

SOCIOLOGY



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West Publishing Company

St. Paul New York Los Angeles San Francisco

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P.O. Box 64526
St. Paul, MN 55164-0526

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Printed in the United States of America

Library of Congress Cataloging in Publication Data

Brinkerhoff, David B.

Sociology.

Bibliography: p.

Includes index.

1. Sociology. I. White, Lynn K. II. Title.

HM51.B8535 1985 301 84-27009

ISBN 0-314-85220-4

2nd Reprint—1985

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ILLUSTRATIONS: House of Graphics

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SOCIOLOGY



Preface

Sociology is a balanced, research-based overview of an exciting discipline; it includes the most recent developments in the professional literature as well as in the world around us. Our goal has been to strike a balance between the tremendous intellectual enjoyment that can come from considering new ideas and points of view with a down-to-earth consideration of empirical data about our society.

The design of *Sociology* reflects the authors' active involvement in sociological research and their deep commitment to high quality undergraduate instruction. Over the past 15 years, the authors have taught introductory sociology to close to 10,000 students at the Universities of Nebraska, Notre Dame, and Washington. Our text reflects a knowledge of what has worked for us to make introductory sociology a success—for students and teachers. In our experience, this means that the text needs to use data and events that are up-to-the-minute and that it must appeal to student interest. *Sociology* does this. In addition, a stimulating course involves students in the process of doing sociology: it introduces the research process as a voyage of discovery. Finally, an effective text must be designed so that today's students can read it and come away feeling that it can be understood and mastered. When this is done successfully (and we think *Sociology* does), it goes without saying that the text will be easier to teach from.

The 20 chapters of *Sociology* cover all the standard areas, plus they provide additional material on increasingly important subareas: age and gender stratification are covered in Chapter 10 and sport, science, and medicine in Chapter 16. Two other areas, political and economic institutions (Chapters 13 and 14) receive fuller coverage than in many other books. All of the basics in the field are covered, plus many new and exciting theories and topics—from the segmented labor force to Reagan's proposals at the 1984 World Population Conference. This full coverage provides an opportunity for instructors to branch out in any direction, secure in the knowledge that the text provides the basic background of the field.

Plan of the Book

Sociology is designed to give a comprehensive, contemporary view of the discipline in a format that students would enjoy reading and be able to master. The following features are designed to meet these goals.

Prologues Each chapter begins with a short prologue which makes a direct appeal to the student's personal experience. All prologues are in a "Have You Ever..." format which encourages students to consider how material covered in the chapter applies to their own experiences.

Application to Social Issues The last section of each chapter, Issues in Social Policy, brings the student full circle to a concern with another application, this time on the societal level. In Chapter 17, for example, the issue is policy regarding illegal aliens. Often these sections end with questions instead of firm conclusions; they are issues yet to be decided upon, issues on which the student's views may have an impact.

Focus Ons One boxed insert is used in each chapter to introduce provocative and interesting issues. Because we believe that the practice of social research can be provocative and interesting, some of these cover measurement issues. Others add historical and cross-cultural breadth by covering such issues as the Black Death (Chapter 17), the relocation of Japanese Americans in World War II (Chapter 9), or sexual repression in Inis Beag (Chapter 4).

Tables *Sociology* is a research-based introduction to the discipline, designed to give students an awareness of the methods and materials that sociologists use in studying human societies. In keeping with this goal, we have included a wealth of tables and figures in every chapter. Chapter 2 introduces the student to the art of table reading and the following chapters allow the student to develop an appreciation of sociology as an empirical discipline.

Chapter Summaries A short point-by-point summary lists the chief points made in each chapter. This will aid the introductory student in studying the text and discriminating the important from the supporting points.

Vocabulary Learning new concepts is vital to developing a new perspective on the world and this learning is facilitated in three ways. When new concepts first appear in the text, they are bold-faced and complete definitions are set out clearly in the margin. Whenever a group of related concepts are introduced (for example, power, coercion, and authority), a concept summary is included in a text table to summarize the definitions, give examples, and clarify differences. Finally, a glossary appears at the end of the book for handy reference.

Supplementary Materials

Three kinds of supplementary materials have been developed to ease the tasks of teaching and learning from *Sociology*: a large testbank, a unique instructor's manual, and a student study guide.

Test Bank The authors have constructed 100 multiple choice and 10 essay questions for each chapter. The test bank is available in hard copy, as MicroTest II on microcomputer diskettes, and as WesTest II on tape for mainframe access.

Instructor's Resource Manual The authors have developed a unique instructor's manual that provides innovative and exciting classroom activities—for the instructor with 350 students as well as the instructor with 35. In addition to chapter outlines, suggested films, and essay topics, each chapter provides at least one fully developed exercise and several major discussion topics. A unique feature of the resource manual is the inclusion of a questionnaire that may be used to collect sociological data from students. Many of the questions on this instrument are identical to those discussed in the text. We have found the comparison of class data to national data an invaluable aid for engaging student interest and for teaching about the merits and pitfalls of survey research. Suggested uses for the questionnaire are presented in the Instructor's Resource Manual on a chapter-by-chapter basis.

Student Study Guide The student study guide, written by Charles O'Connor (Bemidji State University) and Charles M. Mulford (Iowa State University), will be invaluable in helping students master the material. The study guide contains an outline of each chapter, practice questions in matching, multiple-choice, and essay form.

Software A computerized study guide developed by Danny Hoyt (Iowa State University) is available for Apple personal computers. A student has the option to select different formats for review including self scoring multiple choice tests, a race and a quiz game. (The program is imaginatively done and students who have access to personal computers will enjoy it.)

Acknowledgments

In a project of this magnitude, we have had to rely on the goodnatured and generous advice of many of our colleagues at the University of Nebraska-Lincoln. Special thanks go to Nicholas Babchuk, Hugh Whitt, Helen Moore, Suzanne Ortega, Alan Booth, Jerry Cloyd, and Miquel Carranza. They were always willing to share their expert knowledge and to comment and advise on our own forays into their substantive areas. We thank all of them for their encouragement and support.

Special thanks go to the people at West Publishing. Our editor, Clyde Perlee, was generous with encouragement and advice and we benefited

greatly from his knowledge of what makes a college textbook usable. His staff, especially Carole Grumney, orchestrated all of the exchanges between reviewers and authors as the manuscript advanced from one stage to the next. Our copyeditor, Jo-Anne Naples, was invaluable in saving us from technical gaffes and inconsistencies; the text is much improved as a result of her efforts. Bill Stryker's imaginative design layout and expertise in production and Cynthia Albrecht's assistance in photo selection proved invaluable in turning our manuscript into a finished product. The visual appeal of the book is a result of their substantial contribution. At all levels, the people at West have been delightful to work with—ready to help us make our book the best possible, but always leaving the substance and direction of the book in our hands.

During the course of writing this book, we have benefited from the conscientious reviews of dozens of sociologists across the country. Special thanks go to Charles O'Connor of Bemidji State University and to Charles M. Mulford of Iowa State University for their thoughtful reviews, constructive criticisms, and persistence: both have been with the project from the beginning. Other reviewers who provided helpful commentary include:

Paul J. Baker

Illinois State University

Carolie Coffey

Cabrillo College, California

Paul Colomy

University of Akron, Ohio

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Jane B. Wedemeyer
Santa Fe Community College, Florida

Thomas J. Yacovone
Los Angeles Valley College, California

David L. Zierath
University of Wisconsin

This project consumed our weekends and evenings for two years—years during which family and friends made allowances for our absences and preoccupation. We are particularly grateful for the support of Doug, Laura, Leslie, and Steve, our children, and most of all to our spouses—each other.

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