



Durkheim was one of the earliest sociologists to adopt a scientific approach to his research. In *Suicide*, Durkheim used the **comparative method** to establish a cause and effect relationship between social facts and rates of suicide – although this was later challenged, it was ground-breaking in the field of sociology.

Durkheim's research took place at the birth of the modern era in Europe, at a time of great social change, yet many of his ideas still have **practical applications to contemporary society**. Despite being criticised for being conservative, Durkheim recognised the evolution of societies and the impacts of social change on a society's members

Durkheim's interest in the social changes led him to establish some of the **functions education** should perform. Education should provide specialist skills for the complex division of labour in modern society. This is evidenced in contemporary society with vocational courses and teaching students core skills such as Maths and English

Durkheim was also interested in the social bonds between members of society. He believed that education should reinforce our social heritage, through subjects such as history and literature to give us a sense of **social solidarity**. He also suggested crime reaffirms our **collective conscience** as society will unite to condemn criminals that go against our values

Durkheim also believed that crime was an essential part of a healthy society. Whilst most people conform, Durkheim suggested that some deviance is necessary in order to stop society from becoming stagnant. He suggested deviance that becomes acceptable, leads society to **adapt and change** to new norms and values.

Emile Durkheim (1858 – 1917)



Marx was a historian and economist who suggested that society had become divided in the modern age into two distinct classes (the **Bourgeoisie** and the **Proletariat**) and that these classes were in conflict with one another over their different interests.

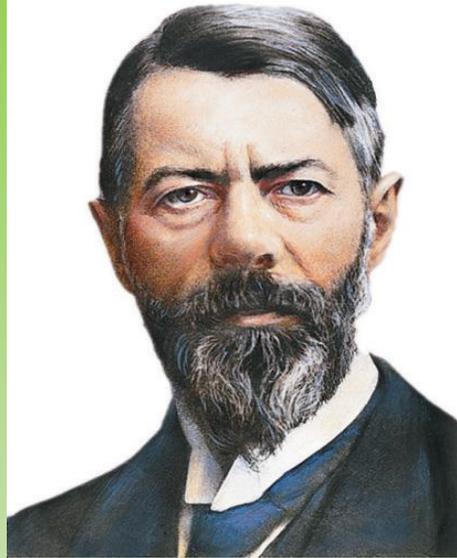
Marx suggested that the Bourgeoisie controlled the **means of production** (factories, machines) and **exploited** the Proletariat for their labour to gain profits (surplus value). The Proletariat were unaware of this exploitation and sold their labour in exchange for wages.

Marx suggested that the economic system of **capitalism** encouraged the Bourgeoisie to continue exploiting the Proletariat as it was based on **private ownership of property** and the Bourgeoisie owned the property and wanted to protect their own interests.

The Bourgeoisie achieved this through **false class consciousness**. Institutions such as **education, religion and the family socialised workers** from a young age to believe in hard work and misery in order to be accepted into heaven

Marx suggested that despite being **alienated** at work, the Proletariat would one day revolt against the Bourgeoisie and form a **communist society** based upon **shared ownership of resources** or capital. This has influenced many political ideologies and is still influential to this day

Karl Marx (1818 -1883)



One Of Weber's major contributions to sociology is his approach to studying society. Weber is often credited as an **anti-positivist**, suggesting that researchers need to show empathy with others and insight into their condition – what sociologists refer to as **verstehen**

Weber was interested in the social structure of society (**stratification**). He disagreed with Marx that there were only two classes, suggesting that in the modern age there was an **expansion of the middle classes** that was needed to control workers for the bourgeoisie.

Weber suggested that protestants were better socialised into the capitalist system. One of his major works ***The Protestant Work Ethic and the Spirit of Capitalism*** saw Weber suggest that Western capitalism had been based upon the work of protestants.

Unlike Marx, Weber suggested that power was not solely defined by wealth. He suggested people obeyed people they believed had authority and that there were three types of power relationships: **charismatic, rational legal and traditional**.

Weber is often associated with a **social action** approach. He suggested that individuals demonstrate **free will**, albeit within a limited range. He suggested that their actions were motivated by: **traditions, emotions, values and goals**.

Max Weber (1864 – 1920)



In 1903, Dubois wrote *'The Souls of Black Folk'* from which he developed the idea of **'the colour line'** that denied people of colour opportunities, power and respect. He also argued in this book that black people suffered from double-consciousness

Double consciousness refers to idea that black people need to develop a sense of self and also understand that they will be seen differently through the eyes of others. This work underlines the destructive influence of racial stereotyping

Dubois was a founding member of the **NAACP** (National Association for Advancement of Coloured People) and Director of Research for the organisation. He wrote and edited *The Crisis* a magazine calling for racial equality and the outlawing of lynching

In 1905, Dubois was leader of the **Niagara Movement**, a political group that protested for equal rights for African-Americans. He also helped to organise the first pan-African conference in London in 1900 where the term **'colour line'** was first used

Following a visit to Poland in 1949, Du Bois argued that racial discrimination can happen to any social group. His views were influenced by the experience of Polish Jews in the Warsaw Ghettos of Nazi-Occupied Poland during World War 2.

W.E.B. Dubois (1868 – 1963)



Martineau was a journalist famed for writing about politics, economics and society and rose to prominence in society for her critique of the conditions faced by women and slaves in the USA in the 1830s

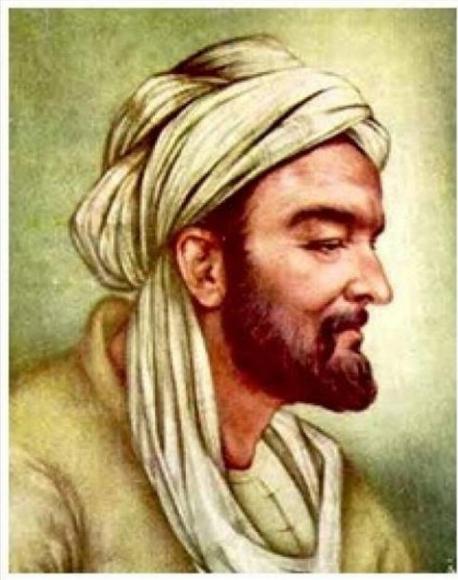
Martineau advocated for the abolition of slavery having written extensively about the lives of slaves in the USA in ***Theory and Practice of Society in America***. She criticised American interpretations of freedom given the existence of slavery

Martineau also criticised the education of girls in America and argued that women were denied access to education as males saw no use for women to be educated. Martineau also wrote about education of girls in the UK and campaigned on their behalf

Martineau both campaigned and criticised the experiences of women and the working-class in society. She is also credited as being one of the earliest feminist writers and one of the first women to develop methodical studies of women's experiences

Martineau's interests in the social sciences saw her translate the works of August Comte into English and influenced other key thinkers such as Charles Darwin of whom she was a contemporary.

Harriet Martineau (1802 – 1876)



Ibn Khaldun pre-dates what we understand as modern sociology by more than 500 years and is largely known as an Arabic philosopher and historian credited with the concept of ***asabiyyah* (solidarity)**

He produced a history of the world compiled over several volumes called the ***Kitab-al-Ibar*** which is seen by some to be the foundations of sociological thought as it analysed ancient Arabic societies

In the ***Muqaddinah***, the first volume of the ***Kitab-al-Ibar***, he discussed the structure of society as coming from the acts of individuals. Furthermore he suggested that education was necessary for societies to prosper and develop solidarity

Social bonds developed from families and tribes, according to Khaldun, and this can lead groups to power, however it can also create destruction within society. He also outlined the importance of religious ideology to the concept of solidarity

Khaldun looked objectively at the cultural history of nations and found that the laws were not chosen by a leader, but by the majority of the population – offering a similar explanation to that of a value consensus

Ibn Khaldun (1332 – 1406)