inequalities of race: the British example Post-war migration: global and local contexts Patterns of inequality Signs of change	164-172 165-168 168-171 171-172
Explaining racism and ethnic discrimination Psychological interpretations Sociological interpretations	252-256 252 254	Explaining inequalities: practices and structures of exclusion The impact of racism	172-177 173-177
Ethnic integration and ethnic conflict Models of ethnic integration Ethnic conflict	256-258 256 257	Race, Culture and Identity The changing character of racialised discourse Race and national identity Cultural change and ethnic absolutism	177-184
Global migration Migratory movements Global diasporas	258-264 258 260	Inequalities of race: the British example Global migration (Box 7.3) Race culture and identity	164-172 166 177-184
Immigration to the United Kingdom Changing immigration policy in Britain	264-265 264	Inequalities of race: the British example Post-war migration: global and local contexts Patterns of inequality	164-172 165-168 168-171
Ethnic diversity in the united kingdom Employment and economic success	265-273 267	Dynamics of inequality-race, class and gender Theorising inequalities of race and class Race and the underclass Challenging the primacy of class Race and gender division Complex identities: racism, gender and sexuality Rethinking race, class and gender	184-189 184-185 185 185-186 186-187 187-188 188-189

		dimension of housing (Box 7.7)	176
Race and Crime	271	Left realism	394-399
Immigration and ethnic relations on the continent	273-277		
Migration and the European Union	274		
Refugees, asylum-seekers and economic migrants	275	The impact of racism	173

Teaching Tips: Students could write a short statement about when, and how, their national identity becomes important to them, reflecting on situations such as holidays abroad, the football world cup, etc. This could lead into a wider discussion about the importance and desirability of national identity, using the last discussion question listed in the lecturers' zone of the website as a focus. The case study on ethnicity and nationalism, also freely available on the website, offers some explicitly international and comparative material to supplement the more British case material in the main text.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton Giddens: Chapter 10 Class stratification and inequality (Pages 280-306)	Bilton: Chapter 5 Social Class (Pages 96-126)
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Bilton's chapter on class aims to equip students with the conceptual tools for understanding, firstly, how social class may be defined and analysed and, secondly, how processes of class reproduction and social mobility operate. There is a firm emphasis on the changing labour market and the continuing importance of social class to people's life chances (despite popular claims otherwise). Students will probably find the book's on-page glossary particularly helpful for absorbing the technical terms necessarily introduced in this chapter.

Subject in Giddens	Page	Subject in Bilton	Page
Theories of class and stratification		Understanding social class	99-105
Karl Marx's theory	283-287 283	Marx's theory of property relations	99-102
Max Weber's theory	285	Weber's theory market relations	102-104
Erik Olin Wright's theory of class	286		
Measuring class	287-290	Classifying social class	104-105
John Goldthorpe: Class and occupation	288		
Evaluating class schemes	288		
Social class divisions in western society today	290-298	Key socio-economic divisions: wealth and poverty	72-73
The question of the upper classes	290	Weber's theory of market relations	102-103
The middle class	293	The reproduction of social class	105-112
		The middle class	106-110
		The working class	110-112
		Changes in the labour market	112-118
		The restructuring of the economy	114-115
		The polarisation of the labour market	115-116
		The globalisation of production	116-118
		Class reproduction	118
The changing nature of the working class	294		
Class and lifestyle	296	Implications for social mobility	118-121
		Changes in mobility patterns	119-121
The underclass	297		
Gender and stratification	298-300	The continuing significance of social class	121-126
Determining women's class position	298		
The impact of women's employment on class divisions	299		
Social mobility	300-304	Implications for social mobility	118-121
Comparative mobility studies	300		
Downward mobility	301		
Social mobility in Britain	302		
Gender and social mobility	303		

Teaching Tips: Divide the group up to go away and research the ideas of particular theorists of social class. Theorists might include some foundational thinkers and more recent contributions to the debate – e.g. Marx, Weber, Bourdieu.

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Bilton companion website: www.palgrave.com/bilton

Goldthorpe, Saunders, Walkerdine. Key questions they should address could be: from where do the ideas on which this model of class is based stem from? What are the strengths of this model? How can one critique it? After a series of presentations back to the group, students could compile a table comparing and contrasting the different models discussed.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 11 Poverty, welfare and social exclusion (Pages 308-343)	Bilton: Chapter 4 Social Divisions (Pages 68-95)
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Although Bilton doesn't have a specific chapter dedicated to exploring the concepts of poverty, welfare and social exclusion, these issues are intrinsically bound up with the book's sustained concern with social inequality and particularly come to the fore in the chapters of Part 2, which begins with chapters on social divisions and social class. Chapter 4 on Social Divisions is wider in scope than Giddens' chapter on Poverty, Welfare and Social Exclusion as it aims to give students a broad conceptual base for understanding issues of stratification and exclusion, covering youth, older age and disability alongside wealth, poverty and social exclusion.

Subject in Giddens	Page	Subject in Bilton	Page
		Introduction	70
		The general meaning of 'social divisions'	70-72
		Key socio-economic divisions: wealth and poverty	72-73
		Wealth	73-77
		The poor and the underclass	77-81
Poverty	311-320		
What is poverty?	311		
Measuring poverty	312		
Recent trends in poverty in the UK	314		
Who are the poor?	315		
Explaining poverty	316		
Poverty and social mobility	319		
The Underclass controversy	320-323		
Background to the underclass debate	321		
The underclass, the EU and migration	321		
Is there an underclass in Britain?	322		
Social exclusion	323-332	Patterns of social exclusion	81-82
Forms of social exclusion	326	The life course	82-89
		Youth	82-86
		Older people	86-89
The homeless	328		
Crime and social exclusion	331		
Welfare and the reform of the welfare state	332-340		
Theories of the welfare state	332		
The rise of the British welfare state	334		
Reforming the welfare state	336	The restructuring of the economy	114-115
		Disability	89-92
Conclusion: rethinking equality and inequality	340		

Teaching Tips: Set students the task of using the Internet to explore the policies of interest groups concerned with poverty. One way of dividing the tasks might be to ask one group to focus on world poverty (Oxfam, for example), another to focus on national groups (such as Help the Aged) and a third to look at local initiatives. Each group should use PowerPoint to present back to the group the policy proposals of the interest groups they covered.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 12 Modern organizations (Pages 344-374)	Bilton: Chapter 8 Power, Politics and the State; Chapter 11 Welfare, Health and Social Policy (Pages 117-147)
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Classical Social Theory, Feminism and Modernity
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Although there is no chapter focusing solely on modern organisations, Bilton looks at institutions such as work, the media and education in terms of their organisation. Bilton also has an extensive section on Weber that explains the concept of social action fully.

Teaching Tips: Weber's study of bureaucracy is available in depth on the website at http://www.palgrave.com/bilton/students/St_keythink_index.htm. This could be used to answer an essay question on Weber's theory of bureaucracy.

Giddens: Chapter 13 Work and Economic life (pages 372-417)	Bilton: Chapter 11 Work and Non-Work (Pages 298-328)
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Bilton's chapter on work builds on foundations already carefully laid in its early and uniquely framed chapter on the rise of modernity (Chapter 2 Living in Modernity), its discussion of class (Chapter 5 Social Class) and in the detailed discussion of gendered aspects of work in Chapter 6 Gender Relations. It is particularly strong on the relationship between work and social divisions/differences.

Subject in Giddens	Page	Subject in Bilton	Page
		The place of work in contemporary society	301
What is work? Paid and unpaid work	375-376 375	The emergence of the modern concept of work	301-311
Trends in the occupation system	376-379	The labour process	303-308
		The meaning of work and work satisfaction Workers' orientation towards work	308-310 310-311
		Changes in the labour market	112-118
The knowledge economy	377	The restructuring of the economy	114-115
		The polarisation of the labour market The globalisation of production Class reproduction	115-116 116-118 118
The division of labour and economic dependence	379-384	The meaning of work and work satisfaction	308-310
Taylorism and Fordism The limitations of Taylorism and Fordism	382 384	Towards postmodernity? Dimensions of postmodernism (in particular box 19.1)	517-522
The transformation of work	384-387	The globalisation of production: transnational corporations	54-57
Post-Fordism Flexible production Group production	384 385 385		
'Multiskilling'	386	The emergence of the modern concept of work	301-311
Criticisms of production	387	Towards postmodernity? Dimensions of postmodernism	517-522
Women and work Women and the workplace: the historical view	387-400 390	Gender, ethnicity, age, disability and work	311-318
		Gender Ethnicity Age Disability	311-313 313-315 315-317 317-318
		Industrial conflict	318-319
The growth in women's economic activity	390	Divisions of labour	141-148
Gender and inequalities at work The wage gap	391 393	Feminisation of the labour force Consequences of gender-segregated employment	143-146 146-148
Are occupational gender inequalities breaking down?	395	Gender, ethnicity, age, disability and work	311-318
The domestic division of labour	397	The emergence of the modern concept of work	301-311
Work and the family The work-Family challenge Family-Friendly work policies	400-407 400 402	Childbirth and childcare	148-150

		The future of work Work, non-work and leisure The neo-Marxist approach The feminist approach The postmodernist approach	319-324 319-321 321 321-322 322-324
Unemployment	407-410	Non-work and unemployment (Box 11.1)	320
Analysing unemployment Trends in unemployment in Britain The experience of unemployment	407 408 409		
Job insecurity The rise in job insecurity The harmful effects of job insecurity The end of the 'job for life'	410-414 411 412 414	Chapter 5 Social Class	98-126
The declining importance of work?	414	The future of work	319-324
		Popular culture, TV and leisure	324-326

Teaching Tips: Students could be given a selection of transnational corporations to choose from, including Nike, Shell, McDonald's, Gap, Benetton, Microsoft. What can they find out about the working practices of these organisations, in terms of how they treat their staff and the principles on which their economic success is built? What is their assessment of that company – could they be doing things differently and, if so, how far do they think this might compromise the company's economic success in a global business environment?

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Bilton approaches questions of power and politics from a broad base looking at the making of the modern state, globalisation and democracy as well as at different theories of power and the changing relationship between class, identity and politics

Subject in Giddens	Page	Subject in Bilton	Page
		Introduction Rethinking power structures From power structures to power networks?	194-198 195-196 196-198
		Classic accounts of power in society Pluralist accounts of the distribution of power Neo-pluralism Marxist models of the distribution of power Instrumentalist Marxist models Structuralist Marxist approaches Gramscian Marxist analysis	198-206 199-200 200-201 201 201-203 203 203-206
Government, politics and power	420-421		
The concept of state	421	The modern state	215-218
Types of political rule	421-424		
Monarchy	422	The making of the modern state	216-217
Democracy	422	The democratic state	217-218
Authoritarianism	424		
Global spread of liberal democracy The fall of communism Explaining the popularity of liberal democracy The paradox of democracy	424-432 424 428 429	The modern state	215-218
Political parties and voting in western countries Party systems Parties and voting in Britain	432-439 432 434	Beyond class Politics	206-215
		Class divisions, social divisions, political identities and interests Electoral politics: beyond class alignment?	206-209 209-210
Thatcherism and after	434	Sectoral cleavages: from class politics to consumption politics?	210
'New Labour'	435	New social cleavages, new social movements	210-215
Third way politics	436	The third way- a new beginning (Box 8.2)	205-206
Political and social change	439-442	Globalisation, power and democracy Simultaneous integration and fragmentation Global governance Towards a new cosmopolitan democracy?	218-222 219-220 220-222 222
Globalization and social movements	439	New social cleavages, new social movements	210-215
Technology and social movements	441		
Nationalist movements Theories of nationalism and the nation Nations without states	442-446 442 443	The modern state	215-218

developing countries	445		
Conclusion: The nation-state, National identity and globalization	446	Conclusion: new directions in political sociology Understanding a changing political world	222-224 223-224

Teaching Tips: Divide the group into two on the basis of whether they support the political party in power or not. Ask each group to prepare a defence of the opposing side's political position. Having discussed the two positions, is anyone swayed by their exploration of the opposing view?

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 15 Mass media and Communications (pages 450-486)	Bilton: Chapter 12 Mass media (Pages 328-352)
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Bilton's chapter on the media follows on smoothly from the discussion of media as an aspect of leisure in the previous chapter on work and non-work. It is particularly strong on recent developments in communication technology and the interplay between the mass media and globalisation. But its emphasis on macro debates in its first half is balanced by a discussion of the relationship between media content and audiences in the second part.

Subject in Giddens	Page	Subject in Bilton	Page
Newspapers and television	452-455	The expanding global media market place The global media market and the flow of television programmes Television programme flows: an international one-way street or a patchwork quilt? Transnational media corporations	334-341 335-336 336-338 338-341
Newspapers Television broadcasting	452 453	Sociological approaches to the study of the mass media	331-333
The impact of television TV and violence Sociologists study TV news Television and genre	455-461 458 458 460	Sociological approaches to the study of the mass media	331-333
Theories of the media Early theories Jürgen Habermas: the public sphere Baudrillard: the world of hyperreality John Thompson: the media and modern society	461-465 461 462 462 463	Sociological approaches to the study of the mass media	331-333
New communications technology Mobile telephones: the wave of the future	465-469 467	The shrinking globe: new communication technologies and interconnectivity An emerging electronic global village	333-334 333
The Internet Origins of the Internet The impact of the Internet	469-473 469 471	The shrinking globe: new communication technologies and interconnectivity	333-334
Globalization and the media Music Cinema Media 'Super companies'	473-478 474 475 477	The expanding global media market place	334-341
Media Imperialism The global media and democracy Resistance and alternatives to the global media	478-482 480 481	Global media content: the impact of the market and state	341-344
		Universal homogeneity and dumbing down Information society versus informed society	341-342 342-343
The issue of media regulation	482	State control	343-344
		The worldwide audience: media reception Social actors as an audience Global audiences and media messages The all-powerful audience The information gap	344-351 344-346 346-348 348 348-351

Teaching Tips: In groups of four, student should carry out a content analysis of a particular soap opera in terms of its representations of class, gender, ethnicity, disability and sexuality. Each group should focus on a different soap for a month, charting any changes in the representations over time. The product of their analysis should be a substantial report that examines how representative of society their particular soap is and should include critical incidents as evidence for their conclusions. More ideas at www.palgrave.com/bilton

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Bilton companion website: www.palgrave.com/bilton

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 16 Education (Pages 488-526)	Bilton: Chapter 10 Education (Pages 262- 296)
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This chapter explores central sociological issues in education with a careful mix of applied theory and empirical evidence. The chapter discusses the place of education in society, integrating theoretical and historical perspectives. Its examination of educational inequalities deals systematically with extra-school and intra-school explanations. The chapter's location between chapters on family and work reflects a life-course trajectory which students should relate to.

Subject in Giddens	Page	Subject in Bilton	Page
The changing role of education Education and industrialization	491-492 491	Educational policy and educational reform	264-266
British education origins and development Education and policies International comparisons	492-498 494 497		
Higher education The system in Britain E-Universities	498-505 502 504		
Education and new Communications technology Technology in the classroom Education and the technology gap	505-507 505 506		
Privatizing education The united states: educational entrepreneurs	507-510 507		
		The social context of education A structural-functionalist account A conflict account: correspondence theory Education, the state and status groups Status groups and social closure Review	266-273 267-268 268-269 269-270 270-272 272
Britain: rescuing 'failing schools'	509	Education and economic and social 'decline' in the UK	272-273
Theories of schooling and inequality	510-515	Explaining social difference and educational attainment	281-290
		Extra-school explanations: naturalistic and cultural Naturalistic explanations: who's a clever boy, then? Culturalist explanations: who's a pretty boy, then? Intra-school explanations: school organisation and school culture	281 281 283-285 285-287
Bernstein: language codes	510	Labelling theory and classroom processes	287-289
Illich: the hidden curriculum	512		
Bordieu: education and cultural reproduction	512	Culturalist explanations: who's a pretty boy, then?	283-285
		Active and passive pupils: pupil identity, schools, culture and the labour market	290-294
Willis: an analysis of cultural reproduction	513	The active pupil and strategic-decision making	291-292
Gender and education	515-519	Education, social inequality and difference	273-281

Gender and achievement in school Gender and higher education	515 518		
		Educational social differentiation: class, gender and ethnicity Educational and social differentiation: summary	274-281 281
Education and ethnicity Social exclusion and schooling	519-520 519		
IQ and educational success What is intelligence? Emotional and interpersonal intelligence	520-523 520 520	Naturalistic explanations: who's a clever boy, then?	281
Conclusion: life long learning	523	Conclusion	294-296

Teaching Tips: A comparison between past education systems and the present system could introduce this topic, using this as a framework for looking at how theories of education have developed. Students might also debate explanations of differential educational achievement, using the third discussion question on the companion website as a starting-point. Get them to assess which of their explanations is truly sociological and how it might be critiqued sociologically.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 17 Religion (Pages 528-557)	Bilton: Chapter 15 Knowledge, religion and belief (Pages 354-379)
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Bilton's equivalent chapter to Giddens doesn't focus solely on religion but brings into discussion the concept of science and non-scientific knowledge. Bilton introduces one of the major debates concerning the emergence of modern social life: does the rise of rationalism, represented by scientific thinking and practices, mean that modern human beings have adopted a way of thinking and knowledge base that is superior to any other kinds? Topics such as secularisation and the function of religion are set within this framework.

Subject in Giddens	Page	Subject in Bilton	Page
		Great divide thinking	412-414
		What is science?	414-416
		Science, rationalism and disenchantment	416
Defining religion	531-533	Perspectives on scientific and non-scientific knowledge	416-418
		Symbolic anthropology and phenomenology	416-417
		Functionalism	417
		Rationalism	417
		Relativism	418
What religion is not	531		
What religion is	531		
Varieties of religion	533-536		
		Anti-secularisation perspectives	423-429
		The co-existence of science and non-science in pre-modernity	423-425
		Religion is what religion does(1): knowledge and the search for meaning	425-427
Totemism and animism	533	Religion is what religion does(2): Religion integration and solidarity	427-429
Judaism, Christianity and Islam	533		
The religious of the Far East	535	Science, religion and secularisation (Box 15.1)	419
Theories of religion	536-540		
Marx and religion	536		
Durkheim and religious ritual	537	Religion is what religion does(2): Religion integration and solidarity	427-429
Weber: world religions and social change	538	Max Weber	482-487
Assessment	539		
Types of religious organizations	540-542	Theories of secularisation in modern societies	418-423
		Bryan Wilson	419-420
		Ernest Gellner	420-421
		Michel Foucault	421-423
		Bryan Turner	423
Churches and sects	540		
Denominations and cults	540		
Evaluation	540		
Gender and religion	542-545	Theories of secularisation in modern societies	418-423
Religious images	542		
Women in religious organizations	542		
Religion, secularization and social change	545-553		
The dimensions of secularization	545		

Religion in the United States	550		
Evaluating the secularization thesis	552		
Millenarian movements	555-557		
The followers of Joachim	556		
The ghost dance	556		
The nature of millenarian movements	556		
Apolcalypticism	557		
Religious Fundamentalism	557-564		
Islamic fundamentalism	558		
Christian fundamentalism	562		
		Scientists are human too: demystifying scientific rationality	429-433
		Wishful thinking: non-rational thinking in science and magic	429-431
		Science as a social product	431-433
		Relativism	433-434
		Responses to relativism	434-436
		Objections to cognitive relativism	434
		Objections to moral relativism	434-436

Teaching Tips: Within the Student's zone of www.palgrave.com/bilton there is a case study on 'Aum', the religious sect which became more widely known because of the gas attacks they masterminded on the Japanese subways. This case study could be required reading before a seminar in which the case study questions (also on the website) could be debated, culminating in a written assignment based around those same questions.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 18 Cities and urban spaces (Pages 568-598)	Bilton: Chapter 1 Studying Modern Society; Chapter 2 Living in Modernity
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Bilton assess the issue of the city and community in terms of the individual living within modern society rather than the study of theoretical issues such as the Chicago school. The issues for Bilton are ones surrounding modernity and globalisation and how this has affected society's sense of community.

Giddens: Chapter 19 Population and ecological crisis (Pages 600-635)	Bilton: Chapter 1 Studying Modern Society; Chapter 2 Living in Modernity
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Bilton has no chapter dedicated to the subject of population and ecological crisis, but touches on related issues in chapters 1 and 2, for example, in relation to the origins of modernity.

Giddens: Chapter 20 Sociological research methods (Pages 636-661)	Bilton: Chapter 16 Principles of sociological research (Pages 440-464)
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Bilton's chapter on research methods aims to shed light on the main issues intrinsic to sociological research rather than to offer an exhaustive account of how to design and conduct a piece of research (a subject better tackled in dedicated book form). The chapter picks up the themes of knowledge and belief introduced in the preceding one and also discusses feminist and postmodern challenges to research methodology. However, it is very applied overall, and backed up by plenty of graphic examples and summary charts.

Subject in Giddens	Page	Subject in Bilton	Page
Sociological questions	639	Sociological questions	442-446
Is sociology a science	640-641		
The research process	641-643		
The research problem	641		
Reviewing the evidence	642		
Making the problem precise	642		
Working out a design	642		
Carrying out the research	642		
Interpreting the results	642		
Reporting the findings	643		
Reality intrudes	643		
Understanding cause and effect	643-646	Theoretical approaches and research methodologies	446-461
Causation and correlation	644		
Causal mechanism	644		
Controls	644		
Identifying causes	645		
Research methods	646-652	Theoretical approaches and research methodologies	446-461
Ethnography		Observation	456-460
Surveys		The Survey	450-456
Experiments			
Life histories			
Historical analysis			
Combining comparative and historical research			
		Observation and reliability	459-460
		The case study	460-461
		Feminist methodology and the critique of 'malestream' research	461-463
Research in the real world: Problems, pitfalls, dilemmas	652-657		
Investigating race and poverty in urban spaces	653	Postmodernity and research methodology	463-464
Conclusion: the influence of sociology	657		

Teaching tips: Students could be set a short research assignment using one of the research methods listed in this chapter. Once completed, students should present their own findings on the advantages and disadvantages of using their particular method, and tips for students thinking of adopting the same method in the future.

Additionally there is a case study within the student zone of www.palgrave.com/bilton, which is based on an extract from an ethnographic study of graffiti writers in London and New York. Questions 2 and 8 ask the student to evaluate

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Bilton companion website: www.palgrave.com/bilton

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton

Giddens: Chapter 21 Theoretical thinking in sociology (Pages 662-682)	Bilton: Chapter 17 Classical social theory, Feminism and modernity (Pages 466-494) Chapter 18 Making social life (Pages 496-512) Chapter 19 Modernity, Postmodernity and social theory (Pages 514-536)
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Bilton's three chapters dedicated to theory offer rich and in-depth coverage at a point when students are best prepared for it, having built up familiarity with how particular perspectives and concepts apply in the course of earlier substantive chapters. Information is summarised in tabular form at regular intervals for ease of understanding and there is detailed discussion both of the work of the 'founding fathers' and of subjects such as feminism and postmodernity, all carefully integrated into the book's narrative line to round its 'story of sociology' off clearly and satisfyingly.

Subject in Giddens	Page	Subject in Bilton	Page
Max Weber: the protestant ethic	664	Introduction/Actors and their meanings: Varieties of action theories	499-509
Theoretical dilemmas	666-674		
Dilemma 1: structure and action	667	Emile Durkheim Durkheim's project: social process through sociological reason Durkheim's theoretical approach: The importance of moral regulation Modernity as a more sophisticated social order Scientific remedies for social problems	470-476 470 470 472-474 474-476
Dilemma 2: Consensus and conflict	669	Karl Marx Modernity as the emancipation of human potential Alienation: the denial of human creative potential Economic exploitation and class conflict Contradictions within capitalism Criticisms of Marx	476-482 476-477 477 477 479-481 481-482
Dilemma 3: The problem of gender	670	Feminism, social theory and modernity Feminist theory and classical liberal theory Feminist theory and modern social theory Problems with modern feminist theories	487-494 488-489 489-493 493-494
		The challenge of renewing social theory	516-517
		Towards postmodernity? Dimensions of postmodernism Postmodernity: a new phase of capitalist social structure?	517-522 518-522
Later theories	674-680		
Postmodernist theory	674	Postmodernism, language and discourse Social life as language? Structuralism and post-structuralism	522-527

		and reality	524-527
Michael Foucault	675	Michael Foucault: discourses and social life	234-236
Other viewpoints	675		
		Against postmodernism Rediscovering the self	530-535 531-532
Jürgen Habermas: democracy and the public sphere	676	Habermas and the defence of reason	532-534
Ulrich Beck: risk society	677	Beck, reflexive modernisation and the risk society	534-535
Manuel Castells: the network economy	678		
Anthony Giddens: social reflexivity	679	Reflexive sociology: renewing the sociological project	535-536

Teaching Tips: Divide the students into three groups and ask one group to consider the approach to modernity of Durkheim, another Marx, and the third Weber. The focus for the 'Durkheim' group should be his preoccupation with anomie in modern societies and how he thought it could be managed or eradicated. The 'Marx' group should do the same with alienation and the 'Weber' group with rationalisation. Each group must then determine how convincing their subject's analysis and solutions are and present their findings to others in the group.

More ideas can be found within the student and lecturer zones of www.palgrave.com/bilton