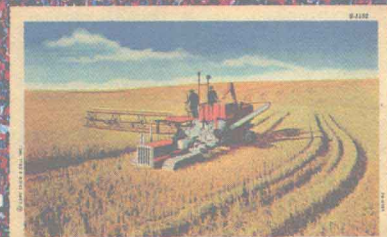


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Rodney Stark



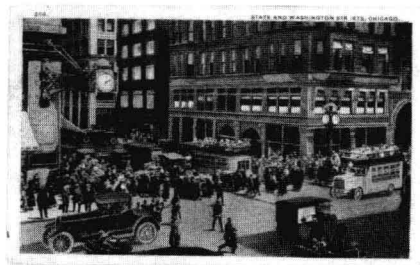
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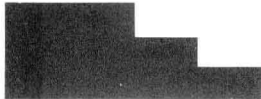
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About the Author

Rodney Stark grew up in Jamestown, North Dakota, and received his Ph.D. from the University of California, Berkeley, where he held appointments as a research sociologist at the Survey Research Center and at the Center for the Study of Law and Society. Since 1971 he has been Professor of Sociology and of Comparative Religion at the University of Washington. He is the author of twelve books and many scholarly articles on subjects as diverse as prejudice, crime, suicide, and British politics. However, the greater portion of his work has been on religion and especially on religious movements. He is a past president of the Association for the Sociology of Religion. In 1986 the Society for the Scientific Study of Religion conferred its Distinguished Book Award for his *The Future of Religion: Secularization, Revival, and Cult Formation*, coauthored by William Sims Bainbridge. His most recent book, also with Bainbridge, is *A Theory of Religion*, published in 1987.

About the Cover

There are several reasons why the city of Chicago, shown here in a photograph from outer space, is an appropriate cover for this book. Since Albion Small founded the first American sociology department at the University of Chicago in 1892, more sociological research has been based on Chicago than on any other city in the world. Moreover, a photograph of the entire city helps us recognize that some of the earliest and most significant “Chicago sociology” attempted to understand cities as whole units, to discover and explain the underlying processes of urban ecology. The postcards serve to remind us that sociologists don’t always view life from afar—many studies are based on close observations of small groups. Here, too, Chicago sociologists led the way with classic studies of an amazing array of Chicago residents—from juvenile gangs and big-time con artists to stockyard workers, symphony musicians, taxi dancers, prostitutes, realtors, nursemaids, dentists, and public drunks.

Preface



Several years ago I got my first chance to revise a book that I already had published. Because I had been quite pleased with the first edition of this textbook, I was amazed at how much needed changing for the second edition. So, having had the opportunity to make the book more accurate and more effective, I was very proud of the second edition when it appeared. Now I wonder why, because in writing the third edition I changed even more than I did the second time around. And, once again, the reasons for the changes are the same: my colleagues and our students.

As I noted in the second edition, I am overwhelmed by the generosity of my colleagues across North America, who have volunteered the most extraordinary suggestions. Instead of the scatter of complaints I had expected, I have received scores of extremely cordial letters, many of which enclosed carefully worked out and fully documented suggestions for additions or modifications. I am deeply indebted to each of you who helped make this text more authoritative and a more effective intellectual adventure for our students. In particular, I must acknowledge the vital contributions made by Randall Collins, John Murray Cuddihy, Raymond F. Currie, Phillips Cutwright, Donald Eyster, Gerhard Falk, Roger Finke, Elton Jackson, Virginia M. Juffer, Joan Krenzin, Graeme Lang, Reece McGee, Jerry Michel, Ephraim Mizruchi, Brian Powell, Ira L. Reiss, Alan J. Shields, and Jackson Toby. Many others lent me much guidance through Wadsworth, and they are listed at the end of the preface.

However, if I was surprised by the supportive and valuable mail I received from sociologists, I remain absolutely astonished at the number of students who write me. It seems clear from their comments that the reason hundreds of them have written is because the “over-the-shoulder” style lets students recognize that sociology is a *human activity*, and that by writing to me they can participate. Not only have I greatly enjoyed these letters but several brought new material to my attention—one letter even caused me to write an entirely new chapter for this edition.

I think this level of student response justifies my initial decision to break some norms of college textbook writing. Most textbooks take pains to sound as if they had no authors but were composed during endless committee meetings. Moreover, human beings are equally indistinct within most texts; the books present a field as consisting mainly of printed matter—of papers and books, of principles and findings. This misleads students about the real nature of scholarly disciplines, which consist not of paper but of people. Moreover, a Nobel laureate once told me that if, after the first ten minutes of the first day of introductory physics, his students didn’t know that people go into science primarily because it’s fun, he would consider himself a failure as a teacher.

So this is a book with a voice, in which a sociologist addresses students directly and describes the activities of a bunch of living, breathing, human beings who are busy being sociologists for the fun of it. Moreover, it

attempts to show students that the single most important scientific act is not to propose answers but to ask questions—to wonder. As I let students look over the shoulders of sociologists, be they Emile Durkheim or Kingsley Davis, I want students to first see them wondering—asking *why* something is as it is. Then I want students to see how they searched for and formulated an answer. For, as an advertising copywriter might put it, I want students to realize that *sociology* can be a verb as well as a noun.

Changes in the third edition

The single most frequent request made by students as well as colleagues was for a chapter on gender. In the first two editions of the text, I chose to place the discussion of gender issues within the appropriate substantive chapters, such as socialization and family. Sex-role socialization was dealt with as a special topic appended to the chapter on socialization. Issues of gender relations within families were discussed in the family chapter, while analysis of female labor force participation, occupational inequality, and discrimination were in the chapter on the interplay of occupation and education. Female status attainment was examined in the chapter on stratification and conflict, while studies of voter responses to female political candidates brightened the chapter on politics. Similarly, theories and research devoted to the immense gender differentials in crime and delinquency were included in the chapter on deviance. I thought it best to place specific gender issues in their most appropriate context.

Having done this, I couldn't discover how to write an additional chapter on gender. Then a student wrote to suggest that I read a book: *Too Many Women?* by Marcia Guttentag and Paul F. Secord (1983). It is a magnificent piece of sociology. And suddenly I had the basis for a chapter on gender inequalities that could measure up to the rest of the book—that is, a chapter that doesn't merely describe but that *explains*.

All of the material on gender in the first two editions remains where it was, except that the material on sex-role socialization has been expanded and placed within the socialization

chapter. I have used the Guttentag and Secord book as the basis for an entirely new chapter that lets students see sociology at its best and most exciting. In Chapter 12, Gender and Inequality, students watch real sociologists ask a big question: How can we *explain* the immense *variation* in gender inequality observed across time and space? I attempt to let students share the excitement of a moment of authentic insight, as Marcia Guttentag first glimpsed the implications of imbalanced sex ratios. Then I lead students along the road from insight to worked-out theory. Finally, I try to help students experience the immense utility of a powerful theory as it successfully confronts data from many times and places, illuminating puzzle after puzzle.

Coming midway in the text, this chapter serves as a powerful pivot point. First, it provides a comprehensive review of basic materials on theories and research. Second, it lays a solid substantive basis for subsequent chapters on such topics as the family, social change, and population. Finally, I wrote this chapter because I found the material in it irresistible. Perhaps it is only because Chapter 12 is brand new, but it is my current favorite.

A second major change in the book places Chapters 2 through 4 in a much tighter and more explicit structure. These chapters are now preceded by an eight-step model of the sociological process (see pp. 30–34). The model clarifies the fundamentals of the scientific method and serves as a “road map” to help students orient themselves as they encounter basic elements of sociological theories and the primary methods used in sociological research. Because specific discussions are connected to specific steps in the sociological process, the material is much easier to grasp.

The two other major additions in the Third Edition respond to requests for more material on the impact of stratification on the individual and for more discussion of older people. Thus, Special Topic 2 assesses Aspects of Income Inequalities in America. This is not an essay on poverty but rather it focuses on contrasts among income groups. I have separated American adults into five groups based on their annual family income and then used the General Social Survey of 1986 to examine differences in class con-

sciousness, life-styles, politics, attitudes, family structures, and morale. Special Topic 4 is devoted to The Older Family and is also based on the General Social Survey, merging the 1986 and 1987 data sets in order to have a large number of respondents over 65. By comparing older and younger Americans, students will discover many rather surprising things—that persons over 65 are the “happiest” group, for example.

A comparative emphasis

A major new feature of the second edition was the systematic use of Canadian studies and data to provide United States–Canada comparisons. Since then I have had time to become more familiar with many other comparative materials. Hence, data based on the nations of Europe and of Latin America, on the provinces of China, and on the fifty most populous nations are now utilized in many of the chapters. But perhaps the most significant addition of comparative material involves the extensive use of data based on the 186 societies of the Standard Cross-Cultural Sample, as selected by George Peter Murdock. The data are based on coding more than a century of anthropological fieldwork and are, in many ways, the best data for testing macro sociological theories. Tables based on these data appear in many chapters and are especially valuable for showing the variety of family structures and of gender relations and for displaying the links between the development of agriculture and the emergence of social classes.

Point of view and approach

Sociologists considering a textbook often ask what “kind” or “brand” of sociology it reflects. What are the author’s theoretical and methodological commitments? I find some difficulty framing a satisfactory answer to such questions, because I don’t think I have a brand. First of all, my fundamental commitment is to sociology as a social science. Hence, I want to know how societies work and why, not to document a perspective. Moreover, in constructing soci-

ological theories I am a dedicated, even reckless, eclectic. Competing theoretical sociologies persist, in part, not only because they tend to talk past one another but also because each can explain some aspect of social life better than the others can. Therefore, in my own theoretical writing I tend to take anything that seems to work from whatever school can provide it. The textbook does much the same, but with care to point out which elements are being drawn from which theoretical tradition.

I also have not written a book that favors either *micro* or *macro* sociology. Both levels of analysis are essential to any adequate sociology. Where appropriate, the chapters are structured to work from the micro to the macro level of analysis. And the book itself works from the most micro topics to the most macro.

Methodologically the text is equally eclectic. In my own research I have pursued virtually every known technique—participant observation, survey research, historical and comparative analysis, demography, human ecology, even experiments. My belief, made clear in the book, is that theories and hypotheses determine what methods are appropriate (within practical and moral limits). That is why there is not one chapter devoted to methods and one devoted to theory. Instead, Chapter 3 first introduces basic elements of micro theories and then demonstrates how such theories are tested through experiments and participant observation. Chapter 4 introduces social structure within the context of survey research methods. The chapter then assesses basic elements of major macro schools of sociological theory and concludes with an extended example of testing macro theories through comparative research using societies as the units of analysis. Throughout the book, the interplay of theory and research is not asserted but *demonstrated*. No sooner do readers meet a theory than they see it being tested.

Countless publishers have stressed to me that introductory sociology textbooks, unlike texts in other fields, must *not* have an integrated structure. Because sociologists, I am told, have idiosyncratic, fixed notions about the order of chapters, books must easily permit students to read them in any order. That would be a poor

way to use this book. The fact is that later chapters build on earlier ones. To do otherwise would have forced me to eliminate some of sociology's major achievements or else to write a redundant book that repeats itself each time basic material is elaborated or built upon. Clearly, some jumping around is possible—the institutions chapters work well enough in any order (and could even be omitted without harming subsequent chapters)—but the basic ordering of the major parts of the book is organic. Thus, for example, the chapter on socialization expands upon material already presented in the biology chapter. And the discussion of theories of intergroup relations included in Chapter 11 is basic to the examination of models of urban segregation taken up in Chapter 19. In my judgment textbooks can only be highly flexible at the risk of being superficial (imagine a chemistry book with chapters that could be read in any order).

Study aids

To assist readers, each chapter ends with a **complete review glossary** that includes concepts and principles. For example, the glossary for the population chapter includes not only concepts such as “birth cohort” or “crude birth rate” but also a succinct restatement of “Malthusian theory” and of “demographic transition theory.” The glossary is ordered in the same way as the chapters, so it serves to summarize and review the chapter.

Boxed inserts of side material have become a standard feature of leading sociology texts. I decided against them. First of all, if the material is worth including, it belongs in the body of the chapter. Placed in a box, the material breaks the narrative flow of the chapter and often gets skipped.

In six instances, however, I have included brief essays—minichapters identified as **Special Topics**. I did this because I wanted to amplify and apply materials from several chapters to give them extra emphasis.

Anyone who reads all of the books and articles recommended for **further reading** at the end of each chapter will know a lot of sociology. To

choose them I asked myself what I had read that was of broad interest and had helped me to write the chapter. Obviously I did not think anyone would rush out and read them all. But students attracted by a particular topic may find useful follow-up reading provided in these suggestions. I also have found these works useful in composing lectures.

ShowCase™ presentational software

Demonstrating Sociology, the instructor's resource book distributed with the first edition, was a major departure from the materials offered with other sociology textbooks. It was a first attempt to provide sociologists with a set of classroom demonstrations of the sort that accompany textbooks in the natural sciences. Any chemist, for example, even one teaching in a rundown high school, can go to the front of the classroom and *do* chemistry. I want to make it possible for any sociologist to go to the front of the classroom and *do* sociology.

For the first two editions, the ShowCase demonstrations were limited to ecological data sets. Included with the second edition were ShowCases for the fifty states, the Canadian provinces, and the city of Seattle. For this edition it was possible to add a Survey ShowCase, including selected variables for all 1,470 cases from the 1986 General Social Survey.

The data sets supplied with the second edition remain exactly the same as before so that any demonstrations you have been using can still be used without changing any of the variable numbers. New demonstrations are based on the new Survey data set or on other ShowCase applications available from Cognitive Development, Inc., Suite 141, 12345 Lake City Way, NE, Seattle, WA 98125.

For schools with adequate computer facilities so that students can have individual access, I have prepared *Student ShowCase: A Computer-Based Introduction to Sociology*, available from Wadsworth Publishing Company. The student exercises parallel the textbook and fit snugly with the front-of-the-classroom demonstrations. This student package

includes a workbook and a diskette containing both an ecological and a survey ShowCase. The exercises often allow students to test a hypothesis at both the ecological and the individual level.

Other supplements

As for the previous editions, Carol Mosher of Jefferson County Community College in Louisville, Kentucky, has prepared a Study Guide for students. It begins with practical suggestions on studying a text, effective test taking, and essay tests. Each chapter of the Study Guide begins with an overview of the text chapter and narrative summary of major topics, followed by lists of key concepts (with accompanying text page numbers), key research studies discussed, key figures (and their contributions), and key theories. These sections help students identify and focus on what they need to study and remember. They can then follow up their review with multiple-choice, fill-in-the-blank, and sample essay questions that dovetail with, but do not duplicate, the test items included in the Test Bank.

For the first edition, I wrote the Test Bank items because I wanted to provide better quality than typically is achieved by freelance test writers. For the second edition I found I needed help to come up with an adequate number of new questions to satisfy the needs of those who teach many sections. Fortunately, David Treymbig of Baldwin-Wallace College, a gifted teacher who cares as much about quality as I do, agreed to help me out, and he did so for this edition as well.

Acknowledgments

Projects such as this depend on many people. My debts to Lynne Roberts and to the staff of Cognitive Development, Inc., can only be expressed, not repaid. Pat Tompkins relentlessly checked everything, meanwhile respecting my prose style, and William Katz was the

arbiter of all matters of taste. As usual, Sandra Craig handled the production schedule without letting anyone see her sweat, and perhaps she doesn't. Marta Kongsle helped me run down many new pictures and supervised the graphs and maps. MaryEllen Podgorski gave the book a fine new look.

I am especially indebted to all of my colleagues who devoted time and effort to assessing portions of the manuscript.

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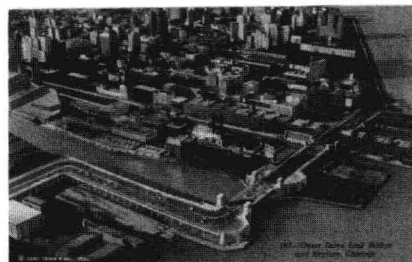
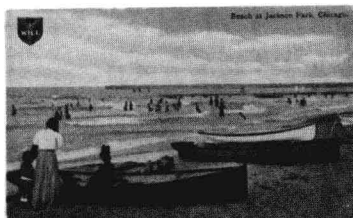
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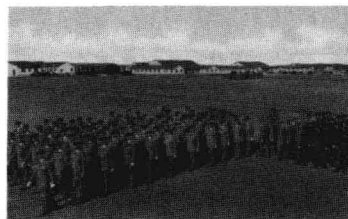
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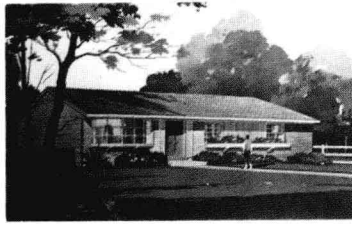
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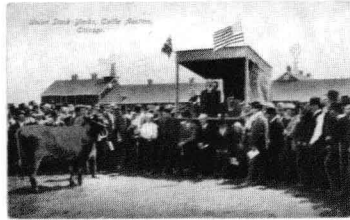
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