

SOCIOLOGY

The Essentials

MARGARET L. ANDERSEN

HOWARD F. TAYLOR

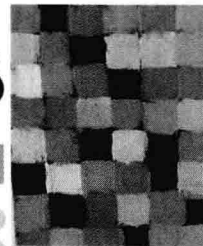


SOCIOLOGY

The Essentials

MARGARET L. ANDERSEN

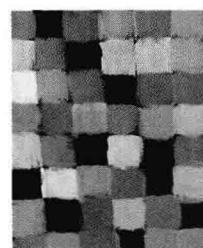
HOWARD F. TAYLOR



 **Wadsworth**
Thomson Learning.

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

Publisher	Eve Howard
Development Editor	Robert Jucha
Assistant Editor	Dee Dee Zobian
Editorial Assistant	Stephanie Monzon
Marketing Manager	Matthew Wright
Signing Representative	Ron Shelly
Project Editor	Jerilyn Emori
Print Buyer	Karen Hunt
Permissions Editor	Robert Kauser
Production Service	Dusty Friedman/The Book Company
Text and Cover Designer	Baughner Design, Inc.
Photo Researcher	Stephen Forsling
Copy Editor	Linda Purrington
Illustrator	Impact Publications
Cover Image	Hessam Abrishami
Cover Printer	Phoenix Color Corp.
Compositor	Thompson Type
Printer	Quebecor World Book Services, Versailles



The cover and title painting and the details of paintings used in the interior are from the work of Hessam Abrishami, whose colorful art reflects

the diversity of society. Hessam's passion for art began in the eighth grade. Later, as a teenager, he won two drawing contests, which encouraged him to pursue his passion and to obtain a master's degree in fine arts. His work is exhibited in Asia, Europe, and the United States.

COPYRIGHT © 2001 Wadsworth, a division of Thomson Learning, Inc. Thomson Learning™ is a trademark used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America
2 3 4 5 6 7 04 03 02 01

For permission to use material from this text, contact us by
Web: <http://www.thomsonrights.com>
Fax: 1-800-730-2215
Phone: 1-800-730-2214

ExamView^R and *ExamView Pro*^R are trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

COPYRIGHT 2001 Thomson Learning, Inc. All Rights Reserved. Thomson Learning™ Web Tutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Cataloging-in-Publication Data

Andersen, Margaret L.

Sociology : the essentials / Margaret L. Andersen, Howard E. Taylor.
p. cm.

Includes bibliographical references and index.

ISBN 0-534-56665-0

1. Sociology I. Taylor, Howard Francis, 1939- II. Title.

HM586.A53 201
301—dc21

99-056610

For more information, contact
Wadsworth/Thomson Learning
10 Davis Drive
Belmont, CA 94002-3098
USA
<http://www.wadsworth.com>

International Headquarters
Thomson Learning
International Division
290 Harbor Drive, 2nd Floor
Stamford, CT 06902-7477
USA

UK/Europe/Middle East/South Africa
Thomson Learning
Berkshire House
168-173 High Holborn
London WC1V 7AA
United Kingdom

Asia
Thomson Learning
60 Albert Street, #15-01
Albert Complex
Singapore 189969

Canada
Nelson Thomson Learning
1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada

PREFACE

Sociology: The Essentials introduces students to the basic concepts and theories of sociology. We wrote this book because we wanted to show students the power of sociological thinking in understanding the society around them. We realize that many students who take an introductory sociology course will not major in the field (although we also hope that our book and this course will encourage many to do so). But whether or not one pursues further sociological study, developing a sociological perspective is something you can carry with you in many walks of life.

We think there are several components to developing a sociological perspective and have written this book to help students develop this capacity. In developing a sociological perspective, students are

Learning to think about society critically. Throughout this text students will be asked to think critically about society. At times we will challenge students to question commonly held beliefs, in the time-tested sociological tradition of debunking. Other times we will be assessing different perspectives that sociologists use to examine social issues; thinking critically is also important in understanding the social forces that generate both change and continuity in society.

Applying sociological concepts to everyday life. Application of sociology concepts is a prime means of developing a sociological perspective. Throughout this book we use contemporary research and current examples to help students see how sociological thinking can be used to understand the world around them and to see the significance of sociological concepts and theories.

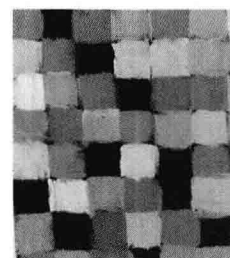
Coming to understand the importance of theory. This text emphasizes the use of different theoretical perspectives to see multiple dimensions of a social issue. We present the traditional major theories in sociology—functionalism, conflict theory, and symbolic interaction—in explaining different dimensions of society, but given what we know about contemporary scholarship, we supplement these theories, where applicable, with discussion of new forms of social theory, such as racial formation theory (see Chapter 9), feminist theory (in various chapters), postmodernism and cultural studies (see Chapter 2), as examples.

Learning to interpret data. The text has an accessible yet rich variety of figures, tables and maps, in addition to original research studies, which will help students develop the highly desirable skills for understanding varied forms of sociological data. As widely published scholars ourselves, we know the importance

of sound research and we want students to be able to comprehend the many social facts they encounter in an increasingly information-based society.

Recognizing the importance of a diverse society.

Students will become adept at recognizing the experiences of diverse groups in society. We see understanding diversity as central to the sociological enterprise, because sociology has long studied the consequences of different social locations for group life chances and other social outcomes.



Sociology: The Essentials is the briefer, paperback version of our hardback text, *Sociology: Understanding A Diverse Society* (2000). People often ask us how we decided to write these books and what brings us together as authors. Both of us have worked throughout our careers to bring scholarship on race and gender into the core of the discipline. Indeed, our work in various professional associations is what brought us together as colleagues, now co-authors and friends. We have both taught undergraduates at various institutions and wanted to bring beginning students the same excitement we found in sociology when we first became excited about what sociology can explain and show you. When we began the long and arduous process of writing the text, we wanted to communicate the richness of sociological research and theory to students while engaging students of differing backgrounds and strengths in the excitement of the sociological perspective. We wanted to write a text that conveyed the same excitement and thrill we experienced in our first undergraduate sociology class. The response to the larger text has been most gratifying, but we have heard from many instructors that the challenge of covering twenty-two chapters and the expense of a hardback textbook sometimes does not meet their and their students' particular needs. Some instructors may want to add supplementary texts or a reader, or want a text that fits the length of their term without compromising the integrity of sociological content. Thus we wanted to produce a shorter text that would engage students with the same vitality, application of concepts, innovative coverage, and accessible writing style that characterize the bigger book. We have rewritten this book and added new features and new material to meet the particular needs of those who want a briefer book. As with the sister text, we have introduced sociology by

drawing on the best contemporary and classical scholarship, emphasizing recent research and providing balance in the presentation of different theoretical perspectives. Simply put, we have written the book to show students the excitement and fascination that a sociological perspective brings to the study of society. We have also written the book to give faculty the flexibility they want to use additional materials.

Themes

Social Change

You will notice throughout the text several recurring themes we think are important in an understanding of society. The beginning of a new century is an advantageous time to reflect on the significant amount of social change that has taken place and is transforming society now. Social change is thus the first of our major themes.

The theme of social change will engage students in thinking about how society is characterized both by constant change and social stability. We use the theme of social change to introduce the book and pick it up throughout each chapter by including discussion of social change in the context of particular sociological topics. The feature “Forces of Social Change” also asks students to reflect on some of the major changes currently shaping modern society. Because one of the major changes in society is increased globalization, we also include a strong global focus, including a separate chapter on global stratification (Chapter 8), global maps throughout, and discussion of the implications of globalization in each chapter.

The Implications of a Diverse Society

We see understanding diversity as central to sociology and, with that in mind, have made the study of diversity central to the book. Unlike other introductory books that have added diversity to a pre-existing approach to sociology, we put diversity at the core of this book, integrating diversity throughout our presentation of sociological research, theory, and substantive topics. This is the work for which we are known as scholars, and we see it as a significant strength in the book. Because we see diversity as part of the fabric of society, you will find diversity woven throughout the text, at the same time that it is included in many of the book's special features.

We see diversity as forming a rich tapestry of group experiences that result from all the different factors that shape society. These include differences in lived

experiences created by social factors such as race, ethnicity, class, gender, and also age, religion, sexual orientation, and region of residence, to name some, but we also see diversity as contributing to the rich texture of society through the diverse cultures and identities of different groups in society. We stress positive aspects of a diverse society, as well as its problems. Although we do not treat members of disadvantaged groups solely as victims, we nonetheless clearly show how the structure of society has a different impact upon the life chances of various groups in society.

Debunking and Critical Thinking A unique feature of our book is the focus on debunking—a process we find central to sociological thinking. We encourage students to look behind the taken-for-granted realities that people commonly assume about society and challenge them to think more critically about how society is put together, how it is sustained, and how it is transformed by human behavior. To us, debunking—the process of looking behind the facades of social life, as sociologist Peter Berger has described—is central to understanding the world around us. People often talk about the importance of teaching students to think critically and we take this to mean that students should not readily accept opinions, explanations, or other ready-made perspectives without carefully examining the facts and processes that produce the complex social world.

Thus, throughout the book we challenge students to see things from diverse points of view, to examine the data that underlie sociological studies, and to see society through the lens of different theoretical and methodological approaches. Many of the features described next are meant to encourage this kind of thinking.

Features and Pedagogical Aids

The special features of this book flow from the book's basic mission: to provide students with a current and comprehensive understanding of the sociological perspective, to comprehend the basics of sociological research and theory, to be able to apply the sociological perspective in analyzing society, to appreciate and understand the increasing significance of diversity within the United States, and to comprehend the implications of social change in an increasingly global and technological society. Thus, several features are built into this book. The features of the book are intended to help students develop critical thinking so that they can apply abstract concepts to observed experiences in

their everyday life and so they can learn how to interpret different theoretical paradigms and approaches to sociological research questions.

Fostering Critical Thinking Skills

For example, the feature “Thinking Sociologically” (which appears in each chapter) takes a concept from the chapter and asks students to think about this concept in relationship to something they can easily observe in an exercise or class discussion. The feature “Debunking Society’s Myths” takes certain common assumptions that are taken for granted and shows students how the sociological perspective would inform such assumptions and beliefs.

Unparalleled Integration of Web-Based Resources

Instructors will find that several technology-based teaching enhancements are integrated throughout the book, making this book the best conceived in using the tools of the Internet for teaching and learning introductory sociology. Many of the graphs within the chapters are based on web sites and each chapter includes a list (at chapter’s end) of stable web-based resources that students and faculty can use to explore data and information pertinent to the chapter topic. We have deliberately selected sites here that we know are stable and provide the latest information or resources on a given subject.

Each chapter includes a feature, “Searching the Net,” which is designed to help students explore current public issues and show students how the sociological perspective can provide different viewpoints about such issues. This feature integrates web-based instruction by giving instructors and students the option of using search terms to find material on the web that will inform their discussions and to use the Wadsworth web site for further information. An additional tool for using the Internet in sociology research is InfoTrac College Edition, a powerful on-line library, providing access to the articles contained in over 900 periodicals and journals. At the end of each chapter is a list of key search terms instructors and students may use in order to conduct a search using InfoTrac College Edition.

An Extensive and Content-Rich Map Program

Also in our book, each chapter includes a map feature (usually two maps): One map feature is called “Mapping

America’s Diversity” and the other, “Viewing Society in Global Perspective.” These maps have multiple instructional value, not the least of which is instructing students about world and national geography. The maps have been designed primarily to visually portray the differentiation by country and/or by state on certain key social facts. For example, in Chapter 3 we show the dispersion of the population under five years of age, both nationally and worldwide. Students can use this visually presented information to ask questions about how the age distribution of the population might be related to such factors as immigration, poverty, or global stratification. In other cases maps are drawn to show such things as the penetration of U.S.-based culture throughout the world, such as the map in Chapter 2, “U.S. Cultural Penetration,” which shows how commonly fast-food franchises have infiltrated the entire world.

High-Interest Theme Boxes

We use four high-interest box themes that embellish our focus on diversity and sociological research throughout the text. One is “Understanding Diversity,” used to further explore the approach to diversity taken throughout the book. In most cases, these boxes provide personal narratives or other information designed to teach students about the experiences of different groups in society. Because many of these boxes are also written as first-person narratives, they can invoke student empathy toward groups other than those to which they belong—something we think is critical to teaching about diversity. We hope to show students the connections between different race, class, and other groups that they otherwise find difficult to grasp.

The feature “Doing Sociological Research” is intended to show students the diversity of research questions that form the basis of sociological knowledge and, equally important, how the question one asks influences the method used to investigate the question. We see this as an important part of sociological research—that how one investigates a question is determined as much by the nature of the question as by allegiance to a particular methodological strategy. Some questions require a more qualitative approach, others, a more quantitative approach. In developing these boxes, we ask, “What is the central question sociologists are asking?” “How did they explore this question using sociological research methods?” “What did they find?” and “What are the implications of this research?” We deliberately selected those that show the full and diverse range of sociological theories and research methods, as well as the diversity of sociologists themselves.

Our feature “Sociology in Practice” is designed to show the application of the sociological perspective in different contexts. Thus we show examples where sociologists have testified before Congress, advised presidents, changed an organization, or elucidated a cultural phenomenon, such as the “Dead Heads” (Chapter 2).

Finally, the feature “Forces of Social Change” highlights some of the major changes currently affecting society, such as the growth of technology and its impact on human relationships (Chapter 16), the influence of consumerism on society (Chapter 5), and the implications of social speedup on families (Chapter 11), to name a few. We think students will find all these features readable, interesting, and a diversion that supplements the textual material.

In-Text Learning Aids

In addition to the features just described, there is an entire set of learning aids within each chapter that promote student mastery of the sociological concepts.

Chapter Outlines. A concise chapter outline at the beginning of each chapter provides students with an overview of the major topics to be covered.

Key Terms. Major terms and concepts are in bold when first introduced in the chapter. A list of the Key Terms is found at the end of the chapter, which makes study more effective.

Theory Tables. Each chapter includes a table that summarizes different theoretical perspectives, comparing and contrasting how these theories illuminate different aspects of different subjects.

Chapter Summary. Questions that highlight major points in each chapter provide a chapter summary and a quick review of major concepts and themes covered in the chapter.

Suggested Readings. An annotated list of Suggested readings is found at the end of each chapter as a source for further study.

A **Glossary** and complete **Bibliography** for the whole text is found at the back of the book.

Organization of the Book

Sociology: The Essentials is organized in five major parts: “Introducing the Sociological Perspective”; “Society and Social Structure”; “Social Inequality”; “Social Institutions”; and “Social Change.” Part I introduces students to the unique perspective of sociology, differentiating it from other ways of studying society, particularly distinguishing it from the individualistic framework students tend to assume. Within this section, Chapter 1 introduces students to the sociological

perspective and to the basics of sociological research methods. This chapter briefly reviews the development of sociology as a discipline, with a focus on the classical frameworks of sociological theory, also incorporating the perspectives and contributions of those sometimes excluded from the history of sociological thought, such as W. E. B. DuBois and Jane Addams.

In Part II, students learn some of the core concepts of sociology, beginning with the study of culture (Chapter 2), moving on to the significance of socialization, including attention to aging and the life course (Chapter 3), and then to understanding the complexity of social interaction and organization. Chapter 4, “Society and Social Interaction” differentiates micro- and macroanalysis in sociology, introducing students to the nuances in the study of social interaction and moving on the complex structure of society and social institutions. In Chapter 5 we study the social structure of groups and organizations, using sociology to understand the complex processes of group formation, organizational dynamics, and the bureaucratization of society. Finally, this section includes a chapter on deviance (Chapter 6)—looking at the unique way that sociologists frame their studies of deviance and centering the presentation in the difference in functionalist, conflict, and symbolic interactionist approaches to deviant behavior.

In Part III, “Social Inequality,” each chapter explores a particular dimension of stratification in society. Beginning with the significance of class, Chapter 7 provides an overview of basic concepts central to the study of social stratification, as well as current sociological perspectives on class inequality, poverty and welfare. Chapter 8 follows with a particular emphasis on understanding the significance of global stratification—meaning the inequality that has developed among, as well as within, different nations throughout the world. Throughout this text, we see globalization as a process that is transforming many societies, including the United States; here we emphasize the global process of developing inequality and explore its consequences worldwide. Chapter 9, “Race and Ethnicity” is a comprehensive review of the significance of race and ethnicity in society. Although these concepts are integrated throughout the book because of our focus on diversity, they also require particular focus by looking at how race and ethnicity differentiate the experiences of diverse groups in society. Likewise, although the study of gender is integrated throughout this text, Chapter 10 focuses on gender as a central concept in sociology—one that is closely linked to systems of stratification in society. This chapter also includes discussion of sexuality, a growing area of research and theory in sociology.

Part IV, on social institutions, includes four chapters, each on a basic institution within society. Beginning with Chapter 11 on families, these chapters explore the basic structure of social institutions and examine how different theoretical perspectives within sociology help us interpret different dimensions of people's experiences within social institutions. Chapter 12, "Education and Work," examines the institution of education, connecting education to the sociology of work. The chapter includes analysis of educational inequality, different economic systems in the organization of society, and contemporary patterns in the social organization of work. Chapter 13, "Government and Health Care," is framed by a discussion of power and authority, as well as the structure of government institutions the social organization of health care. Chapter 14, on "Religion," studies the significance of religious belief systems in society, as well as looking at the institutional structure of religious organizations—both in the United States and in a comparative framework. Each of these chapters provides a brief overview of the major questions sociologists ask when studying social institutions.

Part V, the final section, on social change, we include Chapter 15, "Population, Urbanism and the Environment" and Chapter 16, "Social Movements and Social Change." Chapter 15 connects the study of demography to the phenomena of growing urbanism in society and increasing environmental problems, including problems of population growth and pollution. Chapter 16 ties together the focus on social change that is thematic throughout the book. Here we look at the broad dynamics of social change, emphasizing the broad patterns of change associated with modernization, globalization, and technological development. Although certainly we could have included additional chapters, we have tried to provide a comprehensive introduction to the basics of sociology, without losing the detail and richness that comes from in-depth study of the different subjects examined throughout the book.

Supplements

Supplements for the Instructor

Instructor's Manual. Written by Jan Abu-Shakrah from Portland Community College, this supplement offers the instructor chapter-specific lecture outlines, lecture suggestions to facilitate in-class discussion, student activities, worksheets that the instructor can copy and use as handouts, suggestions for further readings, and extensive Internet exercises.

Test Items. The test items for each chapter, composed by Lee Frank, Community College of Allegheny County—South Campus, consist of 65–100 multiple-choice questions, 20–30 true–false questions, all with page references. Also includes 10–20 short essay questions and 5–10 extended essay questions for each chapter.

ExamView Computerized and Online Testing from Wadsworth/Thomson Learning. Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system.

Wadsworth's Introduction to Sociology Transparency Acetates. A set of four-color acetates is available to help prepare lecture presentations.

SocLink 2001 CD-ROM. SocLink 2001 is an easy-to-use PowerPoint presentation tool that permits instructors to draw on a digital library of hundreds of pieces of graphic art from Wadsworth sociology textbooks. In addition, the library contains hundreds of photographs as well as short video segments that can be used to create customized lecture presentations.

PowerPoint. Available free to adopters, this book-specific PowerPoint presentation can be viewed and downloaded from our web site at <http://sociology.wadsworth.com/instructor/>. A user name and password are available from your Wadsworth/Thomson Learning sales representative.

Demonstrating Sociology: ShowCase Presentational Software. This is a software package for instructors that allow them to analyze data live in front of a classroom. It is a powerful, yet easy-to-use statistical analysis package that lets professors show students how sociologists ask and answer questions using sociological theory. A resource book accompanies it, with detailed "scripts" for using ShowCase in class.

Tips for Teaching Sociology. Prepared by Jerry Lewis of Kent State University, this booklet contains tips on course goals and syllabi, lecture preparation, exams, class exercises, research projects, and course evaluations. It is an invaluable tool for first-time instructors of the introductory course and for veteran instructors in search of new ideas.

Videos for the Classroom

Wadsworth Sociology Video Library. Qualified adopters may select full-length videos from an extensive library of offerings drawn from such excellent educational

video sources as the Films for the Humanities as well as others.

CNN Sociology Today Video Series, Volumes I, II, and III.

The CNN Sociology Today Videos is an exclusive series jointly created by Wadsworth and CNN for the Introduction to Sociology course. Each video in the series consists of approximately 45 minutes of footage originally broadcast on CNN in the last several years and selected specifically to illustrate important sociological concepts. The videos are broken into short two- to seven-minute segments that are perfect for classroom use as lecture launchers, or to illustrate key sociological concepts. An annotated table of contents accompanies each video with descriptions of the segments and suggestions for their possible use within the course.

Customized Videos. Instructors may decide to select one of two customized videos prepared especially for the introductory course. *Interview Videos for Sociology: Discovering Sociology* and *Social Issues Video for Sociology in Our Times* consist of short clips that focus on diversity, culture, and current social issues. Both tapes are excellent tools to spark in-class discussion or facilitate lectures.

Supplements for the Student

Study Guide. Written by Kathryn Dennick-Brecht of Robert Morris College, the *Study Guide* that accompanies the text includes chapter outlines matching that of main text, detailed sentence chapter outlines, list of key terms from each chapter, and Practice Tests: 25 multiple-choice questions with rejoinders and page references, true-false questions, and several essay questions.

Surfing Sociology. *Surfing Sociology* is a full-color, tri-fold brochure containing over fifty URLs covering the following general areas of sociology: General Resources, Organizations, Theory and Methods, Race and Ethnicity, Gender, Marriage and Family, Culture, Socialization, Social Stratification, Deviance, Education, Religion, Work, Population, Social Change, and Career Resources. It also contains a full panel with information about InfoTrac College Edition.

Software and CD-ROM for Students

Interactions: Sociology CD-ROM. This free interactive tool for students is an option that your instructors may have chosen to include with your copy of *Sociology: The Essentials*. *Interactions* include an in-depth review of the chapter, enriching images and hot links to relevant web sites students can access through the com-

puter's Internet browser. After reviewing, students test their understanding by taking the chapter quiz. If they get an incorrect response to a question, *Interactions* will direct them to the pages in the chapter with the concepts they will need to review.

Doing Sociology Software and Workbook, Third Edition.

This is a software/workbook package for students that shows them what it takes to do real sociological research, using the same data and techniques used by professional researchers. The step-by-step approach in the workbook includes explanations of basic research concepts and methods, expanded exercises, and suggestions for independent research projects, effectively guiding students through the research process and offering them a real sense of what sociologists do. IBM-compatible only (Windows 95 or DOS).

Investigating Change in American Society Software and Workbook.

This workbook/software package allows students to analyze and manipulate huge data sets drawn from the U.S. Census. Each chapter consists of exercises specifically tailored to the data sets. The Student Chip software included with the workbook is a user-friendly statistics program that comes with a tutorial on how to use it and how to analyze data. Available on both Macintosh and IBM platforms.

Web-Based Resources and Supplements

InfoTrac College Edition. Ignite discussions or augment your lectures with the latest developments in sociology and societal change. InfoTrac College Edition (available as a free option with this text) gives you and your students four months' free access to an easy-to-use online database of reliable, full-length articles (not abstracts) from hundreds of top academic journals and popular sources. Among the journals available 24 hours a day, seven days a week, are *American Journal of Sociology*, *Social Forces*, and *Social Research and Sociology*. Contact your Wadsworth/Thomas learning representative for more information. InfoTrac College Edition is available only to North American college and university students. Journals subject to change.

WebTutor. WebTutor is a content-rich, Web-based teaching and learning tool that helps students succeed by taking the course beyond classroom boundaries to an "anywhere, anytime" environment. WebTutor is rich with study and mastery tools, communication tools, and course content. Professors can use WebTutor to provide virtual office hours, post your syllabi, set up threaded discussions, track student progress with the quizzing material, and more.

Web Site—Virtual Society: The Wadsworth Sociology Resource Center. At Virtual Society: Wadsworth's Sociology Resource Center, you can find a career center, "surfing" lessons (tips on how to find information on the Web), links to great sociology web sites, and many other selections.

Visit the Andersen and Taylor online resources at http://sociology.wadsworth.com/andersen_essen/

Features of the Andersen and Taylor online resources include:

- **Hypercontents.** Chapter-by-chapter resources available on the Internet
- **Chapter Quizzes.** Online self-quizzes for each chapter in the text
- **InfoTrac College Edition**
- **Join the Forum.** An online threaded discussion forum
- **PowerPoint presentation.** Easily viewable and downloadable, available to the Instructor. Please contact your local Wadsworth/Thomson Learning sales representative for a password to the Instructor Resources.

Two Special Features of the Virtual Society Web Site

Student Guide to InfoTrac College Edition <http://sociology.wadsworth.com/infotrac/index.html>

This is an online supplement prepared by Tim Pippert, of Augsburg College, which contains exercises and suggested readings on InfoTrac College Edition. It consists of critical thinking questions for each of the following standard topics in introductory sociology: Culture, Socialization, Deviance, Social Stratification, Race and Ethnicity, Gender, Aging, Family, Economy/Work, Education, Politics/Government, Health/Medicine, Population, Social Change, and Religion. It is accessible via the web sites of Wadsworth introductory sociology texts, as well as from the Virtual Society home page.

Introductory Sociology Virtual Online Tours <http://sociology.wadsworth.com/virtual/index.html>

Written by Robert Wood of Rutgers University at Camden, this site provides online discussions and virtual tours of twelve core topics for introductory sociology. Students will be guided to specific web sites that supplement the textbook's discussion of the core topic. The tours include a high degree of interactivity and can be used for online assignments.

ACKNOWLEDGMENTS

We relied on the comments of many reviewers to improve the book and we thank them for the time they gave in developing very thoughtful commentaries on the different chapters. Thanks to:

Alessandro Bonanno
Sam Houston State University

G. M. Britten
Lenoir Community College (North Carolina)

Ione Y. DeOllos
Ball State University

Marlese Durr
Wright State University

Grant Farr
Portland State University

Irene Fiala
Kent State University-Ashtabula

James R. Hunter
Indiana University-Purdue University Indianapolis

Jon Iannitti
SUNY College of Agriculture and Technology at Morrisville

Diane E. Johnson
Kutztown University of Pennsylvania

Alice Abel Kemp
University of New Orleans

Keith Kirkpatrick
Victoria College (Texas)

James Lindberg
Montgomery College
Rockville Campus
Maryland

Martha O. Loustaunau
New Mexico State University

Brad Lyman
Baltimore City Community College

Leland C. McCormick
Minnesota State University-Mankato

David L. Phillips
Arkansas State University

Billie Joyce Pool
Homes Community College

David Redburn
Furman University

Lisa Riley
Creighton University
Michael C. Smith
Milwaukee Area Technical College
Tracey Steele
Wright State University
Judith Warner
Texas A&M International University.

We also wish to thank the reviewers of *Sociology: Understanding a Diverse Society* for their comments which we found most helpful in the writing of this text: Jan Abushakrah, Portland Community College; Susan Albee, University of Northern Iowa; Angelo Alonzo, The Ohio State University; Elena Bastida, University of Texas–Pan American; Rebecca Brooks, Kent State University; Valerie Brow, Cuyahoga Community College East; Russell Buenteo, University of South Florida; Jeffery Burr, State University of New York at Buffalo; Kathy Dennick-Brecht, Robert Morris College; Marlese Durr, Wright State University; John Ehle, Northern Virginia Community College; Jess Enns, University of Nebraska–Kerry; Kevin Everett, Radford University; Grant Farr, Portland State University; Michael Goslin, Tallahassee Community College; Richard Halpin, Jefferson Community College (New York); C. Allen Haney, University of Houston; Dean Harper, University of Rochester; Gary Hodge, Collin County Community College; Matt Huffman, George Washington University; Wanda Kaluza, Camden Community College; Edward Kick, University of Utah; Keith Kirkpatrick, Victoria College (Texas); Koorps Mahamoudi, Northern Arizona University; Susan Mann, University of New Orleans; Patrick Mcguire, University of Toledo;

Beth Mintz, University of Vermont; Charles Norman, Indiana State University; Tracy Orr, University of Illinois–Champaign; Carol Ray, San Jose State University; David Redburn, Furman University; Michael Smith, St. Philip's College, Alamo Community College District; Larry Stern, Collin County Community College; Glenna Van Metre, Wichita State University; Mark Winton, University of Central Florida.

We also thank the following people, each of whom provided critical support in different, but important ways: Vicky Baynes, Alison Bianchi, Lisa Huber, Linda Keen, Kim Logio, Lionel Maldonado, Angela March, Jeffrey Quirico, Josie Wagner, and Judy Watson. Special thanks to Al Camarillo, Margarita Ibarra, and Monica Wheeler of the Stanford University Center for Comparative Studies in Race and Ethnicity and Blanche Anderson and Cindy Gibson of the Princeton University Department of Sociology for their support during the time this book was being written. We thank Wei Chen for her work in developing the maps for this book.

We are fortunate to be working with a publishing team with great enthusiasm for this project. We thank all of the people at Wadsworth who have worked with us on this and other projects, but especially we thank Eve Howard, Bob Jucha, Dee Dee Zobian, and Jerilyn Emori for their efforts on behalf of our book and the guidance and advice, not to mention the hard work, they have given to this project. We especially thank Dusty Friedman of The Book Company for her extraordinary attention to detail; we appreciate enormously her talent and perseverance. Finally, our special thanks also go to Richard Morris Rosenfeld and Patricia Epps Taylor for their ongoing support of this project.

ABOUT THE AUTHORS



Margaret L. Andersen is Professor of Sociology and Women's Studies at the University of Delaware. She received her Ph.D. from the University of Massachusetts, Amherst, and her B.A. from Georgia State University. She is the author of *Thinking About Women: Sociological Perspectives on Sex and Gender; Social Problems* (with Frank R. Scarpitti and

Laura L. O'Toole); and the best-selling Wadsworth text, *Race, Class, and Gender: An Anthology* (with Patricia Hill Collins). She is past president of the Eastern Sociological Society, former editor of *Gender & Society*, and former member of the Council of the American Sociological Association. She has served as the Interim Dean of the College of Arts and Science and Vice Provost for Academic Affairs at the University of Delaware, where she has also won the University's Excellence in Teaching Award. She lives on the Elk River in Maryland with her husband Richard Rosenfeld, their two dogs (Blackmun and Marshall, named for Supreme Court justices), and a cat, Extra. When she is not working (which is not much, she says), she loves sailing, gardening, and reading fiction.



Howard F. Taylor was raised in Cleveland, Ohio. He graduated Phi Beta Kappa from Hiram College and has a Ph.D. in sociology from Yale University. He has taught at the Illinois Institute of Technology, Syracuse University, and Princeton University, where he is presently Professor of Sociology. He has published over forty articles

in sociology, education, social psychology, and race relations. His books include *The IQ Game* (Rutgers University Press), a critique of hereditarian accounts of intelligence; *Balance in Small Groups* (Van Nostrand Reinhold); and the forthcoming *Race, Class, and the Bell Curve in America*. He has appeared widely before college, radio, and TV audiences, including ABC's *Nightline*. He is past president of the Eastern Sociological Society; a member of the American Sociological Association, and the Sociological Research Association, an honorary society for distinguished research. He is a winner of the DuBois-Johnson-Frazier Award, given by the American Sociological Association for distinguished research in race and ethnic relations and the Presidents Award for Distinguished Teaching at Princeton University. He lives in Pennington, New Jersey, with his wife, a corporate lawyer; and his daughter and her husband.

TABLE OF CONTENTS

PART ONE

Introducing the Sociological Imagination

CHAPTER 1

Sociological Perspectives and Sociological Research 1

What Is Sociology? 3

The Sociological Perspective 3

■ *Box: UNDERSTANDING DIVERSITY*

Becoming a Sociologist 4

Debunking in Sociology 6

■ *Box: SEARCHING THE NET: Sexual Abuse 6*

Discovering Unsettling Facts 7

■ *Box: DOING SOCIOLOGICAL RESEARCH: Debunking
the Myths of Black Teenage Motherhood 8*

Key Sociological Concepts 9

The Significance of Diversity 9

Diversity: A Source of Change 9

Society in Global Perspective 11

The Development of Sociological Theory 13

The Influence of the Enlightenment 13

Classical Sociological Theory 14

Sociology in America 16

Theoretical Frameworks: Functionalism,
Conflict Theory, and Symbolic Interaction 17

Doing Sociological Research 20

Sociology and the Scientific Method 21

The Research Process 21

■ *Box: DOING SOCIOLOGICAL RESEARCH:
Statistics in Sociology 24*

The Tools of Sociological Research 24

The Survey: Polls, Questionnaires,
and Interviews 24

Participant Observation 25

Controlled Experiments 26

Content Analysis 26

Comparative and Historical Research 27

Evaluation Research 27

Prediction and Sampling 27

Research Ethics: Is Sociology Value-Free? 28

Chapter Summary 29



PART TWO

Society and Social Structure

CHAPTER 2

Culture 31

Defining Culture 32

Characteristics of Culture 33

Biology and Human Culture 35

The Elements of Culture 36

Language 36

■ *Box: UNDERSTANDING DIVERSITY:
The Social Meaning of Language 38*

Norms 39

Beliefs 40

Values 40

Cultural Diversity 41

Dominant Culture 43

Subcultures 43

■ *Box: FORCES OF CHANGE:
The Hispanicization of America 44*

■ *Box: SOCIOLOGY IN PRACTICE:
Touring with the Grateful Dead 45*

Countercultures 45

Ethnocentrism 46

■ *Box: SEARCHING THE NET:
Bilingual Education 46*

The Globalization of Culture 47

Popular Culture 48

The Influence of the Mass Media 50

Racism and Sexism in the Media 51

Theoretical Perspectives on Culture 52

Culture and Group Solidarity 53

Culture, Power, and Social Conflict 53

New Cultural Studies 54

Cultural Change 55

Culture Lag 55

Sources of Cultural Change 55

Chapter Summary 56

CHAPTER 3

Socialization 59

The Socialization Process 60

■ *Box: UNDERSTANDING DIVERSITY:
My Childhood (Bong Hwan Kim) 61*

Socialization as Social Control 62

Conformity and Individuality 62

The Consequences of Socialization 63

Theories of Socialization	64
Psychoanalytic Theory	64
Object Relations Theory	65
Social Learning Theory	65
Symbolic Interaction Theory	66

Agents of Socialization	68
The Family	69
The Media	69
■ <i>Box: SEARCHING THE NET:</i>	
<i>Media Violence</i>	70
Peers	71
Religion	71
■ <i>Box: DOING SOCIOLOGICAL RESEARCH:</i>	
<i>Learning About Race</i>	72
Sports	73
Schools	74

Growing Up in a Diverse Society	75
■ <i>Box: SOCIOLOGY IN PRACTICE:</i>	
<i>Boys and Girls in School</i>	75

Socialization Across the Life Course	76
Childhood	76
Adolescence	78
Adulthood	79
Old Age	80
Rites of Passage	82

Resocialization	84
The Process of Conversion	84
The Brainwashing Debate	85

Chapter Summary	85
------------------------	-----------

CHAPTER 4

Society and Social Interaction 88

What Is Society?	89
Microanalysis and Macroanalysis	89
Groups	90
Statuses	90
Roles	92

Theories About Analyzing Social Interaction	93
The Social Construction of Reality	93
Ethnomethodology	94
Impression Management and Dramaturgy	95
■ <i>Box: DOING SOCIOLOGICAL RESEARCH:</i>	
<i>"Doing Hair, Doing Class"</i>	96
Social Exchange	97
Interaction in Cyberspace	97
■ <i>Box: FORCES OF SOCIAL CHANGE: Technology</i>	98

A Study in Diversity: Forms of Nonverbal Communication	99
Touch	99
Paralinguistic Communication	100
■ <i>Box: UNDERSTANDING DIVERSITY:</i>	
<i>Interaction on the Street</i>	100



Kinesic Communication	101
Use of Personal Space	102
Interpersonal Attraction and the Formation of Pairs	103
Proximity	104
Mere Exposure Effect	104
Perceived Physical Attractiveness	104
Similarity	105
Social Institutions and Social Structure	105
Social Institutions	105
■ <i>Box: SEARCHING THE NET:</i>	
<i>Community Volunteering</i>	106
Social Structure	107
What Holds Society Together?	107
Mechanical and Organic Solidarity	107
Gemeinschaft and Gesellschaft	108
Types of Societies: A Global View	109
Industrial Societies	110
Postindustrial Societies	112
Chapter Summary	113

CHAPTER 5

Groups and Organizations 115

Types of Groups	117
Dyads and Triads: Group Size Effects	117
Primary and Secondary Groups	118
Reference Groups	119
In-Groups and Out-Groups	119
■ <i>Box: DOING SOCIOLOGICAL RESEARCH:</i>	
<i>Sharing the Journey</i>	120
Social Networks	121
The Small World Problem	121
Social Influence	122
The Bystander Intervention Problem	122
The Asch Conformity Experiment	123
The Milgram Obedience Studies	124
Groupthink	125
Risky Shift	126

Formal Organizations and Bureaucracies	127
Types of Organizations	127
■ <i>Box: UNDERSTANDING DIVERSITY:</i>	
<i>The Deltas—Black Sororities as Organizations</i>	128
Bureaucracy	129
Bureaucracy's Other Face	130
Problems of Bureaucracy	131
The McDonaldization of Society	132
■ <i>Box: FORCES OF SOCIAL CHANGE:</i>	
<i>Consumerism</i>	133
New Global Organizational Forms:	
The Japanese Model	134



Diversity: Race, Gender, and Class in Organizations	135
■ Box: <i>SEARCHING THE NET: Diversity Training</i>	136
Functional, Conflict, and Symbolic Interaction: Theoretical Perspectives	137
Chapter Summary	138

CHAPTER 6

Deviance 141

Defining Deviance	143
Sociological Perspectives on Deviance	143
Psychological Explanations of Deviance	146
■ Box: <i>SEARCHING THE NET: Binge Drinking</i>	146
Sociological Theories of Deviance	147
Functionalist Theories of Deviance	147
■ Box: <i>FORCES OF SOCIAL CHANGE: Violence in America</i>	150
Conflict Theories of Deviance	151
Symbolic Interaction Theories of Deviance	153
Forms of Deviance	156
Mental Illness	156
Social Stigmas	157
Crime and Criminal Justice	157
Types of Crime	158
Race, Class, Gender, and Crime	159
■ Box: <i>DOING SOCIOLOGICAL RESEARCH: Latino Violence</i>	160
The Criminal Justice System	162
Deviance in Global Perspective	166
Chapter Summary	168

PART THREE

Social Inequality

CHAPTER 7

Social Stratification 170

Social Differentiation and Social Stratification	172
Estate, Caste, and Class	172
Defining Class	173
Why Is There Inequality?	174
Functionalism and Conflict Theory:	
The Continuing Debate	175
The Class Structure of the United States	177
Layers of Social Class	179
Class Conflict	180
The Distribution of Wealth and Income	182
Diverse Sources of Stratification	183
■ Box: <i>UNDERSTANDING DIVERSITY: Latino Class Experience</i>	184

Social Mobility: Myths and Realities	185
Defining Social Mobility	186
The Extent of Social Mobility	186
Class Consciousness	187
Poverty	187
Who Are the Poor?	188
Causes of Poverty	190
Welfare	193
■ Box: <i>SEARCHING THE NET: Welfare Reform</i>	193
■ Box: <i>SOCIOLOGY IN PRACTICE: Welfare—Myths and Realities</i>	194
Chapter Summary	195

CHAPTER 8

Global Stratification 198

Rich and Poor	200
First, Second, and Third Worlds	202
The Core and Periphery	203
Race and Global Inequality	203
Consequences of Global Stratification	204
Population	204
Health	206
Education	206
Gender	207
Theories of Global Stratification	207
Modernization Theory	207
■ Box: <i>DOING SOCIOLOGICAL RESEARCH: Afghan Refugees</i>	208
Dependency Theory	209
World Systems Theory	210
■ Box: <i>SOCIOLOGY IN PRACTICE: Toys Are Not U.S.</i>	211
World Poverty	212
Relative, Absolute, and Capability Poverty	212
Who Are the World's Poor?	212
Women and Children in Poverty	213
Poverty and Hunger	213
■ Box: <i>UNDERSTANDING DIVERSITY: Malnutrition in Burundi Camps</i>	214
Causes of World Poverty	215
The Future of Global Stratification	216
■ Box: <i>SEARCHING THE NET: World Hunger and Malnutrition</i>	216
Chapter Summary	217

CHAPTER 9

Race and Ethnicity 220

Race and Ethnicity	221
Ethnicity	221
Race	222
■ Box: <i>DOING SOCIOLOGICAL RESEARCH: Children's Understandings of Race</i>	222
Minority and Dominant Groups	224



Racial Stereotypes	224
Stereotypes and Salience	225
The Interplay Among Race, Gender, and Class Stereotypes	225
Prejudice, Discrimination, and Racism	226
Prejudice	226
■ Box: UNDERSTANDING DIVERSITY: <i>Arab Americans:</i> <i>Confronting Prejudice</i>	226
Discrimination	227
Racism	228
Theories of Prejudice and Racism	230
Social Psychological Theories of Prejudice	230
Sociological Theories of Prejudice and Racism	230
Diverse Groups, Diverse Histories	231
Native Americans	232
African Americans	233
Latinos	233
Asian Americans	235
Middle Easterners	236
White Ethnic Groups	236
Patterns of Racial and Ethnic Relations	238
Assimilation and Pluralism	238
Colonialism	239
■ Box: SOCIOLOGY IN PRACTICE: <i>Race, the Underclass, and Public Policy</i>	239
Segregation and the Urban Underclass	240
The Relative Importance of Class and Race	241
Attaining Racial and Ethnic Equality: The Challenge	242
Racial-Ethnic Conflict: A World Problem	242
Civil Rights	242
Black Power, Red Power:	
Radical Social Change	243
Race-Specific Versus Color-Blind Programs for Change	243
■ Box: SEARCHING THE NET: <i>Affirmative Action</i>	244
Chapter Summary	245

CHAPTER 10

Sex and Gender 247

Defining Sex and Gender	248
Sex Differences: Nature or Nurture?	249
Sexuality and Gender	250
The Social Construction of Gender	252
The Formation of Gender Identity	252
Sources of Gender Socialization	253



■ Box: SEARCHING THE NET: <i>Single-Sex Education</i>	253
The Price of Conformity	254
Race, Gender, and Identity	255
■ Box: DOING SOCIOLOGICAL RESEARCH: <i>Judaism, Masculinity, and Feminism</i>	256
Gay and Lesbian Identity	257
The Institutional Basis of Gender	259
Gender Stratification	260
Sexism and Patriarchy	260
Women's Worth: Still Unequal	261
The Persistence of Gender Segregation	264
Gender in Global Perspective	266
Theories of Gender	268
The Frameworks of Sociology	268
Feminist Theory	268
Gender and Social Change	270
Contemporary Attitudes	270
The Sexual Revolution	270
Legislative Change	271
■ Box: FORCES OF SOCIAL CHANGE: <i>The Arrival of Women's Sports</i>	272
Chapter Summary	273

PART FOUR

Social Institutions

CHAPTER 11

Families 276

Defining the Family	278
Comparing Kinship Systems	278
Extended and Nuclear Families	280
Sociological Theory and Families	282
Functionalist Theory and the Family	282
Conflict Theory and the Family	283
Feminist Theory and the Family	283
Symbolic Interaction Theory and the Family	283
Diversity Among Contemporary American Families	284
Female-Headed Households	285
Married-Couple Families	286
Stepfamilies	287
Gay and Lesbian Households	288
■ Box: SEARCHING THE NET: <i>Domestic Partner Benefits</i>	288
Singles	289

Marriage and Divorce	290
Marriage	290
■ Box: <i>FORCES OF CHANGE: Social Speedup</i>	291
Divorce	292
■ Box: <i>DOING SOCIOLOGICAL RESEARCH: For Richer or Poorer: Mothers Confront Divorce</i>	293
Families and Social Problems	294
Family Violence	294
Elder Care and Elder Abuse	295
Teen Pregnancy	296
Changing Families/Changing Society	298
Global Changes in Family Life	298
The Graying of America	298
Families and Social Policy	300
Chapter Summary	301

CHAPTER 12

Education and Work 303

Schooling and Society: Theories of Education	304
The Functionalist View of Education	305
The Conflict View of Education	306
The Symbolic Interactionist View of Education	306
Does Schooling Matter?	307
Effects of Education on Occupation and Income	307
Effects of Social Class Background on Education and Social Mobility	307
Education, Social Class, and Mobility Seen Globally	308
Education and Inequality	308
Cognitive Ability and Its Measurement	309
Ability and Diversity	309
The <i>Bell Curve</i> Debate	310
Tracking and Labeling Effects	311
Teacher Expectancy Effect	312
■ Box: <i>UNDERSTANDING DIVERSITY: The Agony of Education</i>	312
Schooling and Gender	313
Economy and Society	314
The Industrial Revolution	314
Comparing Economic Systems	315
The Changing Global Economy	316
Deindustrialization	317
Technological Change	317
Theoretical Perspectives on Work	318
Defining Work	318
The Division of Labor	319
■ Box: <i>DOING SOCIOLOGICAL RESEARCH: Newcomers in the Workplace</i>	320
Functionalism, Conflict Theory, and Symbolic Interaction	321



Characteristics of the Labor Force	322
Who Works?	322
Unemployment and Joblessness	323
Diversity in the American Occupational System	325
Power in the Workplace	327
Sexual Harassment	327
Gays and Lesbians in the Workplace	328
Disability and Work	329
■ Box: <i>SEARCHING THE NET: Americans with Disabilities Act</i>	329
Chapter Summary	330

CHAPTER 13

Government and Health Care 333

Defining the State	334
The Institutions of the State	335
The State and Social Order	335
Power and Authority	335
Types of Authority	336
The Growth of Bureaucratic Government	336
■ Box: <i>FORCES OF SOCIAL CHANGE: Privacy</i>	337
Theories of Power	338
The Pluralist Model	338
The Power Elite Model	339
The Autonomous State Model	339
Feminist Theories of the State	340
Government: Power and Politics in a Diverse Society	340
Diverse Patterns of Political Participation	340
Political Power: Who's in Charge?	342
Women and Minorities in Government	344
The Military	344
Health Care in the United States	347
Health and Sickness in America:	
A Picture of Diversity	349
Race and Health Care	350
Social Class and Health Care	351
Gender and Health Care	351
Attitudes Toward Health and Illness	352
■ Box: <i>DOING SOCIOLOGICAL RESEARCH: The Sociology of AIDS</i>	352
Mental Illness	354
The Medicalization of Illness and Deviance	355
Theoretical Perspectives on Health Care	356
The Functionalist View of Health Care	356
The Conflict Theory View	356
Symbolic Interactionism and the Role of Perceptions	357

