



Sociology

The Essentials

Fourth Edition

Margaret L. Andersen & Howard F. Taylor

Sociology

The Essentials

FOURTH EDITION

Margaret L. Andersen
University of Delaware

Howard F. Taylor
Princeton University

THOMSON
—★—™
WADSWORTH

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

Sociology: The Essentials, Fourth Edition
Margaret L. Andersen and Howard F. Taylor

Senior Acquisitions Editor, Sociology: *Robert Jucha*
Development Editor: *Julie Cheng*
Assistant Editor: *Kristin Marrs*
Editorial Assistant: *Katia Krukowski*
Technology Project Manager: *Dee Dee Zobian*
Marketing Manager: *Caroline Concilla*
Marketing Assistant: *Jaren Boland*
Marketing Communications Manager: *Linda Yip*
Project Manager, Editorial Production: *Cheri Palmer*
Creative Director: *Rob Hugel*
Print Buyer: *Judy Inouye*

Permissions Editor: *Kiely Sisk*
Production Service: *Dusty Friedman, The Book Company*
Text Designer: *Lisa Buckley*
Photo Researcher: *Myrna Engler*
Copy Editor: *Yonie Overton*
Illustrator: *Impact Publications*
Cover Designer: *Yvo Riezebos*
Cover and Chapter Opener Images: *Vivienne Flesher*
Composer: *Graphic World, Inc.*
Printer: *Quebecor World/Versailles*



The cover painting (Airport) and the paintings used in the interior are from the work of Vivienne Flesher. Vivienne has produced work for clients as diverse as The New Yorker, Rolling Stone, Starbucks, KOED-TV, and Shiseido. She has illustrated three children's books and will be publishing a fourth, which she has written and photographed. Several of her posters can be found in the Permanent Collection of the Library of Congress, and she recently illustrated the 2005 Love Stamp for the U.S. Postal Service. Besides her commercial work, Ms. Flesher frequently creates for private collectors and has shown work throughout Europe, Asia, and the U.S. A worldwide traveler, she has lived in Manhattan, Tokyo, and Venice; she currently lives in San Francisco.

© 2007 Thomson Wadsworth, a part of The Thomson Corporation. Thomson, the Star logo, and Wadsworth are trademarks 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, information storage and retrieval systems, or in any other manner—without the written permission of the publisher.

Printed in the United States of America
2 3 4 5 6 7 10 09 08 07

ExamView® and ExamView Pro® are registered 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.

© 2007 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2005934426

ISBN-13: 978-0-495-00683-1

ISBN-10: 0-495-00683-1

Thomson Higher Education
10 Davis Drive
Belmont, CA 94002-3098
USA

For more information about our products, contact us at:
Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>. Any additional questions about permissions can be submitted by email to thomsonrights@thomson.com.

Preface

Studying sociology opens new ways of looking at the world. It is a perspective that is grounded in careful observation of social facts, as well as analytical interpretations of how society operates. For students and faculty alike, studying sociology can be exciting, interesting, and downright fun. We have tried to capture the excitement of the sociological perspective in this book—and to do so in a way that is engaging and accessible to undergraduate readers, while also preserving the integrity of sociological research and theory. Our book introduces students to the basic concepts and theories of sociology. It is the condensed, paperback version of our hardcover text, *Sociology: Understanding a Diverse Society* (2006).

One of the strongest features of this book has been its close attention to the most current and detailed research in sociology. Each time we revise the book, we are surprised by how much new research has emerged, continuing to reveal new information and interpretation of issues and events in society. Our experience in teaching introductory students shows us that students can appreciate the revelations of sociological research and theory if presented in a way that engages them and connects to their lives. We have kept this in mind throughout this revision and have focused on material that students can understand and apply to their own social worlds.

An Approach That Reflects the Significance of Sociology

Diversity

The study of diversity is central to our book. Unlike other introductory texts that add diversity to a preexisting approach to sociology, we see diversity as part of the texture

of society. Diversity is central to how society is organized, how inequality shapes the experiences of different groups, and how diversity is shaping (and is shaped by) contemporary social changes. Our attention to diversity pervades the body of the book as well as some of the book's special features (see especially the box feature "Understanding Diversity").

We define diversity to include the differences in experience created by social factors including race, ethnicity, class, gender, age, religion, sexual orientation, and region of residence. We do not think of diversity as just the study of victims, although systems of disadvantage are clearly part of society. We stress the positive aspects of a diverse society, as well as its problems. We are pleased that our thorough integration of diversity has led reviewers to comment that our book provides the most comprehensive coverage of diversity of any book on the market.

Current Theory and Research

According to readers and reviewers of this book, our presentation of current theory and research is one of its strongest features. We use the most current research throughout the book to show students the value of a sociological education. With this in mind, we include two pedagogical features—Researching Society with MicroCase Online and Doing Sociological Research boxes—to further underscore the influence of sociological research.

MicroCase[®] Online is a statistical data analysis program on our companion website as well as Wadsworth's Sociology home page. Each chapter includes an exercise, which we designed, that students can do utilizing this user-friendly research tool. With MicroCase Online, students can do research using data from the General Social Survey; they can map data from the 2000 U.S. Census; or they can look at international

data that ranks nations on various items. With each exercise, we encourage students to think further about what the data show them. This is an excellent—and easy—way to introduce students to actually doing sociological research. Students also can explore further projects on their own or instructors can guide them through the MicroCase feature on Wadsworth's website.

The box feature, **Doing Sociological Research**, showcases different research studies. We include this so that students will understand not just the concepts and procedures of research methods, but also how sociologists do their work and how the questions they ask are linked to the methods of inquiry that they use. Each box begins by identifying the question asked by the researcher. Then it describes the method of research, presents the findings and conclusions, and briefly discusses the implications. These boxes also show students the diverse ways that sociologists conduct research and thus feature the rich and varied content of the discipline.

We also help students understand how different theoretical frameworks in sociology interpret different topics by including tables in every chapter that concisely compare different theoretical viewpoints, showing how each illuminates certain questions and principles. We think this comparison of theories helps students understand an important point: Starting from a different set of assumptions can change how you interpret different social phenomena.

Critical Thinking and Debunking

We use the theme of *debunking* in the way first developed by Peter Berger (1963)—to look behind the facades of everyday life, challenging the ready-made assumptions that permeate commonsense thinking. Debunking is a way for students to develop their critical thinking, and we use the debunking theme to help students understand how society is constructed and sustained. This theme is highlighted in the **Debunking Society's Myths** feature found throughout every chapter.

Critical thinking is a term widely used but often vaguely defined. We use it to define the process by which students learn to apply sociological concepts to observable events in society. Throughout the book, we ask students to use sociological concepts to analyze and interpret the world they inhabit. This is reflected in the **Thinking Sociologically** feature that is also present in every chapter.

Because contemporary students are so strongly influenced by the media, we also encourage their critical thinking through the box feature **A Sociological Eye on the Media**. These boxes examine sociological research that challenges some of the ideas and images portrayed in the media. This not only improves students' critical thinking skills, but also shows them how research can debunk these ideas and images.

Social Action/Social Policy

There is a focus on social policy throughout the book because we want students to see the utility of a sociological perspective. This is amplified in this new edition through the inclusion of a new box theme: **Public Sociology**. We broadly define social policy to include the various ways that sociological research and theory can be applied to addressing social issues. The Public Sociology boxes found throughout the book show students specific ways that sociologists have used their knowledge to effect social change and/or social policy. We also include a box feature in each chapter, **Taking on Social Issues**, wherein students are asked to analyze a contemporary policy issue, such as decriminalizing drugs (Chapter 6), encouraging marriage to reduce poverty (Chapter 7), or federal support for faith-based initiatives (Chapter 12).

Social Change

The sociological perspective helps students see society as characterized both by constant change and social stability. We use the change theme in every chapter by examining social change at the conclusion of each chapter. The social change theme is especially significant in light of the events of September 11, 2001. What effect have these events had on society? This is a question we address in several places throughout the book, including discussion of al Qaeda as a transnational social movement (see Chapter 16); attention to racial and ethnic profiling (see Chapters 6 and 9); and the use of sociologist Emile Durkheim's theory to understand suicide bombers (Chapter 6).

Global Perspective

Diversity includes the increasingly global character of society. The United States is increasingly being changed by globalization. We use a global perspective to examine how global changes are affecting all parts of life within the United States, as well as other parts of the world. This means more than including cross-cultural examples. It means, for example, examining phenomena such as migration and immigration, the formation of world cities, the increasingly cultural diversity found within the United States, and the impact of an international division of labor on work within the United States. This global perspective is found in the research and examples cited throughout the book, as well as in various chapters that directly focus on the influence of globalization on particular topics, such as work, culture, and crime. The map program "**Viewing Society in Global Perspective**" also brings a global perspective to the subject matter of each chapter.

New to the Fourth Edition

We have made many changes to the fourth edition to make it stronger and more effective. Together, these changes should make the fourth edition easier for instructors to teach and more accessible and interesting for students.

Sociology: The Essentials is organized into five major parts: “Introducing the Sociological Imagination” (Chapter 1); “Society, Individuals, and Social Structure” (Chapters 2 through 6); “Social Inequalities” (Chapters 7 through 11); “Social Institutions” (Chapters 12 through 14); and “Social Change” (Chapters 15 and 16).

Part I, Introducing the Sociological Imagination, introduces students to the unique perspective of sociology, differentiating it from other ways of studying society, particularly the individualistic framework students tend to assume. Within this section, **Chapter 1, Sociological Perspectives and Sociological Research**, introduces students to the sociological perspective and 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, as well as contemporary theories, such as feminist theory and postmodernism. The chapter incorporates the contributions of early theorists sometimes excluded from the history of sociological thought, such as W.E.B. Du Bois and Jane Addams.

In **Part II, Society, Individuals, and Social Structure**, students learn some of the core concepts of sociology. It begins with the study of culture in **Chapter 2, Culture**, and has a stronger focus on popular culture and the media given students’ high interest in these topics. New topics, such as the values conflict that emerged in the Terri Schiavo case, are included and we examine various dimensions of the cultural issues involved in current world affairs. **Chapter 3, Socialization and the Life Course**, includes new material on the nature-nurture controversy, as well as new research on childhood. We include discussion of the influence of women’s sports on socialization. The chapter also includes discussion of aging and the life course. **Chapter 4, Social Interaction and Social Structure**, differentiates microanalysis and macroanalysis in sociology by introducing students to the nuances in the study of social interaction and moving onto the complex structure of society and social institutions. The chapter includes a strong section on cyberspace interaction.

In **Chapter 5, Groups and Organizations**, we study social groups and formal organizations, using sociology to understand the complex processes of group influence, organizational dynamics, and the bureaucratization of society. A new section on the Abu Ghraib prison scandal is used to illustrate group influence, a good example of how sociology can be used to understand current affairs. **Chapter 6, Deviance and Crime**,

includes a look at the sociological theories of deviance with attention to labeling theory, corporate crime and deviance, and the effects of race, class, and gender on arrest rates. The core material is illustrated with contemporary events, such as the arrests of well-known corporate executives, school shootings, and prison growth.

In **Part III, Social Inequalities**, each chapter explores a particular dimension of stratification in society. Beginning with the significance of class, **Chapter 7, Social Class and Social Stratification**, 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. There is new material on social class stereotyping in the media, a photo essay on social class and leisure activity, as well as current research on the effects of welfare reform and growing debt among the middle class. Updated data on poverty and income is included throughout.

Chapter 8, Global Stratification, follows with a particular emphasis on understanding the significance of global stratification, the inequality that has developed among, as well as within, various nations. Throughout this text, we see globalization as a process that is transforming many societies, including the United States. Here we examine global events and processes, including corporate globalization, and explore their consequences worldwide. We have added a new section on war and terrorism in the context of global inequality.

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 on how race and ethnicity differentiate the experiences of diverse groups in society. Included are topics such as multiracial census classification, different types of racism, the interplay of class and race, and affirmative action court cases.

Chapter 10, Gender, focuses on gender as a central concept in sociology closely linked to systems of stratification in society. The chapter has been reorganized to bring the social construction of gender more to the forefront; there is also more material on the devaluation of women’s work.

This edition maintains a separate chapter on sexuality (**Chapter 11, Sexuality**), reflecting the increased attention in sociological research to sexuality as a component of social stratification. The chapter has been reorganized to emphasize the social dimensions of human sexuality and to better integrate theory and the topics covered, including birth control, abortion, gay and lesbian experience, and the marketing of sex.

Part IV, Social Institutions, includes three chapters, each focusing on basic institutions within society. Beginning with **Chapter 12, Families and Religion**, 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. In Chapter 12, there is new material on the same-sex marriage debate and a new section, under the topic of religion, on religious extremism. The chapter maintains its inclusion of important topics in the study of families, such as interracial dating, gay and lesbian households, fatherhood, gender roles within families, and family violence.

Chapter 13, Education and Health Care overviews education in the United States, including recent developments in education and inequality, plus a look at health and sickness seen globally. It includes theoretical perspectives on health care and the health care crisis in America. New to this chapter is recent research on inequality in education, tracking, standardized testing, stereotype threat, and gender, as well as coverage of new health care topics such as the universal health care debate, global aspects of sickness, fraud and abuse in medicine, and alternative medicine.

Chapter 14, Politics and the Economy, analyzes the state, power, and authority, and bureaucratic government. It also contains a detailed discussion of theories of power, in addition to coverage of the economy seen globally and characteristics of the labor force. New to this chapter are updated discussions on the power elite in America, women and minorities in government, women in the military, sexual harassment in the workplace, and gays and lesbians in the workplace.

Part V, Social Change, includes two chapters. **Chapter 15, Population, Urbanization, and the Environment**, covers demographic processes and urbanization, and theories of population growth, as well as research on pollution and depletion of the physical environment. New data are included on population growth and change, the new suburbanites, race and class in the suburbs, environmental racism, and new policies on saving the physical environment.

The last chapter, **Chapter 16, Social Change and Social Movements**, addresses social change and social movements with detailed coverage on theories of social change, the causes of social change, and the nature and types of social movements. New updates include information on war and terrorism as causes of social change, cultural diffusion as a source of social change, and the cyberspace revolution.

Features and Pedagogical Aids

The special features of this book flow from its major themes: diversity, current theory and research, debunking and critical thinking, social action and social policy, social change, and global perspective. The features are also designed to help students develop critical thinking skills so that they can apply abstract concepts to observed experiences in their everyday life, and learn how to interpret dif-

ferent theoretical paradigms and approaches to sociological research questions.

Because of the importance of good writing, we have also introduced a new feature to this edition, aimed at providing writing exercises to help students develop good writing skills while mastering the concepts of the various chapters.

Critical Thinking Features

The feature “**Thinking Sociologically**” takes concepts from each chapter and asks students to think about these concepts in relationship to something they can easily observe in an exercise or class discussion. The feature “**Debunking Society’s Myths**” takes certain common assumptions and shows students how the sociological perspective would inform such assumptions and beliefs.

Writing about Society

Each chapter includes a new feature, “**Writing about Society**,” which is intended to provide students with the chance to review some basic concepts but also to improve student writing skills. Studies of writing show that students learn to write best when they develop their writing in stages—also known as sequencing. The writing exercises are presented with this in mind: first asking students to describe something, then discuss it, followed by analysis, and lastly synthesis and/or evaluation. We have utilized this sequencing method in developing the writing exercises, for example, first asking students to identify a particular social phenomena, then describe it, then use a sociological concept to explain it, and finally to evaluate it in the context of a sociological theory or argument. You will find these writing exercises throughout the book (one in each chapter) and they can be used for in-class writing exercises or longer assignments.

Instructors will find it helpful to refer to the web page of the University of Delaware Writing Center (www.udel.edu/wc) for some very helpful guidelines on including writing in their courses, including tips on grading writing with greater ease and efficiency, as well as suggestions for teaching writing in large classes. The website also includes more discussion on sequencing writing assignments.

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 Internet tools for teaching and learning introductory sociology.

New to this edition is the integration of **SociologyNow™**, a powerful, free web-based assessment and study tool. (See the Supplements section later in this preface for more details on this robust study tool.) SociologyNow icons have been woven into each chapter, indicating where students can find an interactive exercise or feature relevant to the material they are studying.

The MicroCase feature will be especially valuable for faculty who want to expose students to actual sociological research. Following the Key Terms at the end of each chapter, we have developed a **Researching Society with MicroCase Online** exercise that explores some dimensions of the chapter's subject. These research exercises are simple to do, and we think they will help students discover the excitement of doing sociological research.

Each chapter includes a box feature, "**Taking on Social Issues**," which is designed to help students explore current public issues and show students how the sociological perspective can provide different viewpoints about social issues. These boxes include a web-based exercise—"Taking Action"—that is included on the companion website for the book. On this site, we provide links to the websites of organizations working on relevant policy issues, plus critical thinking questions that ask students to interpret different sociological aspects of the organizations. "**Taking on Social Issues**" helps students identify groups that work on various social issues, enriches students' critical thinking by asking them to analyze the structure, goals, strategies, and constituents of different action groups, and shows students how sociological knowledge can be applied. This feature has the added benefit of directing students to organizations where they can potentially pursue internships, service learning projects, or possibly careers. It can show students the different ways that sociological research and theory can be applied in "real" life.

A web-based resource is also integrated into the "**Doing Sociological Research**" boxes. Using **InfoTrac® College Edition with InfoMarks™**—an online database of full-length articles from thousands of publications—and the search terms that we provide at the end of the box, along with critical thinking questions, give students the opportunity to further explore the topics covered in the boxes. Finally, at the end of each chapter, there is a list 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 we know are stable and provide the latest information or resources on a given subject.

An Extensive and Content-Rich Map Program

We use the map feature that appears throughout the book to help students visualize some of the ideas presented, as well

as to learn more about regional and international diversity. One map theme is "**Mapping America's Diversity**" and the other is "**Viewing Society in Global Perspective**." These maps have multiple uses for instructional value, beyond instructing students about world and national geography. The maps have been designed primarily to show the differentiation by county, state, and/or country on 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 information to ask questions about how the age distribution of the population might be related to immigration, poverty, or global stratification.

We have included a critical thinking component to the maps to integrate them more effectively with the chapter material. Thus, each map includes **critical thinking questions** that ask students to interpret the map data within the context of concepts and ideas from the chapter.

High-Interest Theme Boxes

We use five high-interest themes for box features that embellish our focus on diversity and sociological research throughout the text. "**Understanding Diversity**" further explores the approach to diversity taken throughout the book. In most cases, these box features provide personal narratives or other information designed to teach students about the experiences of different groups in society.

Because many are 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 race, class, and other social groups that they otherwise find difficult to grasp.

The box 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 a researcher 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 research method. Some questions require a more qualitative approach, others, a more quantitative approach. In developing these box features, 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 questions that show the full and diverse range of sociological theories and research methods, as well as the diversity of sociologists. Each box feature ends with "**Questions to Consider**" to encourage students to think further about the implications and applications of the research.

Our new box feature “**Public Sociology**” is designed to show how sociology has actually been used to make a difference. We include here various examples of sociologists using their research in an action project. For example, Chapter 7 on “Social Class and Social Stratification” includes a “Public Sociology” box describing the “Jobs for the Future” project, a project designed to address unemployment in a North Carolina community based on the research by sociologist Leslie Hossfeld. We think this feature will help students see that sociology is not just abstract but has utility in various public contexts.

The feature “**A Sociological Eye on the Media**,” found in several chapters, examines some aspect of how the media influence public understanding of some of the subjects in this book. We think this is important because sociological research often debunks taken-for-granted points of view presented in the media and we want students to be able to look at the media with a more critical eye. Because of the enormous influence of the media, we think this is increasingly important in educating students about sociology.

As mentioned earlier, we also include the feature “**Taking on Social Issues**” in every chapter. The box is designed to prompt students to consider current public issues and show them how the sociological perspective can provide different viewpoints about such issues.

In-Text Learning Aids

In addition to the features just described, there is an entire set of learning aids within each chapter that promotes 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. Key terms and major concepts appear 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. Definitions for the key terms may be found in the glossary.

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

Chapter Summary in Question-and-Answer Format. Questions and answers highlight the major points in each chapter and provide a quick review of major concepts and themes covered in the chapter.

Suggested Readings and Web Resources. An annotated list of suggested readings and related websites is found at the end of each chapter to encourage further study.

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

Supplements

Sociology: The Essentials, Fourth Edition, is accompanied by a wide array of supplements prepared to create the best learning environment inside as well as outside the classroom for both the instructor and the student. All the continuing supplements for *Sociology: The Essentials*, Fourth Edition, have been thoroughly revised and updated, and several are new to this edition. We invite you to take full advantage of the teaching and learning tools available to you.

For the Instructor

Instructor’s Resource Manual. This supplement offers the instructor brief chapter outlines, chapter focus, “What’s New to the Fourth Edition,” chapter summaries, student learning objectives, key terms and people, detailed chapter lecture outlines, lecture and discussion suggestions, “Writing about Society” exercises, discussion questions for WebTutor, student activities, class activities, chapter worksheets, Internet activities, video suggestions, InfoTrac College Edition exercises, suggested resources, and creative lecture and teaching suggestions. Also included is a Resource Integration Guide (RIG), a list of additional print, video, and online resources, and concise user guides for SociologyNow, InfoTrac College Edition, and WebTutor.

Test Bank. This test bank consists of 100 multiple-choice questions and twenty to thirty true/false questions for each chapter of the text, all with answer explanations and page references to the text. Each multiple-choice item has the question type (factual, applied, or conceptual) indicated. Also included are ten to fifteen short-answer and five to ten essay questions for each chapter. All questions are labeled as new, modified, or pick-up so instructors know if the question is new to this edition of the test bank, modified but picked up from the previous edition of the test bank, or picked up straight from the previous edition of the test bank.

ExamView® Computerized Testing for Macintosh and Windows. Create, deliver, and customize printed and online tests and study guides in minutes with this easy-to-use assessment and tutorial system. ExamView includes a Quick Test Wizard and an Online Test Wizard to guide instructors step by step through the process of creating tests. The test appears on screen exactly as it will print or display online. Using ExamView’s complete word processing capabilities, instructors can enter an unlimited number of new questions or edit questions included with ExamView.

Extension: Wadsworth’s Sociology Reader Collection. Create your own customized reader for your Sociology class drawing from dozens of classic and contemporary articles found on the exclusive Thomson Wadsworth TextChoice

database. Using the TextChoice website (www.TextChoice.com) you can preview articles, select your content, and add your own original material. TextChoice will then produce your materials as a printed supplementary reader for your class.

Classroom Presentation Tools for the Instructor

JoinIn™ on TurningPoint®. Transform your lecture into an interactive student experience with *JoinIn*. Combined with your choice of keypad systems, *JoinIn* turns your Microsoft® PowerPoint® application into audience response software. With a click on a handheld device, students can respond to multiple choice questions, short polls, interactive exercises, and peer-review questions. You can also take attendance, check student comprehension of concepts, collect student demographics to better assess student needs, and even administer quizzes. In addition, there are interactive text-specific slide sets that you can modify and merge with any of your own PowerPoint lecture slides. This tool is available to qualified adopters at <http://turningpoint.thomsonlearningconnections.com>.

Multimedia Manager Instructor Resource CD: A 2006 Microsoft® PowerPoint® Link Tool. With this one-stop digital library and presentation tool, instructors can assemble, edit, and present custom lectures with ease. The Multimedia Manager contains figures, tables, graphs, and maps from this text, pre-assembled Microsoft PowerPoint lecture slides, video clips from DALLAS TeleLearning, ShowCase presentational software, tips for teaching, the instructor's manual, and more.

Introduction to Sociology 2006 Transparency Masters. A set of black-and-white transparency masters consisting of tables and figures from Wadsworth's introductory sociology texts is available to help prepare lecture presentations. Free to qualified adopters.

Videos. Adopters of *Sociology: The Essentials*, Fourth Edition, have several different video options available with the text. Please consult with your Thomson Learning sales representative to determine if you are a qualified adopter for a particular video.

Wadsworth's Lecture Launchers for Introductory Sociology. An exclusive offering jointly created by Thomson Wadsworth and DALLAS TeleLearning, this video contains a collection of video highlights taken from the *Exploring Society: An Introduction to Sociology Telecourse* (formerly *The Sociological Imagination*). Each three-to-six-minute video segment has been specially chosen to enhance and enliven class lectures and discussions of twenty key topics covered in the introduction to sociology course. Accompanying the video is a brief written description of each clip, along with suggested

discussion questions to help effectively incorporate the material into the classroom. Available on VHS or DVD.

Sociology: Core Concepts Video. Another exclusive offering jointly created by Thomson Wadsworth and DALLAS TeleLearning, this video contains a collection of video highlights taken from the *Exploring Society: An Introduction to Sociology Telecourse* (formerly *The Sociological Imagination*). Each fifteen-to-twenty-minute video segment will enhance student learning of the essential concepts in the introductory course and can be used to initiate class lectures, discussion, and review. The video covers topics such as the sociological imagination, stratification, race and ethnic relations, social change, and more. Available on VHS or DVD.

CNN® Today Sociology Video Series, Volumes V-VII. Illustrate the relevance of sociology to everyday life with this exclusive series of videos for the introduction to sociology course. Jointly created by Wadsworth and CNN, each video consists of approximately forty-five minutes of footage originally broadcast on CNN and specifically selected to illustrate important sociological concepts.

Wadsworth Sociology Video Library. Bring sociological concepts to life with videos from Wadsworth's Sociology Video Library, which includes thought-provoking offerings from *Films for Humanities*, as well as other excellent educational video sources. This extensive collection illustrates important sociological concepts covered in many sociology courses.

Supplements for the Student

SociologyNow. This online tool provides students with a customized study plan based on a diagnostic "pretest" that they take after reading each chapter. The study plan provides interactive exercises, learning modules, animations, video exercises, and other resources to help students master concepts that are central to Sociology. After the study plan has been reviewed, students can take a "posttest" to monitor their progress in mastering the chapter concepts. Instructors may bundle this product for their students with each new copy of the text for free! If your instructor did not order the free access code card to be packaged with your text—or if you have a used copy of the text—you can still obtain an access code for a nominal fee. Just visit the Thomson Wadsworth E-Commerce site at http://sociology.wadsworth.com/andersen_taylor4e_ess/, where easy-to-follow instructions help you purchase your access code.

Study Guide with Practice Tests. This student study tool contains brief chapter outlines, chapter focus, questions to guide your reading, a list of key terms and key people with page references to the text, detailed chapter outlines, "Writing about Society" exercises, practice tests consisting of twenty

to twenty-five multiple-choice questions, ten to fifteen true/false questions, three to five essay questions, two to three InfoTrac College Edition exercises, and two to three Internet exercises. All multiple-choice and true/false questions include answer explanations and page references to the text.

Internet-Based Supplements

InfoTrac College Edition with InfoMarks. Available as a free option with newly purchased texts, InfoTrac College Edition gives instructors and students four months of free access to an extensive online database of reliable, full-length articles (not just abstracts) from thousands of scholarly and popular publications going back as much as twenty-two years. Among the journals available 24/7 are *American Journal of Sociology*, *Social Forces*, *Social Research*, and *Sociology*. InfoTrac College Edition now also comes with InfoMarks, a tool that allows you to save your search parameters, as well as save links to specific articles. (Available to North American college and university students only; journals are subject to change.)

WebTutor Advantage on WebCT and Blackboard. This web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. Students gain access to a full array of study tools, including chapter outlines, chapter-specific quizzing material, interactive games and maps, and videos. With WebTutor Advantage, instructors can provide virtual office hours, post syllabi, track student progress with the quizzing material, and even customize the content to suit their needs.

Wadsworth's Sociology Home Page at <http://sociology.wadsworth.com>. Combine this text with the exciting range of Web resources on Wadsworth's Sociology Home Page, and you will have truly integrated technology into your learning system. Wadsworth's Sociology Home Page provides instructors and students with a wealth of information and resources, such as *Sociology in Action*, *Census 2000: A Student Guide for Sociology*, *Research Online*, a *Sociology Timeline*, a Spanish glossary of key sociological terms and concepts, and more.

Turnitin™ Online Originality Checker. This online "originality checker" is a simple solution for professors who want to put a strong deterrent against plagiarism into place and make sure their students are employing proper research techniques. Students upload their papers to their professor's personalized website and within seconds, the paper is checked against three databases—a constantly updated archive of over 4.5 billion web pages; a collection of millions of published works, including a number of Thomson Higher Education texts; and the millions of student papers already submitted to Turnitin. For each paper submitted, the professor receives a customized report that documents any text matches found

in Turnitin's databases. At a glance, the professor can see if the student has used proper research and citation skills, or if he or she has simply copied the material from a source and pasted it into the paper without giving credit where credit was due. Our exclusive deal with iParadigms, the producers of Turnitin, gives instructors the ability to package Turnitin with the *Sociology: The Essentials*, Fourth Edition, Thomson textbook. Please consult with your Thomson Learning sales representative to find out more!

Companion Website for *Sociology: The Essentials*, Fourth Edition at (http://sociology.wadsworth.com/andersen_taylor4e_ess). The book's companion website includes chapter-specific resources for instructors and students. For instructors, the site offers a password-protected instructor's manual, PowerPoint presentation slides, and more. For students, there is a multitude of text-specific study aids, including the following:

- Tutorial practice quizzes that can be scored and emailed to the instructor
- Web links
- InfoTrac College Edition exercises
- Flash cards
- MicroCase Online data exercises
- Crossword puzzles
- Virtual Explorations
- And much more!

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

Angela D. Danzi, Farmingdale State University of New York

Sara E. Hanna, Oakland Community College, Highland Lakes Campus

Anna Karpathakis, Kingsborough Community College, CUNY

Tim Kubal, California State University, Fresno

Brian L. Maze, Franklin University

Linda L. Petroff, Central Community College

Ralph Pyle, Michigan State University

Brenda S. Zicha, Mott Community College

We would also like to extend our thanks to those who reviewed the first three editions of *Sociology: The Essentials*. Brenda N. Bauch, Jefferson College; E. M. Beck, University of Georgia; Alessandro Bonanno, Sam Houston State Uni-

versity; G. M. Britten, Lenoir Community College (North Carolina); James E. Coverdill, University of Georgia; Susan Crafts, Niagara Community College; Jean E. Daniels, California State University, Northridge; Ione Y. DeOllos, Ball State University; Marlese Durr, Wright State University; Lois Easterday, Onondaga Community College; Cynthia K. Epperson, St. Louis Community College at Meramec; Lynda Ann Ewen, Marshall University; Grant Farr, Portland State University; Irene Fiala, Kent State University—Ashtabula; James Fillman, Bucks County Community College; Lorna Forster, Clinton Community College; Patricia Gibbs, Foothill College; Bethany Gizzi, Monroe Community College; Jennifer Hamer, Wayne State University; James R. Hunter, Indiana University—Purdue University Indianapolis; Jon Iannitti, SUNY College of Agriculture and Technology at Morrisville; Carol A. Jenkins, Glendale Community College; Diane E. Johnson, Kutztown University of Pennsylvania; Katherine Johnson, Niagara Community College; Alice Abel Kemp, University of New Orleans; Keith Kirkpatrick, Victoria College (Texas); Elizabeth D. Leonard, Vanguard University; James Lindberg, Montgomery College, Rockville Campus, Maryland; Martha O. Loustaunau, New Mexico State University; Brad Lyman, Baltimore City Community College; Susan A. Mann, University of New Orleans; Leland C. McCormick, Minnesota State University—Mankato; Brian Moss, Oakland Community College—Waterford Campus (MI); Timothy Owens, Purdue University; Tara Perrello, Fordham University; David L. Phillips, Arkansas State University; Billie Joyce Pool, Homes Community College; Ralph Pyle, Michigan State University; David Redburn, Furman University; Lesley Williams Reid, Georgia State University; Lisa

Riley, Creighton University; Michael C. Smith, Milwaukee Area Technical College; Tracey Steele, Wright State University; Melvin Thomas, North Carolina State University; Judith Warner, Texas A&M International University; Stephani Williams, Arizona State University; Sheryline A. Zebroski, St. Louis Community College, Florissant; Carl W. Zeigler, Elgin Community College.

We also thank the following people, each of whom provided critical support in different, but important ways: Blanche Anderson, Victoria Becker, Alison Bianchi, Cindy Gibson, Linda Keen, and Judy Watson. We particularly thank Keeley McGill for her research on the maps and figures throughout the 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 Bob Jucha, Julie Cheng, Dee Dee Zobian, and Cheri Palmer 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. We thank Yonie Overton for her very careful copyediting of the manuscript. It is with sadness, but also deep appreciation, that we also acknowledge the work of Myrna Engler, our photo editor—who died just as this book was going to press. Myrna's eye for engaging photographs and her kind spirit have enriched several editions of our work. We will miss her. 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, raised in Oakland, California; Rome, Georgia; and Boston, 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 (Allyn and Bacon) and the best-selling Wadsworth text, *Race, Class, and Gender: An Anthology* (with Patricia Hill Collins). In 2006, she was awarded the prestigious Jessie Bernard Award by the American Sociological Association. In 2003, she was awarded the SWS Feminist Lecturer Award, given annually by SWS (Sociologists for Women in Society) to a social scientist whose work has contributed to improving the status of women in society. She currently serves as Chair of the National Advisory Board of the Center for Comparative Studies in Race and Ethnicity at Stanford University. 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.



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, and former Director of the African American

Studies Program. 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.

Brief Contents

Part One • *Introducing the Sociological Imagination*

1. Sociological Perspectives and Sociological Research 1

Part Two • *Society, Individuals and Social Structure*

2. Culture 34
3. Socialization and the Life Course 64
4. Social Interaction and Social Structure 96
5. Groups and Organizations 124
6. Deviance and Crime 148

Part Three • *Social Inequalities*

7. Social Class and Social Stratification 180
8. Global Stratification 212
9. Race and Ethnicity 236
10. Gender 266
11. Sexuality 294

Part Four • *Social Institutions*

12. Families and Religion 316
13. Education and Health Care 350
14. Politics and the Economy 380

Part Five • *Social Change*

15. Population, Urbanization, and the Environment 412
16. Social Change and Social Movements 438

Contents

Part One • *Introducing the Sociological Imagination*

Chapter 1

Sociological Perspectives and Sociological Research 1

What Is Sociology? 2

- The Sociological Perspective 2
- Discovering Inconvenient Facts 5
- Debunking in Sociology 6
- Key Sociological Concepts 9

The Significance of Diversity 9

- Defining Diversity 9
- Society in Global Perspective 10

The Development of Sociological Theory 12

- The Influence of the Enlightenment 12
- Classical Sociological Theory 13
- Sociology in America 15
- Theoretical Frameworks: Functionalism, Conflict Theory, and Symbolic Interaction 16
- Diverse Theoretical Perspectives 19

Doing Sociological Research 19

- Sociology and the Scientific Method 20
- The Research Process 21

The Tools of Sociological Research 24

- The Survey: Polls, Questionnaires, and Interviews 24
- Participant Observation 25
- Controlled Experiments 25
- Content Analysis 27
- Historical Research 28
- Evaluation Research 28

Research Ethics: Is Sociology Value-Free? 28

Chapter Summary 31

UNDERSTANDING DIVERSITY: *Becoming a Sociologist* 3

TAKING ON SOCIAL ISSUES: *Sexual Abuse* 4

DOING SOCIOLOGICAL RESEARCH: *Debunking the Myths of Black Teenage Motherhood* 6

CAREERS IN SOCIOLOGY 8

WRITING ABOUT SOCIETY: *Troubles and Issues* 10

A SOCIOLOGICAL EYE ON THE MEDIA: *Research and the Media* 26

STATISTICS IN SOCIOLOGY 29

Part Two • *Society, Individuals and Social Structure*

Chapter 2

Culture 34

Defining Culture 36

- Characteristics of Culture 36
- Biology and Human Culture 40

The Elements of Culture 41

- Language 41
- Norms 43
- Beliefs 45
- Values 45

Cultural Diversity 46

- Dominant Culture 47
- Subcultures 48
- Countercultures 49
- Ethnocentrism 50
- The Globalization of Culture 51

Popular Culture and the Media 51

- The Influence of the Mass Media 52
- Race, Gender, and Class in the Media 53

Theoretical Perspectives on Culture 54

- Culture and Group Solidarity 54
- Culture, Power, and Social Conflict 56
- Symbolic Interaction and the Study of Culture 57

Cultural Change 58

- Culture Lag 58
- Sources of Cultural Change 58

Chapter Summary 60

UNDERSTANDING DIVERSITY: *The Social Meaning of Language* 38

TAKING ON SOCIAL ISSUES: *The English-Only Movement* 42

DOING SOCIOLOGICAL RESEARCH: *Tattoos: Status Risk or Status Symbol?* 48

A SOCIOLOGICAL EYE ON THE MEDIA: *Media Blackout* 54

WRITING ABOUT SOCIETY: *A Media Blackout Experiment* 55

Chapter 3

Socialization and the Life Course 64**The Socialization Process** 66

- The Nature-Nurture Controversy 67
- Socialization as Social Control 68
- Conformity and Individuality 68
- The Consequences of Socialization 69

Agents of Socialization 69

- The Family 70
- The Media 70
- Peers 71
- Religion 72
- Sports 73
- Schools 74

Theories of Socialization 76

- Psychoanalytic Theory 76
- Social Learning Theory 77
- Functionalism and Conflict Theory 78
- Symbolic Interaction Theory 79

Growing Up in a Diverse Society 81**Aging and the Life Course** 83

- Childhood 83
- Adolescence 84
- Adulthood 86
- Age and Aging 87
- Rites of Passage 90

Resocialization 91

- The Process of Conversion 91
- The Brainwashing Debate 92

Chapter Summary 93

UNDERSTANDING DIVERSITY: *My Childhood (Bong Hwan Kim)* 67

TAKING ON SOCIAL ISSUES: *Media Violence* 71

PUBLIC SOCIOLOGY: *Boys and Girls in School* 75

WRITING ABOUT SOCIETY: *Childhood Play and Socialization* 81

DOING SOCIOLOGICAL RESEARCH: *Children's Understanding of Race* 82

Chapter 4

Social Interaction and Social Structure 96**What Is Society?** 98

- From Groups to Institutions: Microanalysis and Macroanalysis 98
- Groups 98

Statuses 99

Roles 100

Theories About Analyzing Social Interaction 102

- The Social Construction of Reality 102
- Ethnomethodology 103
- Impression Management and Dramaturgy 104
- Social Exchange and Game Theory 105

Interaction in Cyberspace 106**Forms of Nonverbal Communication** 107

- Touch 108
- Paralinguistic Communication 108
- Body Language 109
- Use of Personal Space 109

Interpersonal Attraction and the Formation of Pairs 110

- Proximity 111
- Mere Exposure Effect 112
- Perceived Physical Attractiveness 112
- Similarity 113

Social Institutions and Social Structure 113

- Social Institutions 113
- Social Structure 114

What Holds Society Together? 114

- Mechanical and Organic Solidarity 115
- Gemeinschaft and Gesellschaft 115

Types of Societies: A Global View 116

- Preindustrial Societies 116
- Industrial Societies 118
- Postindustrial Societies 118

Chapter Summary 121

WRITING ABOUT SOCIETY: *Riding in Elevators* 103

DOING SOCIOLOGICAL RESEARCH: *"Doing Hair, Doing Class"* 104

TAKING ON SOCIAL ISSUES: *A Sense of Community* 120

Chapter 5

Groups and Organizations 124**Types of Groups** 126

- Dyads and Triads: Group Size Effects 127
- Primary and Secondary Groups 127
- Reference Groups 129
- In-Groups and Out-Groups 130
- Social Networks 131

Social Influence 132

- The Asch Conformity Experiment 132
- The Milgram Obedience Studies 133

The Prisoners at Abu Ghraib: Research Predicts Reality? 134	
Groupthink 135	
Risky Shift 136	
Formal Organizations and Bureaucracies 137	
Types of Organizations 137	
Bureaucracy 138	
Bureaucracy's Other Face 139	
Problems of Bureaucracies 140	
The McDonaldization of Society 141	
Diversity: Race, Gender, and Class in Organizations 142	
Functional, Conflict, and Symbolic Interaction: Theoretical Perspectives 144	
Chapter Summary 145	
WRITING ABOUT SOCIETY: <i>Analyzing Groups</i> 128	
DOING SOCIOLOGICAL RESEARCH: <i>Sharing the Journey</i> 128	
TAKING ON SOCIAL ISSUES: <i>Has Racial and Gender Equality Been Achieved in Bureaucracies?</i> 144	
<i>Chapter 6</i>	
Deviance and Crime 148	
Defining Deviance 150	
Sociological Perspectives on Deviance 150	
Psychological Explanations of Deviance 153	
Sociological Theories of Deviance 153	
Functionalist Theories of Deviance 154	
Conflict Theories of Deviance 157	
Symbolic Interaction Theories of Deviance 159	
Forms of Deviance 162	
Mental Illness 162	
Social Stigmas 163	
Substance Abuse: Drugs and Alcohol 163	
Crime and Criminal Justice 164	
Measuring Crime: How Much Is There? 165	
Organized Crime 168	
Corporate Crime and Deviance: Doing Well, Doing Time 168	
Race, Class, Gender, and Crime 169	
The Criminal Justice System: Police, Courts, and the Law 173	
Terrorism as International Crime: A Global Perspective 176	
Chapter Summary 178	

TAKING ON SOCIAL ISSUES: <i>Should Drugs Be Decriminalized?</i> 164
A SOCIOLOGICAL EYE ON THE MEDIA: <i>Images of Violent Crime</i> 166
WRITING ABOUT SOCIETY: <i>Crime in the Media</i> 166
UNDERSTANDING DIVERSITY: <i>The Rich Get Richer and the Poor Get Prison</i> 170

Part Three • *Social Inequalities*

Chapter 7

Social Class and Social Stratification 180

Social Differentiation and Social Stratification 182
Estate, Caste, and Class 182
Defining Class 184
Why Is There Inequality? 185
Karl Marx: Class and Capitalism 185
Max Weber: Class, Status, and Party 186
Functionalism and Conflict Theory: The Continuing Debate 186
The Class Structure of the United States 188
Layers of Social Class 189
Class Conflict 191
The Distribution of Wealth and Income 193
Diverse Sources of Stratification 195
Social Mobility: Myths and Realities 199
Class Consciousness 199
Defining Social Mobility 200
The Extent of Social Mobility 200
Poverty 200
Who Are the Poor? 201
Causes of Poverty 203
Welfare and Social Policy 205
Chapter Summary 208
DOING SOCIOLOGICAL RESEARCH: <i>The Fragile Middle Class</i> 196
UNDERSTANDING DIVERSITY: <i>Latino Class Experience</i> 198
WRITING ABOUT SOCIETY: <i>Stratification</i> 200
A SOCIOLOGICAL EYE ON THE MEDIA: <i>Reproducing Class Stereotypes</i> 201
PUBLIC SOCIOLOGY: <i>Jobs for the Future</i> 206
TAKING ON SOCIAL ISSUES: <i>Is Marriage the Solution to Poverty?</i> 207