



# Sociology

RODNEY STARK

Ninth Edition

NINTH EDITION

# Sociology

INTERNET EDITION

RODNEY STARK  
University of Washington

THOMSON

WADSWORTH

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

THOMSON

WADSWORTH

Senior Executive Editor: *Sabra Horne*  
Development Editor: *Julie Sakaue*  
Assistant Editor: *Stephanie Monzon*  
Editorial Assistant: *Melissa Walter*  
Technology Project Manager: *Dee Dee Zobian*  
Marketing Manager: *Matthew Wright*  
Marketing Assistant: *Michael Silverstein*  
Advertising Project Manager: *Linda Yip*  
Project Manager, Editorial Production: *Sandra Craig*  
Print/Media Buyer: *Rebecca Cross*

Permissions Editor: *Joohee Lee*  
Production: *The Book Company*  
Text and Cover Design: *Gopa & Ted 2, Books & Design*  
Photo Researcher: *Roberta Broyer*  
Copy Editor: *Frank Hubert*  
Illustrator: *Impact Publications*  
Cover Printer: *Phoenix Color Corp*  
Compositor: *Thompson Type*  
Printer: *Quebecor World/Versailles*

COPYRIGHT © 2004 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 but not limited to photocopying, recording, taping, Web distribution, information networks, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America  
1 2 3 4 5 6 7 07 06 05 04 03

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,  
contact us by:

**Phone: 1-800-730-2214**

**Fax: 1-800-730-2215**

**Web: <http://www.thomsonrights.com>**

*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.

COPYRIGHT 2004 Thomson Learning, Inc. All Rights Reserved. Thomson Learning *WebTutor*™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2003104445

ISBN 0-534-60939-2

Instructor's Edition: ISBN 0-534-60941-4

**Wadsworth/Thomson Learning**  
**10 Davis Drive**  
**Belmont, CA 94002-3098**  
**USA**

#### **Asia**

Thomson Learning  
5 Shenton Way #01-01  
UIC Building  
Singapore 068808

#### **Australia/New Zealand**

Thomson Learning  
102 Dodds Street  
Southbank, Victoria 3006  
Australia

#### **Canada**

Nelson  
1120 Birchmount Road  
Toronto, Ontario M1K 5G4  
Canada

#### **Europe/Middle East/Africa**

Thomson Learning  
High Holborn House  
50/51 Bedford Row  
London WC1R 4LR  
United Kingdom

#### **Latin America**

Thomson Learning  
Seneca, 53  
Colonia Polanco  
11560 Mexico D.F.  
Mexico

#### **Spain/Portugal**

Paraninfo  
Calle/Magallanes, 25  
28015 Madrid, Spain





# Preface

Welcome to the second Internet Edition of this textbook (the Ninth Edition for those using the traditional metric). The potential of the Internet has been realized, offering students an opportunity to gain real benefits from going online. Hence, this edition includes two extensive sets of online activities. One set offers the opportunity to use real data to explore real sociological issues. The other gives access to current articles and studies on topics central to specific chapters, as well as related information and critical thinking questions on the companion Web site, [www.socstark9.com](http://www.socstark9.com)

To let students try their hands at doing real sociology, I designed my own site (the actual programming was done by David Simmons). As will be obvious from a glance at the complete step-by-step instructions, provided at the end of Chapter 1, no assistance or supervision will be needed to use the Web site—hundreds of my students have already done so with no trouble at all.

At the end of each chapter in the text (except for Chapter 20), students are given specific questions and directed to examine specific data bearing on major issues or principles developed in the chapter. Three professional-quality data sets are provided. One of these offers a selection of items from the 2000 General Social Survey (the most recent one available as the book goes to press). Whenever a student selects a particular variable, such as “political activism,” the software within the site will cross-tabulate it automatically with eight background factors: age, education, sex, race, income, region, religion, and political party. The software also provides a written interpretation of each table, including whether or not it is significant. In this way, students rapidly learn to read cross-tabulations without really knowing that they are doing so.

A second data set is based on the fifty states. When a student selects a variable—suicide rates, for example—the software will create a color-coded map and also will provide a list showing the actual rate for each state, ranking them from highest to lowest. A third set is based on the 174 nations having populations of 200,000 or more. Here again, all students must do is select a variable, and the software will produce both a map and a ranked list.

The value of these assignments rests on the fact that everything is *real*: Students explore real questions using real data and get real results. For students who would like more substantial experience in doing sociology, I suggest my workbook *Doing Sociology: A Global Perspective*, also published by Wadsworth. This workbook includes seven data sets and provides an opportunity to use additional analysis techniques such as correlation—the actual analysis software is included.

## InfoTrac College Edition

Just as students now can go online to do sociology, they also can search the periodical literature for articles that expand discussions in each chapter by using the well-known InfoTrac College Edition system. Because InfoTrac College Edition charges a substantial fee per student user, Wadsworth can provide individual access codes only to those who purchase new copies of the textbook. InfoTrac College Edition gives students access to all issues published since 1988 by thousands of periodicals. It enables them to search for articles on specific topics. Having identified a set of articles, students can then bring up each and select one or more to read—they can even print them out for study. Several useful search terms are provided at the end of each

chapter. It also enables students to search for specific articles. To take advantage of this relatively new feature, I have added specific article citations to the end of many chapters, along with a variety of related information and questions on the companion Web site.

### New to This Edition

In addition to these online applications, I have updated the book in the usual ways—supplying the latest statistics, substituting new studies for old, and dropping less essential materials to make room for new areas of research activity. Examples include an entirely new section on divorce and remarriage; a new discussion of the complex relationship between religion and morality; an examination of the rather poor showing by American 15-year-olds on achievement tests when compared with their peers in 25 other nations; a section on home-schooling; and a discussion of the “law of constant travel time,” which shows that even in ancient societies people will move closer to their work if their commute time exceeds about thirty minutes each way. The many other changes are less dramatic, consisting of a new paragraph or pages inserted or substituted through the book, but together they make the book better than ever.

As noted in previous editions, I am overwhelmed by the generosity of my colleagues across North America, who have volunteered so many useful suggestions. I thank each of you for taking the time to write.

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 to 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 a new chapter on gender.

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 Émile 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.

### 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 sociological 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. This 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 macrosociology. Both levels of analysis are essential to any adequate sociology. Where appropriate, the chapters are structured

to work from the micro- to the macrolevel of analysis. And the book itself works from the most microtopics 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 only one devoted to theory. Instead, Chapter 3 first introduces basic elements of microtheories 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 macroschools of sociological theory and concludes with an extended example of testing macrotheories through comparative research using societies as units of analysis. Throughout the book, the interplay of theory and research is demonstrated rather than asserted. 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 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 in Chapter 11 is basic to the examination of models of urban segregation taken up in Chapter 19. In my judgment, textbooks can be highly flexible only 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 such concepts as “birth cohort” and “crude birthrate” 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.

Anyone who reads all of the books and articles recommended for further reading 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.

## Supplements for Instructors

**Instructor's Resource Manual.** This supplement offers instructors chapter-specific lecture outlines, suggestions to facilitate in-class discussion, student activities, and suggestions for further readings.

**Test Bank.** The test bank includes 100 multiple-choice questions and fifteen to twenty true-false questions, all with answers and page references, plus ten short answer questions for each chapter.

**Exam View Customized Testing.** 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 selection of four-color acetates is available to help prepare lecture presentations.

**Multimedia Presentation Manager for Sociology.** The easy way to great multimedia lectures! This one-stop digital library and presentation tool helps you assemble, edit, and present custom lectures. The CD-ROM brings together art (figures, tables, photos) from the text itself, pre-assembled Microsoft PowerPoint lecture slides, and CNN video clip. You can use the materials as they are or add your own materials for a truly customized lecture presentation.

**Microsoft PowerPoint Slides.** 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 CD-ROM: Show-Case Presentational Software.** This software package allows instructors to analyze data live in the classroom. Using the powerful yet easy-to-use statistical analysis package, professors can show students how sociologists ask and answer questions using sociological data. An accompanying resource book provides detailed “scripts” for using ShowCase in class.

**Teaching Tips for Introductory Sociology.** 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

**CNN Today Videos: Sociology, Volumes I–V.** The CNN Today Videos: Sociology is an exclusive series jointly created by Wadsworth and CNN for the introduction to sociology course. Each video in the series consists of approximately forty-five minutes of footage originally broadcast on CNN within the last several years and selected specifically to illustrate important sociological concepts.

**Video Lecture Launchers.** An exclusive offering jointly created by Wadsworth/Thomson 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 brief video segment has been especially chosen to enhance and enliven class lectures and discussion of key topics covered in any introductory sociology text.

**America’s New War: CNN Looks at Terrorism.** This great discussion starter includes 16 two- to five-minute segments featuring CNN news footage, commentator remarks, and speeches dealing with terrorist attacks on U.S. targets

throughout the world. Topics include anthrax and biological warfare, new security measures, Osama bin Laden, Al Qaeda, asset freezing, homeland defense, renewed patriotism, new weapons of terrorism, the bombing of U.S. embassies in Kenya and Tanzania, the American psyche, and the Arab-American response to recent events. Special adoption conditions apply.

## Supplements for Students

**Virtual Explorations CD-ROM.** The award-winning Virtual Explorations introduce students to many of the exciting resources for sociology available on the World Wide Web. Students are directed to important Websites where they evaluate or analyze the information presented. Students are then asked an in-depth series of questions about the information presented and can email their responses to the instructor of their course. The Web sites represent a broad range: official U.S. and U.N. sites, academic sites, advocacy sites, and others. The explorations on the CD-ROM are dynamically illustrated with enriching photos, videos, charts, and graphs. This CD also describes and links students to the text’s companion Web site, where they can study the material from Stark’s text with a large assortment of resources, including practice quizzes. Students are also linked directly to MicroCase Online, to InfoTrac College Edition, and to CNN videos for each chapter of the text.

**Student Study Guide.** This student study tool includes a detailed chapter summary, learning objectives, a detailed chapter outline, a list of key terms and key research studies with page references to the text, and InfoTrac College Edition exercises for each chapter. The guide also contains practice tests with twenty-five to thirty multiple-choice and ten true-false questions, all with answers and page references to the text, as well as ten short-answer questions.

**Understanding Society: An Introductory Reader.** This collection emphasizes articles that students will both understand and find intriguing. It is less rigid than the other readers now on the market and includes articles with a variety of styles and perspectives—a global perspective is apparent throughout. Like the text, this reader has a strong focus on diversity. The book also features more current research than the competitors. And the book presents a balance of classic

and contemporary readings that professors teaching the course find important.

**Ten Questions: A Sociological Perspective, Fifth Edition.** This brief book employs a unique approach to introducing and examining sociological principles by posing and answering in each chapter questions such as, “What does it mean to be human?” “Are human beings free?” and “Why is there misery in the world?” The book examines the philosophies of classical sociologists such as Marx, Weber, Durkheim, Mead, and Berger and looks at how the field of sociology has approached these questions over the past 150 years.

**Wadsworth Classic Readings in Sociology, Third Edition.** This best-selling reader contains a series of classic articles written by key sociologists that will complement any introductory sociology textbook and serve as a foundation by giving students the opportunity to read original works that teach the fundamental ideas of sociology. Priced right as a stand-alone and free when bundled with our introductory texts, this brief reader is a convenient and painless way to bring the “great thinkers” to students.

**Sociological Footprints: Introductory Readings in Sociology, Ninth Edition.** The primary objective of this anthology is to provide a link between theoretical sociology and everyday life by presenting a comprehensive balance of classical, contemporary, popular, and multicultural articles and sociological studies.

**Sociological Odyssey: Contemporary Readings in Sociology, First Edition.** This reader speaks to the common issues of the introductory course. It includes articles that are contemporary in nature, based on new research, and demonstrate the new sociological issues in the world today. There are also articles that are near to students’ experiences, highly readable, and based on the everyday concerns that influence their lives.

**Applied Sociology: Topics, Terms, Tools, and Tasks.** This concise, user-friendly book by award-winning sociology professor Stephen F. Steele of Anne Arundel Community College and Jammie Price of the University of North Carolina, Wilmington, addresses a common question asked by many introductory sociology students: “What can I do with sociology?” The book introduces students to sociology as an active and relevant way to understand human social interaction by offering a clear, direct linkage

between sociology and its practical use. It focuses on the core concepts in sociology (terms and topics), contemporary and practical skills used by sociologists to investigate these concepts (tools), and then contains concrete exercises for learning and applying these skills (tasks). The book also includes brief sections on using sociology to make a difference in the community and on developing a career in sociology. *Applied Sociology* is an ideal supplement to traditional sociology texts that adds an applied component to your course.

**Experiencing Poverty: Voices from the Bottom.** This reader is unique in its comprehensive understanding of poverty, incorporating the experiences of the impoverished in many situations, including people who are homeless, housed, working, nonworking, single, married, urban, rural, born in the United States, first-generation Americans, young, and old. Most significantly, the crucial dimensions of inequality—race and gender—are interwoven throughout the selected readings.

**Six Steps to Effective Writing in Sociology.** This free (when bundled) compact resource is intended to embed strong writing skills in students and prepare them for their academic and professional pursuits. The authors approach writing as a series of skills to be applied at each stage of the writing process: generating ideas, developing and planning, drafting, revising, and editing. Sample writing topics, examples, formats, and sample papers provide a complement to classroom instruction and discussion.

**Student Guide to InfoTrac College Edition for Sociology.** This valuable guide consists of exercises based on twenty-three core subjects vital to the study of sociology. As students use InfoTrac College Edition’s huge database of articles to complete the exercises, they learn to refine their online research skills and strengthen their understanding of important sociological concepts.

**Terrorism: An Interdisciplinary Perspective, Second Edition.** The horrific terrorist attacks of September 11, 2001, and the world’s subsequent response to those acts have created a need for students to better understand the nature of terrorism and the developments that may have lead to its execution. We have drawn upon the expertise of several Wadsworth Publishing criminal justice, sociology, and anthropology textbook authors to provide you with the most up-to-date essays related to terrorism. The free Web site/booklet



includes a background to terrorism, the history of Middle Eastern terrorism, the intersection of religion and terrorism, the role of globalization, and domestic responses and repercussions.

**Census 2000: A Student Guide for Sociology, Second Edition.** Wadsworth has created *Census 2000: A Student Guide for Sociology, Second Edition*, available to help instructors and students keep up with the steady stream of Census 2000 material. The 2000 Census presents a bounty of information and data key to understanding the changing nature of American society. Keeping up with the flood of releases is a major challenge for both teachers and students alike. This guide contains a brief introduction to the Census, important trends that the Census reveals, critical thinking exercises, test questions, and a number of demographic graphs. The U.S. Census is one of the largest data sets available to the general public. Using this guide, you will be more prepared to understand and to discover the many ways in which the American demographic landscape is changing.

**Researching Sociology on the Internet, Second Edition.** Written by D. R. Wilson, Houston Baptist University, and David L. Carlson, Texas A&M University, this guide is designed to assist sociology students with doing research on the Internet. Part One contains general information necessary to get started and answers questions about security, the type of sociology material available on the Internet, the information that is reliable and the sites that are not, the best ways to find research, and the best links to take students where they want to go. Part Two looks at each main discipline in the area of sociology and refers students to sites where the most enlightening research can be obtained.

**Sociology Virtual Explorations Exercise Workbook.** Virtual Explorations, for which Wadsworth is quickly becoming renowned, have been printed and packaged for easy-to-use assignments that students can turn in. Virtual Explorations are highly developed Internet exercises available on the Wadsworth Web site. The explorations lead students through specific questions relating to useful sites for each particular chapter in your introductory sociology text. For example, the U.S. Census site is very useful for sociology. However, the site is enormous and often difficult to navigate for a first-time user. The explorations guide students through this maze and enable, empower, and educate them to

“do” sociology. These powerful activities are an excellent way to get your students involved in and excited about your sociology course. Great for online assignments!

## Software and CD-ROM for Students

**Doing Sociology Software and Workbook, Fourth Edition.** This software/workbook package shows students what it takes to do real sociological research, using the same data and techniques as 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. (Available for Windows 95 and DOS only).

## Web-Based Resources and Supplements

**www.socstark9.com.** Visit the specially designed Web site for *Sociology*, Ninth Edition, described in detail at the beginning of the preface. This unique Web site has been completely tailored to the text through the extensive end-of-chapter online exercises.

**InfoTrac® College Edition.** Four months of free anywhere, anytime access to InfoTrac College Edition, the online library, is automatically packaged with this book. The new and improved InfoTrac College Edition puts cutting-edge research and the latest headlines at your students' fingertips, giving them access to an entire online library for the cost of one book! This fully searchable database offers more than twenty years' worth of full-text articles (more than 10 million) from almost 4,000 diverse sources, such as academic journals, newsletters, and up-to-the-minute periodicals including *Time*, *Newsweek*, *Science*, *Forbes*, and *USA Today*.

**Discovering Sociology: Using MicroCase ExplorIt, Second Edition.** This best-selling software-based workbook by Steven E. Barkan lets students explore dozens of sociological topics and issues, using data from the United States and around the world. With the workbook and accompanying ExplorIt software and data sets, students won't just read about what other sociologists have done; they will discover sociology for

themselves. Discovering Sociology will add an exciting dimension to the introductory course. (IBM-compatible only, Windows 95 or above.)

**Doing Sociology: A Global Perspective, A MicroCase ExplorIt Workbook, Fourth Edition.** This software/workbook package by top-notch sociologist and best-selling author Rodney Stark shows students what it takes to do real sociological research, using the same data and techniques as professional researchers. The workbook's step-by-step approach 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 above.)

**WebTutor Advantage for WebCT or Blackboard.** 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 quiz material, and more.

**MyCourse 2.0.** Ask us about our new free online course builder! Whether you want only the easy-to-use tools to build it or the content to furnish it, we offer a simple solution for a custom course Web site that allows you to assign, track, and report on student progress, load your syllabus, and more. Contact your representative for details.

**Online Chapters.** Two online chapters are available to augment coverage of two important topics in sociology today—school violence and the environment. Visit the text's companion Web site for additional information on accessing these two online chapters and bundling a printed version of the chapters with the text.

**Suburban Youth and School Violence** explores the concept of youth culture and the various sociological and criminological theories that postulate why youth become deviant.

**Environmental Sociology** examines such topics as the development of environmental sociology, social theory and the environment, environmental issues and problems, and the future of the environment.

## **Virtual Society: The Wadsworth Sociology Resource Center**

<http://www.wadsworth.com/sociology>

This Web site provides instructors and students alike a wealth of free information and resources, such as:

- Careers in Sociology
- Virtual Explorations in Sociology (now featuring eighteen Virtual Explorations!)
- Census 2000: A Student Guide for Sociology
- Terrorism: An Interdisciplinary Perspective
- Research Online
- MicroCase Online
- And so much more!

At Virtual Society, you will also find the Sociology: Internet Edition Companion Web site. It includes chapter-specific resources for instructors and students. For instructors, the companion site offers a password-protected instructor's manual, Microsoft PowerPoint presentation slides, and more. For students, there is a multitude of text-specific study aids. Some of these include:

- Tutorial practice quizzes that can be scored and emailed to the instructor
- Internet links and exercises
- InfoTrac College Edition exercises
- Flashcards
- Crossword puzzles
- Chapter tutorials
- Learning objectives
- And much more!

To access all of these exciting text-specific Web resources, go to *Virtual Society: The Wadsworth Sociology Resource Center* at <http://www.wadsworth.com/sociology>, click Companion Websites for Students, and find the textbook cover.

## **Acknowledgments**

I do not create this book by myself. For one thing, I usually have a cat or two dozing on my monitor, inspiring me by example to always take a relaxed approach. In addition, I am helped in a more direct way by some extraordinary people: Gopa of Gopa & Ted 2 updated the text design

and created the cover for this edition, Frank Hubert and Kamila Starr combed the manuscript and proof for errors, Dusty Friedman supervised the production, and Sandra Craig made everything happen on schedule for the umpteenth time. I am grateful to them all.

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

### First Edition Reviewers

Mary Frances Antolini, Duquesne University  
David M. Bass, University of Akron  
H. Paul Chalfant, Texas Tech University  
Gary A. Cretser, California Polytechnic University at Pomona  
Stephen J. Cutler, University of Vermont  
Kay Denton, University of Utah  
Thomas Egan, University of Louisville  
Avery M. Guest, University of Washington  
Geoffrey Guest, State University of New York, College at Plattsburgh  
Faye Johnson, Middle Tennessee State University  
Frederick R. Lynch, University of California at Los Angeles  
Shirley McCorkell, Saddleback Community College  
Jerry L. L. Miller, University of Arizona  
Carol Mosher, Jefferson County Community College  
Barbara Ober, Shippensburg State University  
Vicki Rose, Southern Methodist University  
James F. Scott, Harvard University  
David A. Snow, University of Arizona  
Steven Stack, Wayne State University  
Kendrick S. Thompson, Northern Michigan University  
Susan B. Tiano, University of New Mexico

### Second Edition Reviewers

Ben Aguirre, Texas A&M University  
Brian Aldrich, Winona State University  
William Sims Bainbridge, Towson State University  
Mary Beth Collins, Central Piedmont Community College  
Larry Crisler, Milliken University  
Howard Daudistel, University of Texas, El Paso  
William Findlay, University of Georgia  
Gary Jensen, Vanderbilt University  
Bruce Kuhre, Ohio University at Athens  
Mary Ann Lamanna, University of Nebraska  
Fred Mahar, St. Michaels College  
Martin Marger, Michigan State University  
Dan McMurray, Middle Tennessee State University  
Robert Miller, University of Central Florida  
Kay Mueller, Baylor University  
Roger Nett, University of Houston, University Park  
Fred Pampel, University of Colorado  
Robert Silverman, University of Alberta  
Joel Tate, Germanna Community College  
Charles Tolbert, Baylor University  
David Treybig, Baldwin-Wallace College

### Third Edition Reviewers

Patricia Albaugh, Southwestern Oklahoma State University  
Robert Alexander, Paterson Counseling Center  
John D. Baldwin, University of California, Santa Barbara  
Peter Bearman, University of North Carolina  
John R. Brouillette, Colorado State University

Joseph J. Byrne, Ocean County College  
Greg Carter, Bryant College  
Mary Ruth Cloudsley, Tidewater Community College  
Maury Wayne Curry, Belmont College  
Susan Brown Eve, North Texas State University  
Roger Finke, Loyola University of Chicago  
Sharon Georgianna, Seattle Pacific University  
Erich Goode, State University of New York at Stony Brook  
Robert Herrick, Westmar College  
Paul Higgins, University of South Carolina  
Robert Hirzel, University of Maryland  
Brenda Hoke, Michigan Technological University  
Mary Beth Kelly, Genesee Community College  
James Kluegel, University of Illinois, Urbana  
Michael Kupersanin, Duquesne University  
Clark Lacy, Laramie County Community College  
Henry Landsberger, University of North Carolina  
Martin Levin, Emory University  
Janet Huber Lowry, Austin College  
Sam Marullo, Georgetown University  
Charles Maxson, Grand Canyon College  
William F. McDonald, Georgetown University  
Jerry L. L. Miller, University of Arizona  
David O'Brien, University of Missouri, Columbia  
B. Mitchell Peck, Texas A&M University  
Peter Venturelli, Valparaiso University  
Ira M. Wasserman, Eastern Michigan University  
Frank Whittington, George State University  
Timothy P. Wickham-Crowley, Georgetown University  
John Wildeman, Hofstra University  
Robert Wilson, University of North Carolina  
Paul Zelus, Idaho State University

### Fourth Edition Reviewers

Deborah A. Abowitz, Bucknell University  
William Sims Bainbridge, Towson State University  
Jay Bass, University of Science and Arts of Oklahoma  
Peter Bearman, University of North Carolina, Chapel Hill  
Jo Dixon, New York University  
Maurice Garnier, Indiana University  
Elizabeth Higginbotham, Memphis State University  
Debbie D. Hoffman, Belmont College  
Peter Lehman, University of Southern Maine  
Jerry L. L. Miller, University of Arizona  
Ephraim H. Mizruchi, Syracuse University  
Aldon Morris, Northwestern University  
Pamela Oliver, University of Wisconsin, Madison  
Jeffrey Riemer, Tennessee Technical University  
Gabino Rendon, New Mexico Highland University  
David Snow, University of Arizona  
Charles Tittle, Washington State University  
Christopher K. Vanderpool, Michigan State University  
Shirley Varmette, Southern Connecticut State University  
J. Dennis Willigan, University of Utah  
Sara Wolfe, Dyersburg State College

### Fifth Edition Reviewers

Margaret Abraham, Hofstra University  
David Brown, Cornell University  
John Cochran, University of Oklahoma  
Robert L. Deverick, John Tyler Community College  
Frances L. Hoffman, University of Missouri  
Roland Liebert, University of Illinois  
Alan Miller, Florida State University  
Jim Ranger-Moore, University of Arizona  
William Schwab, University of Arkansas  
Wes Shrum, Louisiana State University  
John Tinker, California State University, Fresno

J. Thomas Walker, Susquehanna University  
Russell E. Willis, Iowa Wesleyan College  
Richard Zeller, Bowling Green State University

### Sixth Edition Reviewers

Don Albrecht, Texas A&M University  
Ken Ferraro, Purdue University  
Cynthia C. Glover, Temple University  
Jerry Michel, Memphis State University  
Mitch Miller, University of Tennessee, Knoxville  
David Mitchell, University of North Carolina, Greensboro  
Donald Ploch, University of Tennessee, Knoxville  
Lance Roberts, University of Manitoba  
Harry Rosenbaum, University of Winnipeg  
R. Guy Sedlack, Towson State University  
Thomas Shriver, University of Tennessee, Knoxville  
Javier Trevino, Marquette University  
William L. Zwerman, University of Calgary

### Seventh Edition Reviewers

William Canak, Middle Tennessee State University  
Michael Dalecki, University of Wisconsin, Platteville  
Shelly K. Habel, University of Hawaii  
Frances Hoffman, University of Missouri  
Fred Pampel, University of Colorado  
Virginia Paulsen, Highline Community College

Edward Rowe, Southwest Texas State University  
Mark Schneider, Southern Illinois University  
Joyce Tang, City University of New York, Queens College  
Michael Webber, University of San Francisco  
Robert Wood, Rutgers University

### Eighth Edition Reviewers

David J. Ayers, Grove City College  
Michael Dalecki, University of Wisconsin, Platteville  
J. Ross Eshleman, Wayne State University  
Marilyn Leichty, Iowa Wesleyan College  
Michael Miller, University of Texas at San Antonio  
George Primov, University of Miami  
M. Therese Seibert, Keene State College  
Robert E. Wood, Rutgers University, Camden Campus  
Robert A. Wortham, North Carolina Central University

### Ninth Edition Reviewers

Jon Alston, University of Texas  
Charles M. Brown, Albright College  
J. Meredith Martin, University of New Mexico  
Robin Perrin, Pepperdine University  
Maurice N. Richter, Jr., State University of New York at Albany  
Lawrence Scott, Bunker Hill Community College  
Kathryn M. Williams, University of Central Oklahoma  
Song Yang, University of Minnesota-Twin Cities



# Brief Contents

## PART I PRINCIPLES OF SOCIOLOGY

CHAPTER 1	Groups and Relationships: A Sociological Sampler	1
CHAPTER 2	Concepts for Social and Cultural Theories	31
CHAPTER 3	Microsociology: Testing Interaction Theories	67
CHAPTER 4	Macrosociology: Studying Larger Groups and Societies	95

## PART II INDIVIDUALS AND GROUPS

CHAPTER 5	Biology, Culture, and Society	125
CHAPTER 6	Socialization and Social Roles	149
CHAPTER 7	Crime and Deviance	177
CHAPTER 8	Social Control	211

## PART III INEQUALITY

CHAPTER 9	Concepts and Theories of Stratification	233
CHAPTER 10	Comparing Systems of Stratification	257
CHAPTER 11	Racial and Ethnic Inequality and Conflict	285
CHAPTER 12	Gender and Inequality	331

## PART IV INSTITUTIONS

CHAPTER 13	The Family	365
CHAPTER 14	Religion	393
CHAPTER 15	Politics and the State	419
CHAPTER 16	The Interplay Between Education and Occupation	449

## PART V CHANGE

CHAPTER 17	Social Change: Development and Global Inequality	477
CHAPTER 18	Population Changes	505
CHAPTER 19	Urbanization	539
CHAPTER 20	The Organizational Age	569
CHAPTER 21	Social Change and Social Movements	593
EPILOGUE	Becoming a Sociologist	614

References	619
------------	-----

Illustration Credits	637
----------------------	-----

Name Index	639
------------	-----

Subject Index / Glossary	647
--------------------------	-----

# Contents

## Part I Principles of Sociology

### Chapter 1

#### GROUPS AND RELATIONSHIPS: A SOCIOLOGICAL SAMPLER 1



Science: Theory and Research 1

The Discovery of Social Facts 3

Stability and Variation 4

The Upward Trend 6

The Sociological Imagination 6

Sociology and the Social Sciences 7

BOX 1-1 FOUNDERS OF AMERICAN SOCIOLOGY DEPARTMENTS 8

Units of Analysis 9

Micro- and Macrosociology 10

A Global Perspective 12

Scientific Concepts 12

Groups: The Sociological Subject 13

Primary and Secondary Groups 13

Solidarity and Conflict: The Sociological Questions 14

Analyzing Social Networks 15

Networks and Social Solidarity 15

Networks and Social Conflict 15

A CLOSER VIEW Samuel Sampson: Monastic Strife 16

Studying Self-Aware Subjects 16

Unobtrusive Measures 17

Validation 19

Bias 20

The Social Scientific Process 21

Free Will and Social Science 23

Conclusion 24

Review Glossary 24

Suggested Readings 25

Sociology Online 26

## Chapter 2

### CONCEPTS FOR SOCIAL AND CULTURAL THEORIES 31

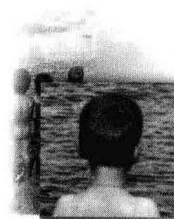
- The Concept of Society 33
- Social Structural Concepts 33
- Stratification 35
- Networks 35
  - Networks and Power 35
  - Local and Cosmopolitan Networks 35
  - Societies as Networks 38
- The Concept of Culture 39
- Cultural Concepts 39
  - Values and Norms 39
  - Roles 41
  - Multiculturalism and Subcultures 41
  - Prejudice and Discrimination 42
  - Assimilation and Accommodation 42
- Modernization and Globalization 43
- Jews and Italians in North America 43
  - Prejudice and Discrimination 44
  - Assimilation and Accommodation of Jews and Italians 47
- Theorizing About Ethnic Mobility 48
- The Cultural Theory 48
  - A CLOSER VIEW Zborowski and Herzog: Jewish Culture 48
  - A CLOSER VIEW Leonard Covello: Italian Culture 50
- The Social Theory 51
  - A CLOSER VIEW Stephen Steinberg: The Jewish Head Start 52
  - A CLOSER VIEW Joel Perlmann: A New Synthesis 55
- Reference Groups and Italian Traditionalism 57
  - A CLOSER VIEW Andrew Greeley: The Persistence of Italian Culture 59
- Conclusion 61
- Review Glossary 63
- Suggested Readings 64
- Sociology Online 65



## Chapter 3

### MICROSOCIOLOGY: TESTING INTERACTION THEORIES 67

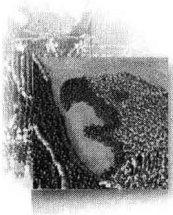
- The Rational Choice Proposition 69
- Interaction Theories 71
- Symbolic Interaction 72
  - Social Construction of Meaning 73
  - Social Construction of the Self 74
- Exchange Theory 75
  - Solidarity 76
  - Inequality 76
  - Agreement and Conformity 76



<b>Theory Testing: Measurement and Research</b>	<b>77</b>
Variables	77
Criteria of Causation	78
Time Order	78
Correlation	78
Nonspuriousness	78
On Abstractions	78
<b>The Experiment: Studying Group Solidarity</b>	<b>79</b>
BOX 3-1 CORRELATION	80
<b>A CLOSER VIEW</b> Solomon Asch: Solidarity and Conformity	81
Manipulating the Independent Variable	82
<b>Randomization</b>	<b>83</b>
<b>Significance</b>	<b>83</b>
<b>Field Research: Studying Recruitment</b>	<b>83</b>
<b>A CLOSER VIEW</b> Lofland and Stark: Religious Conversion	84
Covert and Overt Observation	85
Conversion as Conformity	85
Four Principles of Recruitment	87
BOX 3-2 HEAVEN'S GATE	88
<b>Conclusion</b>	<b>89</b>
<b>Review Glossary</b>	<b>90</b>
<b>Suggested Readings</b>	<b>92</b>
<b>Sociology Online</b>	<b>93</b>

## Chapter 4

### MACROSOCIOLOGY: STUDYING LARGER GROUPS AND SOCIETIES 95



<b>Describing Populations</b>	<b>96</b>
Simple and Proportional Facts	96
BOX 4-1 EXPERIMENTAL EFFECTS OF SOCIAL STRUCTURE	97
Censuses and Samples	98
Why Sampling Works	98
<b>Survey Research: Ideology and Conformity</b>	<b>100</b>
<b>A CLOSER VIEW</b> Hirschi and Stark: Hellfire and Delinquency	100
Spuriousness	101
Conflicting Results	102
<b>Contextual Effects</b>	<b>102</b>
<b>Network Analysis: Group Properties</b>	<b>104</b>
<b>A CLOSER VIEW</b> Benjamin Zablocki: Networks of Love and Jealousy	104
<b>The Sociology of Societies</b>	<b>107</b>
<b>Societies as Systems</b>	<b>108</b>
Sociocultural Components	108
Interdependence Among Structures	108
Equilibrium and Change	109
<b>Theories About Social Systems</b>	<b>110</b>
Functionalism	110
Social Evolution	111
Conflict Theory	112



<b>Comparative Research: Violence and Modernity</b>	<b>114</b>
Comparative Research	114
Cross-Cultural "Samples"	115
<b>A CLOSER VIEW</b> Napoleon Chagnon: Life Along the Amazon	116
<b>A CLOSER VIEW</b> Jeffery Paige: Conflict and Social Structures	117
<b>Conclusion</b>	<b>119</b>
<b>Review Glossary</b>	<b>120</b>
<b>Suggested Readings</b>	<b>121</b>
<b>Sociology Online</b>	<b>122</b>

## Part II Individuals and Groups

### Chapter 5

#### BIOLOGY, CULTURE, AND SOCIETY 125

<b>Heredity</b>	<b>127</b>
BOX 5-1 IDENTICAL TWINS	128
<b>Behavioral Genetics</b>	<b>129</b>
BOX 5-2 MINORITIES AND STARDOM	130
<b>The Growth Revolution</b>	<b>133</b>
Environmental Suppressors	134
<b>Hormones and Behavior</b>	<b>135</b>
<b>A CLOSER VIEW</b> The Vietnam Veterans Study	136
<b>DNA and Culture</b>	<b>136</b>
<b>A CLOSER VIEW</b> Origins of the Lemba	137
<b>Humans and Other Animals</b>	<b>137</b>
<b>A CLOSER VIEW</b> Jane Goodall's Great Adventure	138
Nonhuman Language	142
<b>A CLOSER VIEW</b> Washoe Learns to Sign	143
<b>Conclusion</b>	<b>144</b>
<b>Review Glossary</b>	<b>145</b>
<b>Suggested Readings</b>	<b>146</b>
<b>Sociology Online</b>	<b>147</b>



### Chapter 6

#### SOCIALIZATION AND SOCIAL ROLES 149

<b>Human Development</b>	<b>151</b>
Suppressing Development	151
Accelerating Development	152
<b>A CLOSER VIEW</b> Studying the Mythical "Mozart Effect"	152
<b>Cognitive Development</b>	<b>153</b>
<b>A CLOSER VIEW</b> Piaget's Theory of Cognitive Stages	153
Language Acquisition	156
<b>A CLOSER VIEW</b> Noam Chomsky: Universal Grammar	156
Evidence of a Language Instinct	156

