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## *Prologue: Why Sociology for Educators in the Post-9/11 World?*

### **An Era Never Imagined**

We have entered an era of continued concerns and pre-occupations with terrorism, threats of worldwide nuclear attacks, and biological warfare attacks, especially aimed at vast metropolitan areas and major cities. These times have been aptly labeled “the Post-9/11 World” since the terrorist attacks on the U.S. in September 11, 2001. For example, the bombings of the Greater London transport system July of 2005 traumatized not solely the London area. This terrorist act disrupted trains and transport across the United Kingdom for days. The London bombings and the subsequent fears for further terrorist attacks, caused anxiety and stress for adults, children, British citizens, internationals, and tourists. Then again in August, 2006, just one year later, terrorists identified by the London authorities as British citizens of Muslim heritage with ties to Pakistan, were exposed in a plot to blow up twelve or more air flights between London and the United States. The terrorists were apprehended before their diabolical schemes could be carried out, but not before thousands of scheduled airline passengers all over the world (not only in Britain and the U.S.) were thrown into panic and utter confusion. Countless people were subjected to many hours in security lines, cancelled flights, while banned items from their carry-on luggage were destroyed. Is this kind of threat deeply unsettling to individuals in the Post-9/11 world? Or are people becoming so accustomed to such scenarios that they are much less upset if not directly affected? Still, human beings can never become so inured to catastrophe that it is shrugged off without incident. Rational human beings search for answers, seek information on causes, and formulate strategies to ameliorate violence and destruction.

In these difficult times a study of human social activities, sociology, can be a source of knowledge, support, understanding, inspiration and consolation. Theories about society help us to grasp and move towards solving the grave social problems that we face in the Post-9/11 world. These theories stimulate our imaginations and give us new vision of what is possible because they arise in deeply creative minds. The 19<sup>th</sup> century produced profound

social thinkers such as Karl Marx, Émile Durkheim, and Max Weber. In the 20<sup>th</sup> century came Robert Merton, Margaret Mead, David Riesman, Erving Goffman, and Elise Boulding, among others. And now in the 21<sup>st</sup> century the designation of remarkable social theorists is yet to come to fruition.

### **Sociology: The Study of Human Social Activity**

Sociology grew out of the recognition that the study of social systems is as important as the study of physical and biological systems. We live within a “sociosphere” as Elise Boulding has pointed out, as well as an atmosphere and a biosphere. There is nothing new about this conception. Before the social sciences came along in the 19<sup>th</sup> century, the perplexities of social life were discussed and evaluated in every literate society through philosophy, literature, and religion. Whether people like it or not, the social world bears closely on their personal lives. A careful assessment of the human condition reveals that nearly any kind of individual problem has a sociological aspect. Examining just an ordinary day’s experiences, reveals a person’s ongoing concern with the relationship to those he or she is surrounded by. If, as Margaret Mead pointed out, young people in the United States find adolescence a trying time of life, it is not because they are psychologically “messed up.” It is because they live within cultures and societies that are “messed up.” In other words, adolescence is a sociological as well as a psychological condition. Sociology moves us toward a more rational, systematic, or “scientific” mode of interpretation of human affairs.

The study of society seems easy because almost anything one may say about it makes some kind of sense, and paradoxically, anything one may say about it can also be viewed as completely nonsensical. For example, there are theorists in academe who stress that human societies are stratified and that such social differentiation makes for conflict and internal stress and exploitation. This was one of the central themes of Karl Marx. On the other hand, the writings of sociologists such as Robert Merton and Émile Durkheim emphasize the idea that society is composed of various functioning elements and that these elements seem to work together; they are structurally interrelated in such a manner as to sustain the entire organization. Such a point of view accentuates the extent to which cooperation is a part of human social systems. However, Merton does note that dysfunctions arise and unanticipated consequences can enhance, or impede, human social actions. Here is an example of how social theory derives from the writings of ingenious thinkers in the social sciences. Social theory is not only stimulating, but also something to be used. The originality and ingenuity of these works in the social sciences are enduring and grant us new vision, whether we apply them to personal situations or global topics. The usefulness of social theory is limited only by our ability to be imaginative in applying it. Furthermore, social issues are commonly approached in terms of a particular point of view—functionalism, conflict theory, interactionist/ interpretive theory, critical theory, or some other specific perspective that appeals to a particular author. When we draw on various perspectives simultaneously to address the specific concerns of the Post-9/11 world we begin to see just how practical and rich social philosophy and social theory truly are.

### **Intent and Purpose of this Book**

This book on sociology for educators in the Post-9/11 world seeks to bring the contributions of sociology to educators, school administrators, teachers, and others concerned with the education of all children. More specifically, this book contains the ideas and the writings of those powerful social thinkers who have inspired us in the past, in the present, and now in the future as we face this terrifying new millennium. The acceleration of computer technology—along with globalization—has empowered not only nations, but individuals in ways never before thought possible. Thomas Friedman, in his book, *The World is Flat*, stresses that trends and technologies like freedom to travel, the Internet, and open-source software are all converging to make it possible for educated people all over the globe to participate in the happenings and events of the moment—the crises, terrorist acts, natural disasters, and the warring conflicts of a world society. A stunning example of this latest cultural condition is described in an article from the *Wall Street Journal* of July 28, 2006 on the Israeli-Lebanon War in the Summer of 2006. The article titled “In the Midst of War, Bloggers Are Talking Across the Front Lines” reads:

Bloggers from Lebanon and Israel—some on the scene, others around the world—are providing live updates of their experiences, commenting on each other’s writings, and sometimes linking to blogs across the border. The dialogue is all the more unusual since the populations of the two countries had few ways to interact even before the fighting began. Lebanese law prohibits Israelis from entering the country, and there are no phone connections between the two states. Most of the bloggers in this small group are Western-educated. Some attended the same universities but communicated for the first time in a comment thread on one another’s blogs....It is hard to tell whether a given contributor is in a bombed-out neighborhood in Beirut or an apartment in the U.S. (Ellison, 2006, p. 1)

Through such computer technology all of this is occurring so much more rapidly than anyone had ever imagined. It appears to have occurred just at the beginning of the millennium, the Year 2000. This amazing era of constant change portends great significance for learning, for schools, and for teachers.

The impetus for this book also arose from my courses in the sociology of education in the College of Education, University of Denver, over the decades that I have taught there. The mature, committed, and talented graduate students that participated in the Sociology of Education and Socio-cultural Foundations of Education seminars I offered posed searching and relevant questions about teaching and learning Post-9/11. Their projects and papers gave reasons to bring forth and discuss social theory and sociological applications. Sociological theory is appropriate and useful, not only for these course assignments, but also for the research designs of the doctoral dissertations I have chaired. It became important to make social theories more accessible to these individuals. Not only accessible but meaningful and useful in a world filled with terrorism and crises. From my years of teaching experience in educational sociology in a college of education I have found that an approach drawing upon individual social thinkers rather than the more abstract presentation of theories is best

practice. Most instructors prefer to categorize theories in sociology into specific genres—functionalism, conflict theory, interaction theory, and critical theory. However, focusing on individuals and then characterizing their theoretical perspectives seemed more appropriate, particularly for graduate students in education who are experienced educators. Further, giving the personal history of the social thinker, the times, the political, social and cultural milieu in which the person lived and worked aids in understanding and adds to the significance of the material. The outstanding social theorists chosen for this book, *Sociology for Educators in the Post-9/11 World*, are carefully considered. During my almost half century as an educational sociologist, I have identified specific sociologists whose theories held particular importance and meaning. These social scientists are also noteworthy for teachers and administrators in K-12 schools, as well as for those in higher education. As a result, in this volume I have adapted and applied these theorists' works to education and schooling in the Post-9/11 world. In his text, *Explorations in Classical Sociological Theory*, Kenneth Allan, cogently expresses these same sentiments:

Classical social theory was produced out of the fervor of modernity. The great minds of the time were captivated by the massive social changes they observed. They considered the possibilities of their era in both positive and negative terms. You and I are also living in a time that is filled with substantial social changes. Many contemporary theorists think this time period is as distinct from modernity as modernity was from traditional society.... We could be living at the threshold of a whole new world. (Allan, 2005, pp. xii–xiii)

Theories in sociology and in the sociology of education are relevant in many situations, happenings, events, and conditions in our daily lives.

#### Teaching the Sociology of Education: A Foundation Course

The sociology of education course offered for graduate students begins with the theories in sociology touching on the major movements from the late-19<sup>th</sup> century into the 20<sup>th</sup> century. Preferred are the presentations and discussions in *The Way Schools Work* (deMarrais and Le Compte, 1999) and *The Sociology of Education: A Systematic Analysis* (Ballantine, 2001). These texts in the sociology of education were specifically developed and written for the authors' students at graduate and upper-division undergraduate levels. An overview of the content of the sociology of education includes the study and research on the following topics:

- the crucial nature of the socialization process;
- the impact of social stratification upon schools;
- the control of education and power relationships;
- the passing on of culture, heritage and tradition;
- the selection process and relation to training in a society;
- the impact of change and innovation on schools;
- the political and economic interaction of groups and the effects on schools.

The study of the sociology of education emphasizes the importance of the process of socialization on education, the interactions of ethnicity, gender and social class in education, the formal roles and statuses within the bureaucracy of the school, the informal or “hidden” curriculum, the system of higher education and comparative views of educational systems around the world, and the impact on teaching and schools in an era of terrorism. The objectives of courses in educational sociology endeavor to apply major concepts and theories in sociology to the institution of education; and to interpret the applications of sociological theory to the school and the broader educational enterprise. Participants in these courses find new implications for personal expansion of their thinking and worldview through these new perspectives.

Assignments in my educational sociology courses have proven to be valuable and noteworthy. A directed and specific project asks for students to provide a detailed educational narrative on their school experiences, relating them to these major sociological theories and theorists:

Think about your own school experience, either at the elementary or secondary school level. Describe your particular classroom, school and the neighborhood, town (village) or section of the city (or local rural area) where it was located with special interest and focus on the social classes and social structure. How many social classes were there? Were class lines clearly drawn? What was the social class of the students in your school? Your classroom? Your teacher’s social class? How did social class affiliation affect the teaching and learning in your educational experiences? Were there different social classes or ethnic groups represented in your school and community? Did this affect the classrooms? Were there gender differences, discrimination toward sexual orientation or disabilities in your classroom experiences? Use material and information from your texts and other references to document your descriptions. Use informants, friends and relatives as sources for the information about your school experiences. Your paper should be a minimum of eight typed, double-spaced pages. Use the materials and suggested texts for the course for examples, references and ideas for your analysis of your own school experiences.

Another more eclectic assignment asks students to choose one educational issue such as: the effects of ongoing threats of terrorism and warfare across the globe upon American schools and upon students, teachers, administrators, educators; or violence in schools in the U.S. and in cross-cultural situations; or meeting the needs of multiethnic and multiracial children in American schools. These assignments include describing the issue and its ramifications, including how this issue reflects tensions between educational equity and providing high quality education (the No Child Left Behind Act). It addresses pertinent questions for the educator, such as: How does this issue affect the culture of the school and the classroom? What are the socio-cultural perspectives and implications of this issue?

Another more specific and directed assignment asks student to select a chapter from the course’s texts, such as Cuzzort and King’s, *Social Thought Into the 21<sup>st</sup> Century*, and critique the material in the chapter. Included in the critique, the student is asked to explain the relevance of the social theory underlying the material on current happenings in the U.S. and worldwide,

such as high-stakes testing or the impact of terrorism. Also, it asks them to cover the relevance of the section that applies the theory to everyday life (especially to the educational enterprise), and to include any recent references for books, articles or World Wide Web citations. This information describing these methods and strategies for teaching the sociology of education, logically moves towards an overview of principal theories in sociology as applied to the field of education.

### **Social Theories for Educators**

The organization for this overview is divided into the following aspects of major sociological theories: the basic assumptions of the theory; main concepts of the theory; level of analysis (macro or micro); naming a few sociologists connected with the theoretical approach. The genre or category of theories that I have chosen for this overview are: Structural-Functional Theory; Conflict Theory; Symbolic Interactionist/Interpretive Theories; Critical Theories—Feminist; Postmodern.

#### Structural-Functional Theory

*Basic Assumptions:* social systems are composed of interconnected parts that are considered “structures” and each part must carry out specific functions through institutionalized practices to ensure the continued health of the social system. Functionalism mirrors the biological model of the natural sciences where all the parts of the organism must operate for the general health of the entity. Therefore equilibrium and healthy functionality is considered as the normal state, while conflict, tension and stress is viewed as disruptive and to be avoided.

*Major Concepts:* functions, latent and manifest functions, structures, objectives, norms, rules, regulations, adaptations, controls, traditional values.

*Level of Analysis:* macro-groups, sub-cultures, nations, collectivities.

*Sociologists Identified with Theory:* Émile Durkheim, Robert Merton, Talcott Parsons, Max Weber.

#### Conflict Theory

*Basic Assumptions:* Social systems are composed of structures that are connected with emphasis on the economic organization of the social system. However, inherent in the economic and social structure are sources of conflict and tension in the system. This conflict is normal and healthy, not divisive and corrupting. Unequal distribution of the means of production is the major source of conflict. The Hegelian view of thesis, antithesis and synthesis (or the dialectic) is employed to view conflict as the way to resolve opposing forces.

*Major Concepts:* As with structural-functionalism—functions, structures, objectives, rules, regulations, norms, values. Drawn from Marxist theory—legitimacy, collective consciousness, domination, subjugation, dialectic, strain, change, adaptation, bourgeoisie, and the lumpen proletariat.

*Level of Analysis:* macro-groups, sub-cultures, nations, collectivities.

*Sociologists Identified with Theory:* Karl Marx, Max Weber, other neo-Marxists.

### Symbolic Interactionist/Interpretive Theories

*Basic Assumptions:* Through the use of language people create meaning to construct the nature of social reality. As people interact they perceive others and interpret their roles and status, as well as the self in reflexive postures. Reality is based on interpretation and is constructed during the interaction between individuals. Social reality is not fixed but is constantly changing in relation to the setting, the cultural conditions, and the individuals involved.

*Major Concepts:* language, symbols, meanings, the construction of reality, self-concept, social actors, social settings, social scripts, expectations.

*Level of Analysis:* micro-individuals, individuals in small groups, emphasis on discourse and use of language.

*Sociologists Identified with Theories:* Erving Goffman, Howard Becker, David Riesman, Peter Berger.

### Critical Theories—Feminist; Postmodern

*Basic Assumptions:* Past theories of functionalism, conflict, and interactionist/interpretation contribute to social theorizing; however these traditional approaches are inadequate to explain the complexities of postmodern societies. Those in power want to perpetuate the traditional order of society through the use of conventional social theories. Many persons are oppressed because power is hidden or disguised by the use of accepted rules, regulations, laws and customs; by the use of language styles and conventional knowledge; and by how information and communication is distributed, especially by those in power (the ruling elites). People interact at multiple levels of communication, meaning, uses of language, and types of knowledge; all of these types of interactions either provide advantage or disadvantage for individuals.

*Major Concepts:* human agency, oppression, domination, resistance, subordination, deconstruction, false consciousness, stratification due to race, ethnicity (“whiteness”), social class, gender, sexual orientation, differently-abled, and age.

*Sociologists (and Educators) Identified with Theories:* Paulo Freire, Michael Apple, Elise Boulding, bell hooks, Peggy McIntosh.

My participation in the American Sociological Association’s 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> editions of the volume, *Teaching the Sociology of Education*, a handbook on teaching educational sociology, sponsored by the Sociology of Education Section of ASA, afforded me opportunities to review numerous texts in the sociology of education over many years. This professional commitment enriched my knowledge and my appreciation for the expertise devoted to teaching educational sociology. Hence, the delineation of the major theoretical positions in sociology brings into focus my rationale on why I chose the social thinkers in this book, followed by an overview of the chapters in *Sociology for Educators in the Post-9/11 World*.

### Choosing the Social Thinkers in this Book

Obviously, one cannot cover in a small volume the many sociologists that have contributed to the educational enterprise. However, the work of certain social theorists are especially applicable in today’s troubled times. Their cogent ideas are so provocative that an instructor of educational sociology can readily draw from their works. Choosing among these

social thinkers suggested the overall organization of this book. The book contains a prologue, an epilogue and three main parts. Part One, titled “Sociological Thought from the Pre-9/11 World” includes sociologists, Robert Merton, David Riesman, Erving Goffman, Elise Boulding, and anthropologist, Margaret Mead. Part Two, “The Classical Social Thinkers and the Post-9/11 World” presents the writings of distinguished sociologists, Émile Durkheim, Max Weber, and Karl Marx. The third part titled “Women and Social Thought for the Post-9/11 World” brings the reader the works of women social thinkers of the 21<sup>st</sup> century, represented by Peggy McIntosh. The social thought of these individuals is especially adaptable for education, and the active pursuit of teaching and learning in schools and classrooms.

### **Overview of the Chapters**

Chapter One consists of the Prologue for this book. Here I state my belief in the necessity to re-examine instruction in the sociology of education since 9/11/01, as the continuing catastrophic events, wrought by human beings or by nature, impact everyone. These are times of much stress and turmoil, not only in the United States but all over the world. Therefore, the study of human social activities in this era of terrorism is crucial. This initial chapter takes up my purpose for writing the book. It goes on to describe the courses and seminars I have taught over the past decades including my deep involvement in sociology of education for half a century. In addition, the chapter includes brief presentations on the major theories in sociology, that are thus reflected in the sociology of education. The rationale and significance for educators to study sociology in educational contexts is emphasized. This chapter concludes with a section that encourages the reader to think about how sociological theory can be applied to the educational setting. Additionally, beginning with Chapter Two of this volume, each chapter concludes with a section that applies the work of an individual social theorist to the classroom. References for the World Wide Web follow. General references and specific references for the writings of each social thinker are also found at the end of each chapter.

Beginning with Part One, “Sociological Thought from the Pre-9/11 World,” Chapter Two discusses the major contributions of Robert Merton and his familiar concept, “the unintended consequences of social actions.” (Note that each chapter in Part One starts with material giving the reader an example of the social theory or key concepts associated with the person). Details about Robert Merton, his background growing up, his education, his professional accomplishments over the ninety-three years of his life, are recounted. The chapter continues with a discussion of Merton’s theory of manifest and latent functions, dysfunctions, and deviant actions. The relevance for education is intricately woven into this discussion. The chapter concludes with a section on applying Merton’s theories to classrooms and schools, as well as a list of Merton’s major writings.

Chapter Three focuses on the concept of culture that is deeply intertwined in the long career in social science of Margaret Mead. The life and times of this famous social thinker as anthropologist (the only one in this book) are then presented. The chapter continues with Margaret Mead’s writings and advocacy for women followed by a section on her highly publicized controversy over adolescence in South Seas societies. Next, Mead’s remarkable



theory of the continuity of cultures is detailed with its applications to education. As with the Merton chapter, the most noted of Margaret Mead's books are listed in the references at the end of the chapter.

Like Mead, David Riesman is another social scientist whose theories centered on a conception of how societies continually evolve. Chapter Four, "The Other-Directed for the Post-9/11 World" is devoted to describing Riesman's theory of the tradition-directed, inner-directed, and other-directed society with applications to education and schooling. The kinds of schools, classrooms, and the curriculum that characterize each type of society are pictured. The chapter also contains the implications for Riesman's theory of adjusted, anomic or autonomous individuals. Future directions for educational reforms in the 9/11 World are also considered. The fifth chapter is devoted to Erving Goffman's amazingly insightful conceptions of the social world. Titled "Stigmas and Phony Performances Still Abound," this chapter begins by embedding Goffman's theoretical approach in the use of language, in theatrical drama, and in symbolic interaction. The discussion then draws on peoples' performances—phony, sincere, and cynical, dramatic realizations and role expectations. Yet, many believe Erving Goffman was best known for his brilliant book, *Stigma: Notes on the Management of Spoiled Identity* (1963). Here the sociologist delved into the intricacies of people's attempts to hide their faults and failures, both physical and psychological. Finally, I apply Goffman's dramaturgic sociology to the early elementary classroom and to the educational scene.

Concluding this section of the book on sociological thought from the Pre-9/11 world is Chapter Six "Visions of a Peace-filled World," which contains the outstanding contributions to sociology, sociology of education, and curriculum and instruction by Elise Boulding. The chapter begins with a section to inform the reader about peace education, peace building, and a culture of peace. It then moves to the description of Elise Boulding's lifelong accomplishments, including her role as a Quaker sociologist and feminist at the forefront of the international women's movement from the 1940's onward. Boulding's writings on children, families, human rights, and women's rights are delineated with emphasis on the relevance for education, classrooms and schools. The chapter also contains references for the major writings of Elise Boulding, and for the chapter as well.

The volume then moves on to Part Two, "The Classical Social Thinkers and the Post-9/11 World" beginning with Chapter Seven on the contributions of Émile Durkheim to educational sociology and to the field of education. If Durkheim is known at all to those in education it would probably be in reference to his book on moral education, first published posthumously in 1925. However, this not-to-be-forgotten sociologist brings to educators valuable insights about people and societies, such as the conception that the social world is truly invisible and that there is a deep distinction between what people recognize is sacred in their lives and what is not. Examining what constituted moral behavior led Durkheim to investigate crimes and most predominantly, suicide. Implications for the impact of morality in classrooms today, characterized by national events and crises, are exemplified in the account of one teacher in the American Southwest during the students' "walkout" at her school to march in the highly publicized demonstrations supporting illegal immigrants in the spring of 2006.

Taking up the next chapter, Max Weber is a more familiar and often quoted social scientist that educators would recognize, especially teachers in the social studies, economics, political science and business. Chapter Eight focuses on several of the theories and writings of Weber that are of particular relevance to education. Through detailing Weber's thoughts on the ties between economic and religious movements in the Western world, the implications for the rise of bureaucratic powers are featured. This chapter goes on to give examples of how students and teachers are affected by the bureaucracies that abound in, and bind, education. Presentations of the classical sociologists are concluded with a chapter on Karl Marx. Understanding the contributions of Karl Marx to education now in the Post-9/11 world requires some elaboration of his sociological theories. Many of the writings of this classical sociologist espoused deep commitment to social justice and livable working conditions for both men and women. Furthermore, his humanism in speaking out against child labor, still challenging the Post-9/11 world, is documented. Then follows an account recalling education under the Marxist regime of the Cultural Revolution in China of the 1930's and 1940's. This account provides a glimpse of the reality of what the Marxist tradition might look, sound, and feel like in classrooms and schools.

Part Three titled "Women and Social Thought for the Post-9/11 World" focuses on the work and writings of Peggy McIntosh—feminist, social scientist, and educator extraordinaire. McIntosh has impacted teaching not only at higher education levels, but her curriculum revisions and seminars have influenced teachers and their students at elementary and secondary schools, as well. Best known for her writings about white privilege, McIntosh has recently turned her efforts towards educating for global citizenship, and continuing the National SEED Project on Inclusive Curriculum, beginning its third decade of professional development with K-12 and college educators. This chapter was written by Jennifer Thompson.

*Sociology for Educators in the Post-9/11 World* concludes with an epilogue that brings together the major themes of this book and reiterates why sociological thought and these vital social thinkers have so much to contribute to teachers, students and administrators; educators and parents everywhere.

### **Social Theories and the Post-9/11 World**

It is the task of sociologists to raise questions about people's behavior as they interact in their families, in groups, in their communities, and in the broader society. Educational sociologists are particularly concerned with asking questions about the educational enterprise. This questioning takes the form of social theories and sociological concepts that offer insights and understanding of life in classrooms and in schools. For this author it becomes apparent that educators have really no choice as to whether or not social theories are relevant to learning and teaching; as relevant and important as all those psychological theories that are infused throughout teacher education. Educators entering the classroom in the Post-9/11 world must make a number of sociological assumptions and rely on these assumptions as they are teaching. In a previous book, *Meeting the Challenges of Teaching in an Era of Terrorism*, I emphasized the urgency of a sociological perspective combined with a worldwide view for educating children growing up in a climate of uncertainty, threats of

terrorism, natural disasters that could strike close at hand, and intolerance and social injustices. More than ever before, educators need this framework of social thought to guide them in analyzing forms of social oppression, racism, sexism, religious intolerance, and homophobia. The threat of a nuclear holocaust has reared up once again and that of global warming becomes a new menace for the Post-9/11 world.

In the epilogue of his book, *Using Social Thought: The Nuclear Issue and Other Concerns*, Ray Cuzzort (1989), renowned sociologist and humanist, writes that it is difficult to face up to problems such as the specter of a nuclear holocaust and to not become disillusioned and despondent. He urges social scientists to help us find ways out of the impasses that nuclear attacks pose. Cuzzort states:

If nothing else, we must continue to discuss, to debate, and argue, to be involved, and to seek deeper levels of understanding. Our social imaginations must be exercised to the fullest....To fall back on archaic understanding, to hide ourselves in the comforting closets of religious, political, intellectual or ideological dogma is no longer acceptable....We must move on. We have no choice. (Cuzzort, 1989, p. 316)

The words of this sociologist are all the more imperative at the beginning of the 21<sup>st</sup> Century in the shadow of terrorism that raises the threat of deploying atomic bombs all over again.

As the reader takes up the chapters in *Sociology for Educators in the Post-9/11 World* the powers of sociological theory and the applications to the educational enterprise will become apparent. The discipline of sociology has given me many insights into the human condition and it is my hope that this will also be so for the reader.

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