

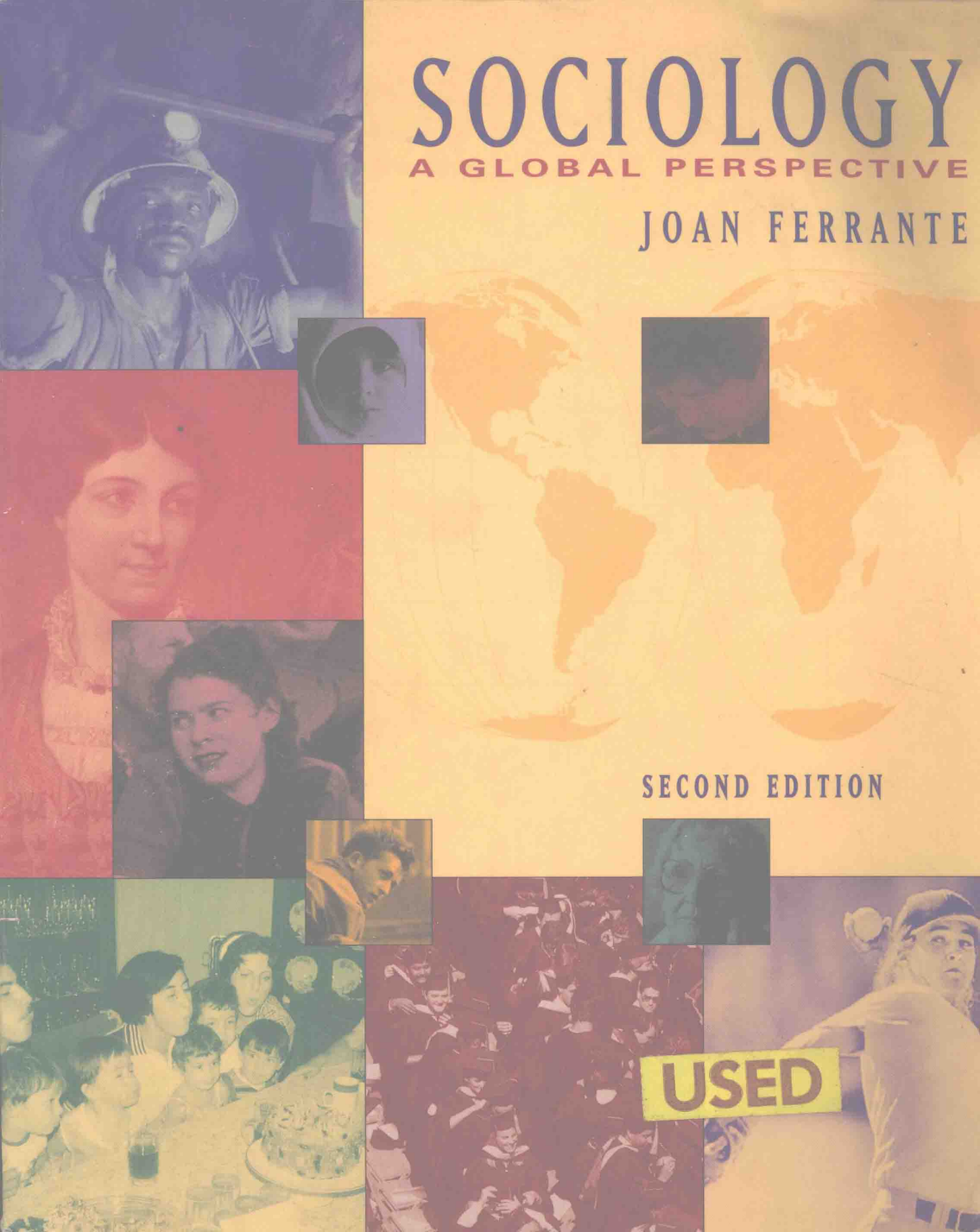
SOCIOLOGY

A GLOBAL PERSPECTIVE

JOAN FERRANTE

SECOND EDITION

USED



SOCIOLOGY

A Global Perspective

SECOND EDITION

Joan Ferrante

Northern Kentucky University



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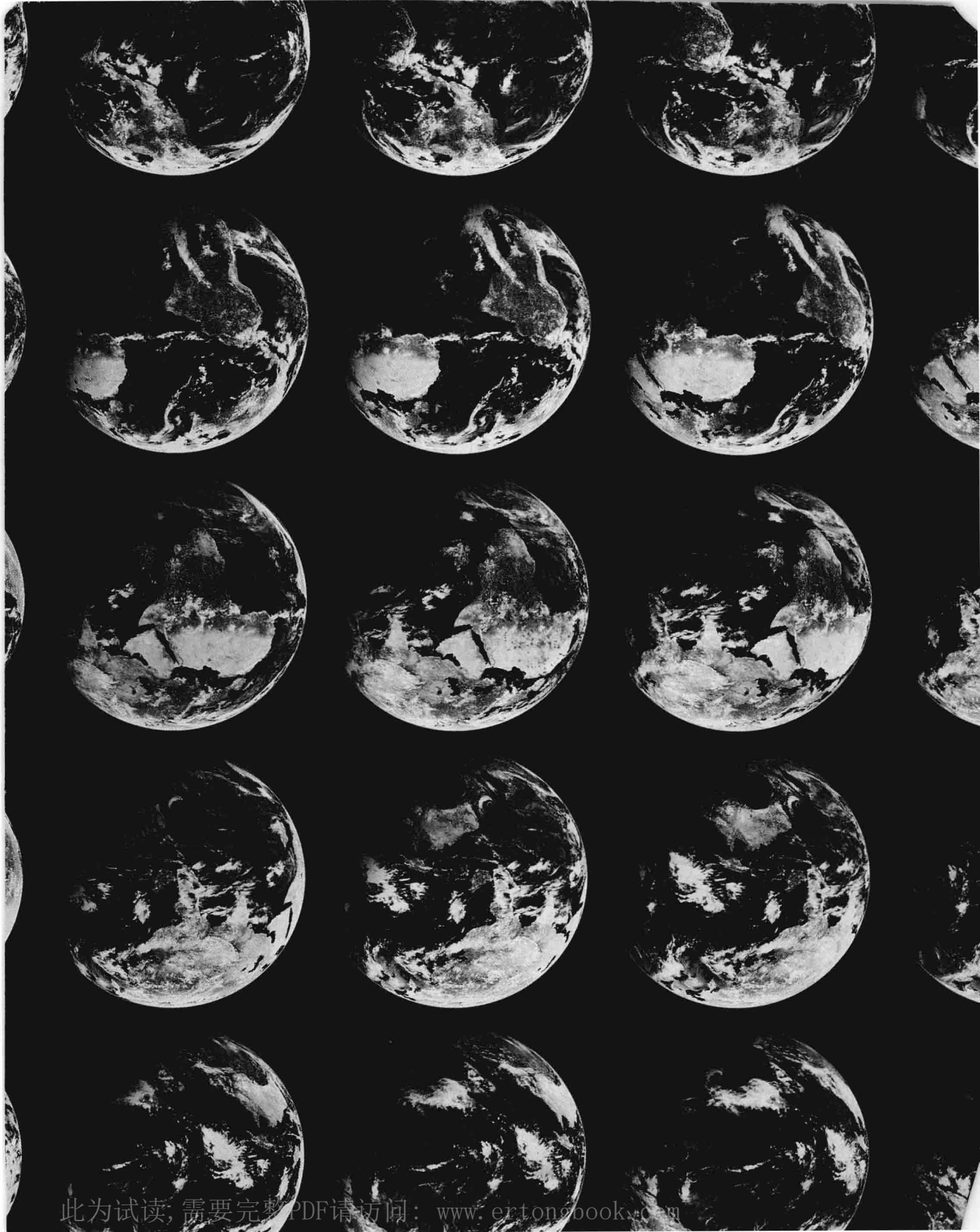
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SOCIOLOGY

A Global Perspective



*To my mother,
Annalee Taylor Ferrante*

*and in memory of my father,
Phillip S. Ferrante
(March 1, 1926–July 8, 1984)*

PREFACE

I wrote the first and second editions of *Sociology: A Global Perspective* with one overriding goal: to showcase the accomplishments of the discipline. I wanted to show the power, vitality, relevance, and versatility of sociological concepts and theories for framing and explaining a variety of social phenomena and issues. With this goal in mind I made some fundamental changes in the traditional textbook model, which sociologists (and other academics) typically have followed to organize, arrange, and present the knowledge of their discipline. The major changes are interrelated and include the following:

1. Introducing students to sociology's essential concepts and theoretical perspectives in a coordinated and integrated way, such that the final product is not an encyclopedia-style overview of the field
2. Demonstrating that sociological concepts and theories are not merely "definitions" but rather tools that can organize information, guide the way ideas are presented, and direct and clarify thinking about a broad range of topics
3. Presenting the sociological concepts and theories related to each chapter as *interdependent ideas* that have the power, when considered together, to drive a coherent discussion of almost any social phenomenon or issue
4. Expanding the application of sociological concepts and theories to events taking place not only within the United States but outside its borders and beyond any one country's boundaries.

With this new model in mind, I decided to structure each chapter so that it incorporated information about life in a particular country and applied sociological concepts and theories to an issue related to global interdependence. Consequently the topic of each chapter is presented with an emphasis on one of the following countries or geographical entities: Mexico, Japan, South Korea, Israel includ-

ing the West Bank and Gaza, Zaire, India, the People's Republic of China, South Africa, Germany, the former Yugoslavia, Brazil, the United States, Lebanon, and the United States and Russia in the aftermath of the Cold War.

The choice of country for each topic is arbitrary in some ways because sociological concepts and theories can be applied to life in any society. Some countries, however, lend themselves to a particular chapter topic, in part because they speak to a particularly significant global issue. For example, Zaire is emphasized in Chapter 6 on "Social Interaction and the Social Construction of Reality" and the global issue of AIDS. I chose this central African country for two important reasons. First, focusing on Zaire points to evidence that HIV existed as early as 1959. This evidence has been traced to an unidentified blood sample frozen in that year and stored in a Zairean blood bank. Although this fact hardly proves that the AIDS virus originated in Zaire, the hypothesis of a Zairean connection has received considerable support from government and health officials in Western countries. Whether or not Zaire is actually the country where HIV originated, however, is irrelevant to the message of this chapter. Far more important is the idea that *reality is a social creation*. That is, people give meaning to events, traits, and objects. Second, focusing on Zaire and its relationship to other countries helps us connect the transmission of HIV to a complex set of intercontinental, international, and *intrasocietal* interactions. These interactions concern the unprecedented levels of international and intercontinental air travel of legal and illegal migrations from villages to cities and from country to country.

Similar considerations apply to each choice of which country to emphasize in a given chapter. Throughout the text, however, students are reminded that the concepts being discussed are not specific to the country being used to illustrate them. Frequent comparisons to U.S. society reinforce this idea.

Changes to Second Edition

The second edition includes some important changes. Among the most important changes are new chapters on race and ethnicity (with emphasis on Germany) and on gender (with emphasis on the former Yugoslavia) that allow an expanded discussion of issues related to social stratification. Of course the text has been thoroughly updated and approximately 25 percent of the book incorporates new material. I made the revision with an eye toward further clarifying the meaning of global interdependence, partly to demonstrate how the lives of people around the world are closely intertwined but especially to show even more clearly how the people in the United States are touched by, and touch the lives of, people from other countries.

I also revised the first edition to ease some reviewers' concerns that emphasizing life outside the United States sacrifices readers' understanding of life inside the United States. In this second edition I address this concern directly by incorporating material showing how the lives of people who live within the geographical boundaries of the United States are affected profoundly by factors that transcend those boundaries. In addition, I emphasize that insights about everyday behaviors and ways of organizing social life come from contrast. When people are exposed to different ways of thinking and behaving, they not only learn about another way of life but also gain important insights into their own ways. Each chapter ends with a focus essay that applies to one or more concepts introduced in that chapter to some aspect of life within the United States.

The tables, graphs, charts, photographs, and other illustrations have been revised to enhance the overall impact of sociology's concepts and theories. In addition I have worked to make the material presented in the text more cohesive and to make sociological concepts stand out more as the organizing tools driving the discussion. I have also added interconnections data with improved maps at the start of each chapter to give some sense of the extent to which the United States is connected to the world in general and to specific countries. I hope the overall effect of this change gives readers a clear idea of how the global perspective is a natural outgrowth of thinking sociologically.

Ancillary Materials

The Instructor's Manual contains a chapter outline in question and answer format, background notes on each country, overheads, and ideas and suggestions about how to present the material covered in each chapter of the textbook. Test Items written in collaboration with Robin Franck of Southwestern College (published separately) include all variety of questions (multiple-choice, true-false, and essay). We tried to create questions that test conceptual and application skills rather than the ability to memorize and recall small facts. The Study Guide contains study questions, concept applications, applied research questions, practice test questions, and a section related to continuing education. The latter was written with the hope that students will want to continue to learn about life in another country even after the course has ended.

Acknowledgments

I began to revise *Sociology: A Global Perspective* in February 1993 and completed the job in May 1994. The revision builds on the efforts of those who helped me with the first edition. One person to whom I am particularly indebted from that time is Sheryl Fullerton, the sociology editor who agreed to publish the book. I signed with Wadsworth because I was impressed with Sheryl's sensitivity to my vision of what I believed a textbook should be, and by her critique of the sample chapters I submitted to her.

For the second edition, I was fortunate to work with a team of professionals, some of whom had collaborated with me on the first edition. Many of their names are listed in a most unassuming manner on the copyright page of this text. My team included John Bergez (senior developmental editor), Stephen Forsling (photo researcher), Angela Mann (senior production editor), Kelly Murphy (art editor), Maggie Murray (developmental editor), Andrew Ogus (senior designer), and Robin Kelly (copy editor). Special thanks go to Cathy Linberg, who filled in for Angela Mann while she was on maternity leave (Congratulations Angela!). Cathy was an amazingly quick study. Although she was assigned the book midway through its production, she quickly familiarized herself with it and then proceeded to coordi-

nate the various departments involved with its production and to attend to an enormous number of details in a highly efficient and conscientious manner.

Each person on my team played a major role in the production of this book. I cannot overstate the amount of support I received from each of them at all stages of the writing and production process. For the most part, my experiences do not support the image that many academics seem to hold about the author-publisher relationship—that if a choice must be made, academic integrity is sacrificed to profit (see special issue of *Teaching Sociology* on textbooks, July 1988). Our relationships were guided by my vision of what a textbook should be. In fact, I believe that my working relationships with the team members represent an ideal collaborative model demonstrating how ideas should be considered, exchanged, revised, and refined.

I give special thanks to Serina Beauparlant, with whom I have worked continuously since August 1988. During this time we established an excellent working relationship as well as a friendship. The usual adjectives (“sensitive,” “dedicated,” “competent,” “conscientious,” “bright,” and so on) fall short of capturing her professional and personal qualities. Serina is one of a kind; she breaks the mold. I see her not merely as a publisher, but an editor who has a vision for the discipline, which she acquired through thoughtful conversations with a broad range of authors and other sociologists who teach at two-year, four-year, and graduate-level institutions. In June 1994 Serina left Wadsworth to become an editor at another company. I will miss her steady guidance and influence on this project.

I am also grateful to Susan Shook, recently promoted to assistant editor, for finding and contacting the following people, who reviewed the revision: John Brenner, Southwest Virginia Community College; Carol Copp, California State University, Fullerton; Joseph Drew, University of the District of Columbia; Lynn England, Brigham Young University; Juanita Firestone, University of Texas; Patricia Gadban, San Jose State University; T. Neal Garland, University of Akron; Kreutzer Garman, Dekalb College; Thomas Gold, University of California, Berkeley; Janet Hilowitz, University of Massachusetts; Jen Hlavacek, University of Colorado; Gary Hodge, Collin County Community

College; Moon Jo, Lycoming College; Nancy Kle-niewski, SUNY Geneseo; Sunil Kukreja, University of Puget Sound; Martin Marger, Michigan State University; Michael Miller, University of Texas, San Antonio; Bronislaw Misztal, Indiana University/Purdue University at Fort Wayne; Senno Ogutu, Diablo Valley College; Kristin Park, Emporia State University; James Simms, Virginia State University; Behavan Sitaraman, University of Alabama in Huntsville; William Smith-Hinds, Lock Haven University; Richard Sweeny, Modesto Junior College; Susan Tiano, University of New Mexico; Walter Veit, Burlington Community College; Susan Walter, University of Central Oklahoma; Leslie Wang, University of Toledo; Richard Wood, De Anza College. Their thoughtful, constructive, and insightful comments are deeply appreciated.

I was fortunate to work on the revision with two developmental editors, John Bergez and Maggie Murray, from whom I received the highest quality feedback. Both John and Maggie considered and synthesized the reviewers’ comments and devised a plan to revise the book in light of their critiques. Maggie was also my developmental editor for the first edition. I credit her for helping me to find the writing structure I needed to accomplish the goals outlined above. John coordinated the writing, production, photo, and art programs of the second edition in such a way that all the parts came together as a coherent whole so that every aspect of the book reflected the overall vision and goals. In addition, he wrote most, if not all, the captions that accompany the photographs included in each chapter. I learned from him that photographs function as more than breaks from the reading material. Rather, they can play an important pedagogical role if they are selected with care and the captions are written with the goal of synthesizing and enhancing the ideas covered.

Since February 1993 I have had the privilege of working with Renée D. Johnson (Northern Kentucky University, Class of 1994), my principal research assistant on this revision. Renée tracked down the research articles, books, and other documents I needed to write the revision. She did an outstanding job of finding the materials I needed, sometimes only with the vaguest of clues. She entered revisions into the computer and she main-

tained my files. I depended on Renée to comment on the effectiveness of my examples, reasoning, and writing from the viewpoint of the student reader. When I was under pressure to meet deadlines she worked willingly on weekends and evenings. Our relationship was truly collaborative because we learned and are still learning from each other. As a result of talking and working with her, and observing her in interaction with others, I was influenced in (and even changed) the ways I approached and framed some topics presented in this textbook.

I also appreciate the help of librarians at the University of Cincinnati, the Public Library of Cincinnati, and especially Northern Kentucky University. The NKU library faculty handled my endless requests for information in the most professional manner. For this I thank Nancy Campbell, Allen Ellis, Mary Ellen Elsbernd, Rebecca Kelm, Laura Sullivan, Sharon Taylor, Emily Werrell, and Theresa Wesley. Phil Yannerella the curator of government documents and his staff, Judy Brueggen and Elaine Richards, deserve special thanks because almost everyday they spent considerable time helping me to find the materials I needed.

I thank Karen Feinberg, on whom I relied to copyedit my manuscript before I sent it out for review. Karen and I have worked together in some capacity for about 10 years and I continue to be impressed by her unique style of editing. In addition, I thank my colleagues at Northern Kentucky University who contributed written materials to this text: Dr. Prince Brown for "Why Race Makes No Scientific Sense: The Case of African and Native Americans"; Dr. Sharlotte Neely for "Forced Culture Change of Native Americans by Bureau of Indian Affairs"; Dr. James Hopgood for "What Would Durkheim Say About James Dean?" and for several photographs included in Chapters 8 and 14; John Huss (Class of 1993) for "Peer Pressure as an Agent of Socialization"; Renée Johnson (Class of 1994) for "Journal Entry"; Yvonne Dupont and Karen Meyers for "The Problems of Value Rational

Action: The Case of the Hanford Nuclear Reservation;" and Lori Ling (Class of 1990) for "Tooning In to a Tiny Market." Kevin Steuart (Class of 1994) contributed "What is NAFTA?" and collaborated with me on writing "Telephone Calls as a Measure of Interconnection." In addition, Kevin found and compiled the data on interconnection that begin each chapter. As a result of his time and persistence, I was better able to illustrate the extent and essence of global interdependence.

My mother, Annalee Taylor Ferrante, handled the permissions, proofed quotes, and checked the accuracy of the references. As I mentioned in the preface to the first edition, this aspect of the research and writing process is considerably undervalued. While working on the first and the second editions I have come to recognize that my responsibility as a textbook author is to present the accomplishments of the discipline and to outline the ideas that bind together the people who call themselves sociologists. Therefore it is essential that the classic and contemporary writers—sociologists and non-sociologists alike—be quoted accurately and that references citing their work be accurate to aid readers who wish to find the original statements. Annalee Ferrante handled this job with the care and critical eye worthy of the great sociologists and other scholars from which I have drawn. If there are any inaccuracies with regard to the references and quotes it is because I failed to alert her to changes I made during my many drafts.

In closing I wish to acknowledge, as I did in the first edition, the tremendous influence of Dr. Horatio C Wood IV, M.D. (Federal Medical Center, Lexington, Kentucky), on my philosophy of education. I consider him my mentor. Finally, I wish to express my love for the most important person (still, no doubt about it) behind this project, my colleague and husband, Robert K. Wallace. I dedicate this book to the memory of my father, Phillip S. Ferrante, and to my mother and best friend, Annalee Taylor Ferrante.

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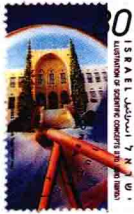
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