

SOCIOLOGY

The Central Questions



WILLIAM KORNBLUM

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WILLIAM KORNBLUM

CITY UNIVERSITY OF NEW YORK, GRADUATE SCHOOL AND UNIVERSITY CENTER

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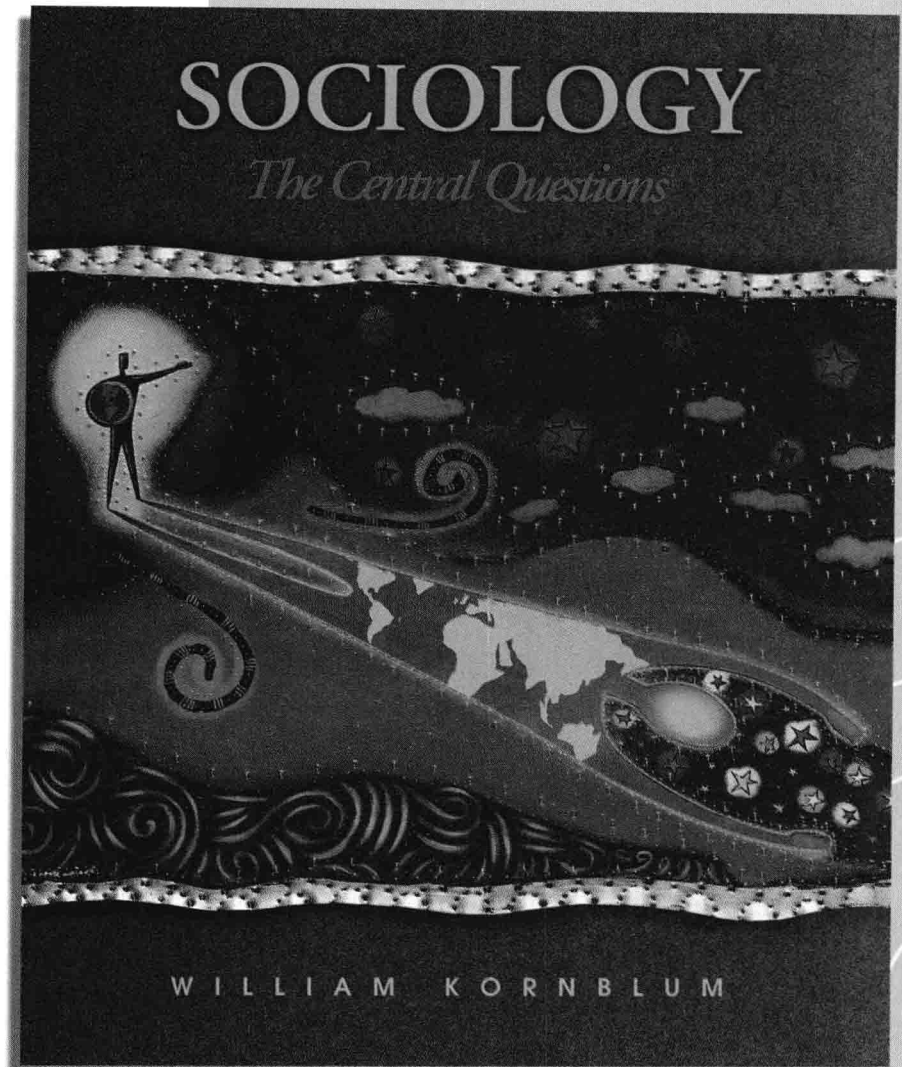
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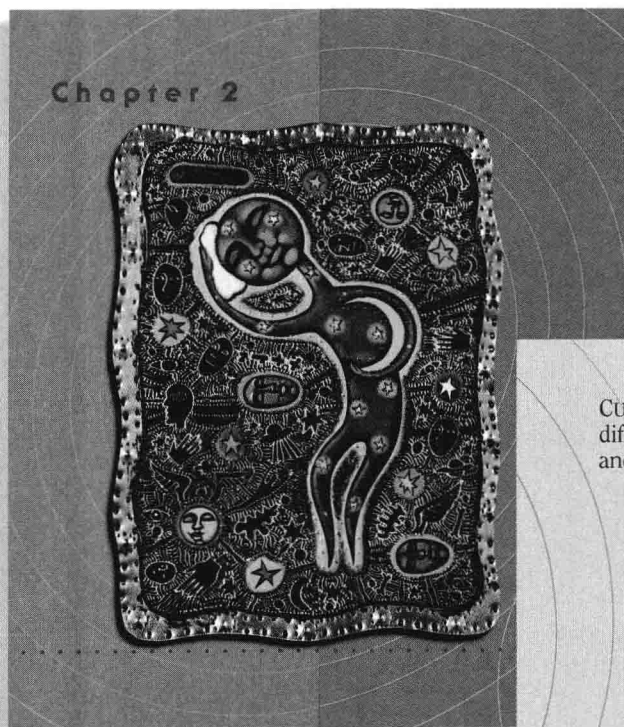
SOCIOLOGY *The Central Questions*

*was written with you,
the student, in mind.
By using this textbook,
you will strengthen your
critical thinking skills
as you gain a better
understanding of the
sociological world.*



The following pages introduce you to the many features of **Sociology: The Central Questions**. These features are organized according to their applications and how they help you learn, understand, think about, and use sociology. Please take a minute to acquaint yourself with this book and its many unique attributes.

William Kornblum has developed a text that is both informative and visually stimulating. With thorough attention to each of the following elements, Kornblum provides interesting yet informative study aids to help you reduce the time spent preparing for your exams.



BEGINNING-OF-CHAPTER ELEMENTS

The Central Questions ▼

Each chapter begins with a question about the chapter material, serving as both an organizational tool and a stimulus to the critical thinking process.

CULTURE: Does it account for the immense differences in the ways people all over the world feel and behave?

The Meaning of Culture

Dimensions of Culture
Norms and Social Control

Culture, Evolution, and Human Behavior

Darwin's Theory of Natural Selection
The Social Darwinists
Sociobiology

Language and Culture

Crossing Cultural Lines

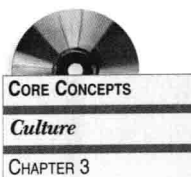
Civilizations and Cultural Change

Acculturation
Assimilation and Subcultures
Accommodation and Resistance

..... **Conclusion**

Chapter Outlines ►

As advance organizers, the outlines preview the topics that will be discussed in the chapter.



◀ CD-ROM MULTIMEDIA INTERFACES

Icons let you know that more information about a particular topic is available in *Sociology: The Core Concepts on CD-ROM*. The CD-ROM enables you to develop different ways of understanding these topics.

GLOBAL SOCIAL CHANGE

Changing Norms of Tobacco Use

What happens in a culture when a widespread norm turns out to encourage behavior that is destructive? What does it take to change such norms and behavior? How long does the change take? What will occur in other societies in which the norm is spreading, and what are the moral responsibilities of the culture that is spreading the norm? Norms of tobacco use in the United States and throughout the world raise these questions with great urgency. The answers are swirling in the tobacco smoke that fewer Americans, but an increasing number of people in other nations, are consuming.

Tobacco was used by Native Americans for its pleasurable effects, as a medicinal substance, and for religious ceremonies (Ravalliot, 1996). Early European explorers and conquistadors spread its use to Europe and other ocean trading societies (e.g., Turkey and Japan) during the sixteenth and seventeenth centuries. In England pipe smoking was extremely popular in Queen Elizabeth's court in the late 1500s, but when James I assumed the throne after Elizabeth's death in 1603, the world witnessed its first great narcotics debate. The new king believed tobacco to be "a custome loathsome to the eye, hateful to the nose, harmful to the braine, dangerous to the lungs" (quoted in Austin, 1978, p. 6). The king soon realized, however, that his efforts to ban tobacco use would not stem its spread among people who could afford it. He therefore decided to make tobacco a source of royal revenue by granting land in the Virginia colony to smokers who promised to grow tobacco as a cash crop whose importation he could control and tax.

Despite its high cost, the use of tobacco spread rapidly, especially in the form of snuff (powdered tobacco), which was popular among the European upper classes in the 1700s. Cigars and cigarettes were introduced to Europe and the United States in the early 1800s by soldiers returning from wars in the Middle East. During the American Civil War smoking became popular among soldiers, who enjoyed a particularly American style of tobacco consumption,

the chewing of a mixture of tobacco leaves and molasses. The invention of cigarette rolling machines in the late nineteenth century and their use in tobacco factories in Virginia and North Carolina made the supply of cigarettes almost unlimited and guaranteed that the economies of those states would be dominated by tobacco cultivation for many generations.

During the twentieth century, spurred by modern advertising techniques and the development of mass media, the rate of cigarette consumption in the United States increased a hundredfold, from 2.5 billion cigarettes smoked in 1900 to a peak of 640 billion in 1988. The influence of American civilization throughout the world during this period also caused huge increases in worldwide cigarette consumption even at evidence of the health hazards of regular smoking mounted.

Although the accompanying chart shows that cigarette smoking is declining in the United States, smoking is on the rise elsewhere in the world. Cigarette smoking is now the most serious and widespread form of addiction in the world. It accounts for almost 5 million deaths annually in the United States, and the death toll from tobacco use is rising in other nations. In China, for example, cultivation, export, and consumption of tobacco are on the rise, given the size of the Chinese population, this represents an ominous trend for world health.

There is evidence in the declining curve of cigarette consumption in the United States that campaigns against smoking and concern about the hazards of tobacco use are rapidly changing the norms of smoking. Once considered chic and sexy, smoking is now increasingly seen as dangerous to the smoker and to others nearby. But levels of smoking in the United States remain extremely high (see table), suggesting that the norms established over a century of tobacco use are extremely difficult to reverse. And given the popularity of smoking elsewhere in the world, the prospects for turning smoking into a negatively rather than a positively sanctioned norm are dim.

..... GLOBAL PERSPECTIVE

Because we live in an increasingly global society, a global perspective is incorporated throughout the text.

◀ GLOBAL SOCIAL CHANGE

An appreciation of important worldwide changes contributes to a better understanding of our society. Extensive examples are incorporated throughout the text.

..... APPLYING SOCIOLOGY

By applying sociology to your everyday life, your comprehension is made more complete.

MAKING UP YOUR MIND ▶

This feature encourages you to think about important contemporary social issues, inviting you to take an active part in changing your world.

Then AND NOW



Achieving the Rule of Law

Cambodia is a proud nation with an ancient past. But from 1975 to 1979 it was ruled by a ruthless radical communist dictatorship known as the Khmer Rouge. During this dark period of recent Cambodian history the deaths numbered hundreds of thousands of people, especially teachers, doctors, lawyers, judges, and other representatives of government and other social institutions (e.g., religion, charities, trade unions, libraries). Their goal was to destroy these institutions in order to build a totalitarian state in a society that they could control easily, from top to bottom. The photo on the left shows a display of photos of recent victims at the Museum of the Killing Fields in Phnom Penh. (Those interested in this period of terror might want to view on video the powerful film *The Killing Fields*.)

When the Khmer Rouge was defeated, the United Nations helped set up a democratic government in Cambodia in 1993. The painful process of rebuilding a destroyed society has continued since then, despite coups and the possibility of renewed civil strife. Creating a democratic society means far more than instituting free elections and the norm of "majority rule." As difficult as these are to establish, much more is involved. Unless a society can protect individuals from the raw exercise of brute force, it can never maintain democratic forms of self-rule. The protection of the individual is part of what is known as "the rule of law." The Khmer Rouge destroyed the rule of law and replaced it with the rule of power and force.

Today a program spearheaded by the U.S. Agency for International Development (USAID) is helping to restore the rule of law in Cambodia. This program works to train judges and other court personnel, increase the number and role of public defenders, provide training for the police and armed services, and promote public awareness through indigenous human rights organizations (Dugger, 1997).

Francis J. James, a young American lawyer working in Cambodia, explains: "When I came here in 1994 the courthouses were in ruins. They had to start a legal system literally from scratch. No more hearing, no more evidence, no more hearing with a rifle team. No could clear out the prisons today if you reviewed the cases on the basis of procedural errors."

Another young lawyer, Karen Te, works with five Cambodian lawyers who have returned to help rebuild the nation's legal system. She and her colleagues explain that in the past "the police arrested, the police detained, the police convicted." Now her team is introducing the police to the hundreds of detailed norms and procedures required to ensure the rule of law. For example, she observes, "We started talking about the standard police interview. Nothing out of the ordinary. Just three basic steps: Introduce everybody in the room by name and rank; tell the prisoner why he is there, and his legal rights. This may seem simple to people accustomed to a lawful society, but in Cambodia, she notes, "It's a lot harder to bring people once you've told them they have the right not to be tortured" (quoted in Mydans, 1997, pp. A1, A16).

Making Up Your Mind

Female Circumcision and Cultural Relativity

Anissa Kasindji escaped to the United States and was finally granted asylum after a long legal ordeal. A young woman from the West African nation of Togo, Kasindji created an international incident when she declared herself a political refugee on the ground that she was seeking to avoid genital mutilation (Dugger, 1996). In Togo and many other African societies, when a young woman reaches puberty she must undergo a ritual in which her clitoris and outer labia are cut away. This painful procedure, sometimes referred to as female circumcision, deprives her of much sexual pleasure and often leads to infectious and reproductive problems later in life.

Kasindji appealed to the American authorities for legal asylum. The case created a number of precedents in immigration law and continues to generate much debate. Partly on the strength of the publicity surrounding this case, and partly owing to the efforts of other African women immigrants, in 1996 both the California state legislature and the U.S. Congress passed legislation banning clitoridectomy in the United States. In international conventions on population, reproduction, and women's rights, however, women representing nations where clitoridectomy is part of the culture often defend the practice. They may not personally support the norm of clitoridectomy, but they resent the intolerance of Westerners, whose cultural norms (e.g., drinking alcoholic beverages or having the female form) they find equally abhorrent.

Where do you stand? Does the need to respect other cultures prevent you from taking a stand on practices like clitoridectomy? Does avoidance of ethnocentrism mean that one must become a cultural relativist who "when in Rome, does as the Romans do"—even if it means violating one's own principles? Cultural relativism raises many thorny issues, especially in societies like the United States where people from different cultures are continually arriving, bringing with them different norms and values.

Many social scientists answer this question in both scientific and political terms. They argue that respect for other cultures does not prevent them from openly opposing cultural practices that perpetuate severe inequalities between women and men or that endanger women's health. Out of respect for colleagues from those cultures, they seek to persuade rather than pass laws that cannot be enforced. They seek to go beyond the issue of clitoridectomy to the larger problems that prevent women in those cultures from speaking out against the practice themselves. So at world conferences the subject of clitoridectomy is often subordinated to broader efforts to create policies that will improve women's status and power—for example, through greater access to education and modern forms of employment. At home, however, the same social scientists generally are highly supportive of legislation to protect women's rights to health and sexual freedom.

◀ THEN AND NOW

Social conditions are compared visually and accompanied by discussions of how they have changed—or not changed—over time.

Sociological Methods

Constructing a Typology of Norms

Typologies are ways of grouping observable phenomena into categories in order to identify regularities in what may appear to be a great variety of observations. For example, there are so many social norms that the average person has no hope of ever sorting them out without some kind of system for organizing them. In the chart presented here, the subject is norms of various types. The sociologist constructs the types by comparing various dimensions along which norms may differ—such as whether they developed formally or informally, or whether their degree of sanction is strong or weak. The norms listed in the Ten Commandments, for example, differ in the way they developed and are observed by society. The norm “Thou shalt not kill” not only is generally believed and passed along from one generation to the next but also is formally codified in law. So is the commandment “Thou shalt not steal,” which is an important part of the written legal code of our society. But the commandment “Remember the Sabbath day, to keep it holy” is not a written law in the United States, at least not in the federal statutes. In some states and communities, however, there are laws that specify that businesses must close on Sunday—even though not all religious groups recognize Sunday as the Sabbath. In addition, ideas about what behaviors are appropriate on the Sabbath are changing, and laws governing those behaviors are being challenged. These differences indicate that norms may differ according to whether they are formally taught to new generations or whether they are formal, written “laws of the land.”

Another dimension along which norms may differ is the degree to which they are sanctioned—that is, the degree to which adherence is rewarded and violation is punished. The norm that men do not wear hats indoors is relatively weak. On the other hand, the norm that men and women do not casually display for “flash” their genitals is strongly sanctioned.

Using these two comparative dimensions—mode of development (formal vs. informal) and degree of sanction (weak vs. strong)—we can create four categories: (1) norms that are informal and are weakly sanctioned (e.g., table manners, dress fashions), (2) norms that are informal but are strongly sanctioned (e.g., whistery), (3) norms that are part of the formal legal code but are weakly sanctioned (parking regulations, antismoking laws, etc.), and (4) norms that are formal laws and are strongly sanctioned (e.g., capital offenses like murder of a police officer or treason in wartime).

from informal norms, which grow out of everyday behavior and do not usually take the form of written rules, even though they too regulate our behavior. For example, when waiting to enter a movie theater, it is usually permissible to have one member of a small group save a place in line for the others, who may return later. And in a “pickup” basketball game a player can call a foul and the opposing player usually cannot contest the call. Of course, there are times when such norms are disputed, depending on how the people involved define the situation. In the case of the basketball game, when the player on whom the foul is called disagrees with the call—and

the score is extremely close—different definitions of the situation can lead to conflict.

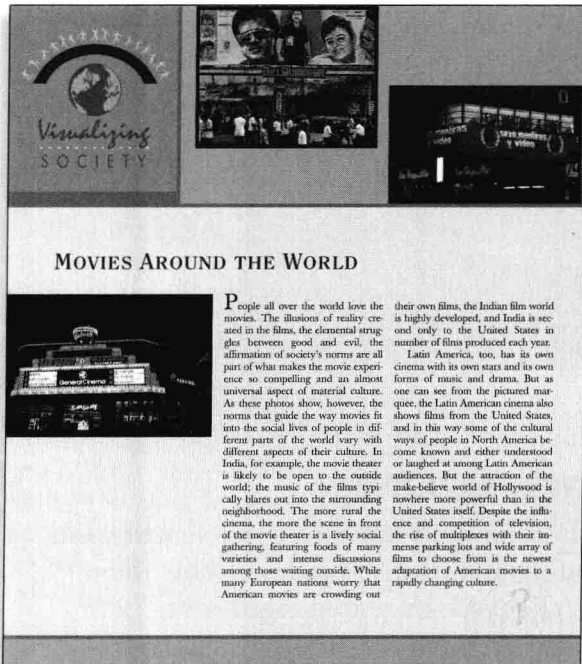
CULTURE, EVOLUTION, AND HUMAN BEHAVIOR

Of all the species of living creatures on this planet, human beings are the most widely distributed. The early European explorers—Columbus, Magellan, Cook, da Gama, and many others—arrived at the discovery of human life thriving, more or less, in

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MAPPING SOCIAL CHANGE ►

Demographic and ecological data, included in several chapters, invite students to consider regional and national phenomena.



MOVIES AROUND THE WORLD

People all over the world love the movies. The illusions of reality created in the films, the elemental struggles between good and evil, the affirmation of society's norms are all part of what makes the movie experience so compelling and an almost universal aspect of material culture. As these photos show, however, the norms that guide the way movies fit into the social lives of people in different parts of the world vary with different aspects of their culture. In India, for example, the movie theater is likely to be open to the outside world; the music of the films typically blares out into the surrounding neighborhood. The more rural the cinema, the more the scene in front of the movie theater is a lively social gathering, featuring foods of many varieties and intense discussions among those waiting outside. While many European nations worry that American movies are crowding out

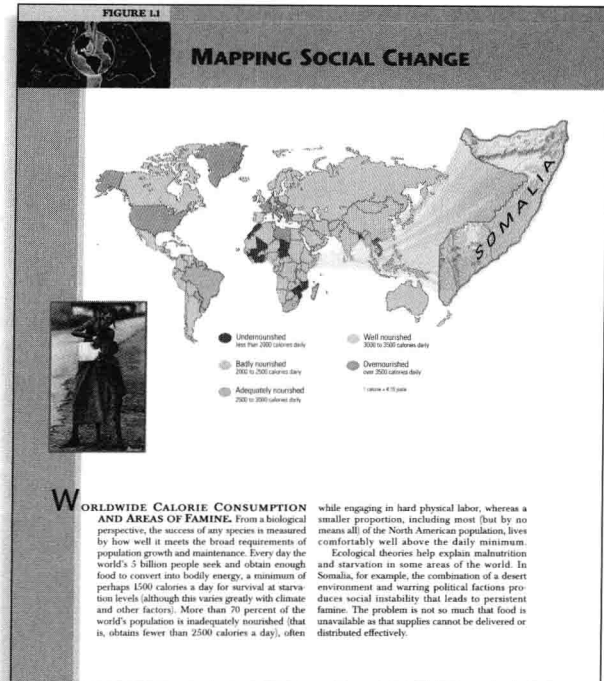
their own films, the Indian film world is highly developed, and India is second only to the United States in number of films produced each year. Latin America, too, has its own cinema with its own stars and its own forms of music and drama. But as one can see from the pictured marquee, the Latin American cinema also shows films from the United States, and in this way some of the cultural ways of people in North America become known and either understood or laughed at among Latin American audiences. But the attraction of the make-believe world of Hollywood is nowhere more powerful than in the United States itself. Despite the influence and competition of television, the rise of multiplexes with their immense parking lots and wide array of films to choose from is the newest adaptation of American movies to a rapidly changing culture.

RESEARCH

The importance of research and its impact on sociological theories is immeasurable.

◀ SOCIOLOGICAL METHODS

The importance of sociological research is reinforced in this section, located in each chapter.



◀ VISUALIZING SOCIETY

A photo essay in each chapter illustrates how sociologists interpret and analyze the data in photographs as part of their research. Visualizing Society highlights how important the visual aspect is to the study of sociology.

acculturation: the process by which the members of a civilization incorporate norms and values from other cultures into their own. (49)

assimilation: the process by which culturally distinct groups in a larger civilization adopt the norms, values, and language of the host civilization and are able to gain equal status in its groups and institutions. (49)

subculture: a group of people who hold many of the values and norms of the larger culture but also

hold certain beliefs, values, or norms that set them apart from that culture. (50)

counterculture: a subculture that challenges the accepted norms and values of the larger society and establishes an alternative lifestyle. (50)

accommodation: the process by which a smaller, less powerful society is able to preserve the major features of its culture even after prolonged contact with a larger, stronger culture. (50)

QUESTIONS FOR THOUGHT AND DISCUSSION

1. Name a norm of your society (e.g., smoking) and identify whether it is a formal or informal norm. How strongly is it sanctioned, and through what behaviors? Is the norm changing? What social forces are making a change?

2. Why is cultural relativity so important in studying cultures other than one's own? What are the problems that an uncritical use of cultural relativity may lead to?

DIGGING DEEPER

Books

The Interpretation of Cultures (Clifford Geertz; Basic Books, 1973). A set of essays that explore the many meanings of human culture, including a fine essay on the relationship between culture and human social and physical evolution.

Cultivating Differences: Symbolic Boundaries and the Making of Inequality (Michelle Lamont & Marcel Fournier, eds.; University of Chicago Press, 1992). A collection of essays about how human cultures create and destroy boundaries among groups and societies.

Anthropology, 8th ed. (William A. Haviland; Harcourt Brace, 1997). An introductory textbook that covers in detail the cultures of nonindustrial peoples.

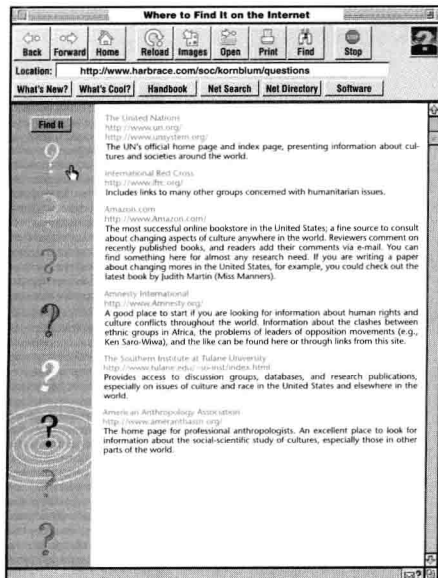
Journals

Dialectica. The journal of the American Academy of Arts and Sciences. It devotes entire issues to subjects of great importance in the world—such as AIDS, computers, violence, and nationalism—and contains some of the best writing on social and cultural change.

DIGGING DEEPER ➤

A reference guide lists books, journals, and basic references and data sources, encouraging students to further examine the sociological world.

Where to Find It on the Internet 55



..... MORE STUDY AIDS

End-of-Chapter Elements

◀ Questions for Thought and Discussion

These questions stimulate the critical thinking process.

380 CHAPTER 13 Population, Urbanization, and Health

QUESTIONS FOR THOUGHT AND DISCUSSION

1. What sociological forces and social changes explain how societies move from the second to the third phase of the demographic transition? (Hint: Think about urbanization, industrialization, delay of marriage, birth control, improved public health, etc.)

2. What social changes made it possible for nations like the United States and Canada to make the rapid transition from agrarian to urban societies? What forces account for the decline of some inner-city communities and the spread of urban growth into the suburbs?

DIGGING DEEPER

Books

Western Times and Water Wars: State, Culture, and Rebellion in California (John Walton; University of California Press, 1992). A seminal work on the relationship of protest movements and collective behavior in metropolitan growth; describes the struggle to control vital natural resources in rapidly growing but arid regions.

Recent Social Trends in the United States, 1960-1990 (Theodore Caplow, Howard M. Bahr, John Modell, & Bruce A. Chadwick; McGill Queens University Press, 1991). A compilation of statistical tables that document trends in population, urbanization, and other significant aspects of social change, based on data from the U.S. Census Bureau and other government agencies, and from major polling organizations, including the General Social Survey and the Gallup Poll.

The Social Construction of Communities (Gerald Suttles; University of Chicago Press, 1972). An important theoretical statement; shows how sociology explains phenomena like territoriality and the formation of neighborhoods and communities.

Close-Up: How to Read the American City, 2nd ed. (Grady Clay; University of Chicago Press, 1980). A brilliant, humorous, and extremely well-illustrated guide to the physical ecology of American urbanization in the second half of this century.

The Urbanization of the Third World (Joseph Gugler, ed.; Oxford University Press, 1988). A collection of original essays by leading urban researchers, tracing most of the outstanding trends and problems of urbanization in the developing areas of the world.

Streetwise: Race, Class, and Change in an Urban Community (Eliah Anderson; University of Chicago Press, 1990). A brilliant and original study of life in two adjacent neighborhoods, one populated primarily by lower-income minority households, the other mixed in terms of class and race but undergoing gentrification. Thoroughly detailed ethnographic research; the author documents changes in public behavior, norms of sexual conduct, drug use and control, and family life.

The Social Transformation of American Medicine (Paul Starr; Basic Books, 1982). A sociological history that shows why American medical institutions have become increasingly cumbersome and costly.

The Healing Experience: Readings on the Social Context of Health Care (William Kornblum & Carolyn D. Smith, eds.; Prentice Hall, 1994). An anthology that explores medical and health-related problems from the perspectives of well-known health care providers and medical sociology researchers.

Journals

Population and Development Review. Presents international research on population change and the effects of population variables on other aspects of social and economic development. A valuable source of comparative data and studies of population problems in the Third World.

Urban Affairs Quarterly. A leading journal of original research on urban social change.

Journal of Health and Social Behavior. A quarterly journal that presents sociological research on problems of human health and illness. Also features articles on change in social institutions and organizations as a consequence of new technologies.

◀ WHERE TO FIND IT ON THE INTERNET

Key sites on the World Wide Web are listed here as an aid to research and further exploration of sociological topics.

Preface

Like many social sciences, sociology addresses itself to a few central questions. This text explores those questions and examines the ways sociologists ask how human societies are changing. Understanding social change requires that we know about existing social conditions. To study how changes occur in societies and in individual lives, we must also know and appreciate what social forces act to prevent change and maintain social stability.

Unlike many other fields, however, sociology deals with subjects that seem entirely familiar to us. All of us have opinions about society, about the government, about our families and our neighbors, about our town or society, our religion, our job, and other aspects of our lives. Sociologists ask penetrating questions about these aspects of human social life, aspects that we often take for granted or argue about on the basis of our own experiences and prejudices. Instead of relying on their personal opinions, however, sociologists answer these questions by gathering facts according to the rules of scientific inquiry.

Knowledge of the methods of sociology, its theoretical perspectives, and the facts obtained through research gives sociologists a powerful advantage in debates about society and social change, especially when others are relying solely on opinion. That is why sociologists are sought out by businesses and political agencies to apply their methods and the facts that they discover to social issues of all kinds.

Sociology: The Central Questions emphasizes how sociologists raise questions about social life and seek to answer them through their research. Each chapter opens with a central question; from that question arise the many more specific questions that researchers ask about particular areas of social life. For example, how do we become social beings? Is this process guided by our genes? Does it occur through learning in social situations? How are the rules of social life established and maintained in different societies with different cultures? Can we eliminate various kinds of social inequality? These are some of the central questions that sociologists ask and questions you will explore while using this textbook.

In order to discuss sociological questions or interpret sociological research, it is necessary to understand some of the basic concepts sociologists use in describing social life. This text introduces, defines, and applies many of the core concepts that sociologists use in their research and writing. When you use these sociological concepts, you will gain insight into your own social world and how it is changing. We trust that the many sociological insights in this book will serve you well in the years to come.

DISTINCTIVE FEATURES

Sociology: The Central Questions is designed to serve as a tool for learning and appreciating sociology. Each chapter applies a specific set of instructional principles, each of which is intended to help you master sociological insights and stimulate your sociological imagination. These principles are the following:

EXERCISING A GLOBAL PERSPECTIVE: Because we live in an increasingly global society, a global perspective is incorporated throughout the textbook.

OBSERVING SOCIAL CHANGE: A key to understanding sociology is observing social change among individuals, groups, and societies around the world.

APPLYING SOCIOLOGY: By applying sociology to everyday life, your comprehension is made more complete.

LEARNING THROUGH VISUAL PRESENTATION: Visual elements maximize learning by reflecting contemporary cultural assumptions and tastes.

INCORPORATING DIVERSITY IN THEORY AND RESEARCH: The research of women and minorities is contextually presented and well-balanced.

PRESENTING ACCESSIBLE SCHOLARSHIP: The scholarship is presented in an accessible style, promoting comprehension of the material.

• • • • •

PEDAGOGICAL AIDS

The teaching philosophy just described is incorporated in a variety of special features and pedagogical aids as well as in the body of the text. They include the following:

- Chapter outlines serve as advance organizers, previewing the topics that will be discussed in the chapter.
- Each chapter begins with an introduction based on current events or situations that illustrate the questions to be addressed in the chapter; these are designed to capture students' attention and introduce them to the subject matter.
- Then and Now presents images that contrast past with present, accompanied by a discussion of how social change has affected a particular social condition.
- Sociological Methods boxes apply contemporary research methods to topics discussed throughout the text. By integrating methodology, rather than confining it to a single chapter, the importance of research is reinforced.
- Global Social Change boxes present extensive examples of important worldwide changes, reinforcing the theme of social change and the textbook's global perspective.
- Making Up Your Mind boxes give students an opportunity to consider controversial topics from both a personal and a sociological viewpoint.
- Mapping Social Change uses maps and photos to depict the distribution of a condition or characteristic throughout the world or in a particular region.
- Visualizing Society, a photo cluster in each chapter, shows how photographs can be used to analyze a particular social condition.
- Where to Find It on the Internet provides World Wide Web addresses of universities and organizations relevant to the chapter topics.

- Chapter summaries offer a thorough but concise rendering of the key concepts and relationships presented in the chapter.
- Digging Deeper presents sources that may be consulted for further information about topics covered in the chapter and includes listings of books, journals, and other sources.
- Other end-of-chapter elements include questions for thought and discussion and a glossary.

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For the Instructor

INSTRUCTOR'S MANUAL

Written by William Kornblum and Carolyn D. Smith, the Instructor's Manual includes lecture outlines, instructional goals, teaching suggestions that explain the distinctive features and central concepts of each chapter and topics for discussion.

TEST BANK

The Test Bank includes multiple choice, true/false, and short-answer questions. Many of the questions have been class tested.

COMPUTERIZED TEST BANK

Available in IBM, Macintosh, and Windows formats, EXAMaster+ software allows you to create tests using fewer keystrokes. Easy to follow screens provide step-by-step thorough test construction guidelines. EXAMaster+ gives you three ways to create tests:

- EasyTest lets you create a test from a single screen. It compiles a test using questions you have chosen from the database or randomly selects questions based on the parameters you specify.

- FullTest gives you a whole range of options for test creation. With FullTest you may:

select questions as you preview them on screen
edit existing questions, or add your own questions

add or edit graphics (in MS-DOS version)

link related questions, instructions, and graphics

have questions randomly selected from a wider range of criteria

create your own criteria on two open keys

block specific questions from random selection

print up to 99 different versions of the same test and answer sheet

- RequesTest is for the instructor without access to a computer. You may call our Software Support Line and order tests that conform to your criteria. Harcourt Brace will compile the test and either mail or fax it to you within 48 hours.

OVERHEAD TRANSPARENCIES

Classroom lectures will be enhanced with this collection of transparencies that illustrate sociological concepts. All transparencies contain information that supplement material in the textbook.

For the Student

STUDY GUIDE

Written by Carolyn D. Smith, the Study Guide allows for a self-paced review of the material. Each chapter begins with an outline and learning objectives, followed by a fill-in-the-blank review, a matching exercise in which key terms are matched with their definitions, and a self-test consisting of multiple-choice and true/false questions.

SOCIALSTAT SOFTWARE

Although SocialStat is extremely simple to learn and use, it is a powerful interactive data analysis program that makes extensive use of graphics. Students can

run frequency distributions or two- or three-way cross-tabulations or calculate chi-square values and have the results in a few seconds. SocialStat software and its accompanying User's Guide are written by Dean Savage, City University of New York, Queens College.

CD-ROM

The CD-ROM is an interactive student learning tool that corresponds with *Sociology: The Central Questions*. It provides dynamic multimedia presentations of the most complex and core concepts in sociology. Students using the CD-ROM will have personal access to resources that will enhance their

learning of key concepts in sociology through contemporary multimedia articles, video footage, slide shows, illustrations, review and testing material, audio scripts, software exercises, demonstrations, Internet access, and more. An order card is available from your sales representative.

INTERNET WEB SITE

A unique Web site developed by Robert Brym, University of Toronto, is available. Consult your sales representative for additional information and access.

Acknowledgments

Many of my colleagues at the City University urged me to write a brief sociology text that would retain the basic qualities of *Sociology in a Changing World*. Sociologists whom I have met on campus visits throughout the nation have also suggested that a brief text would be appropriate in many teaching environments. I thank them for their encouragement and insightful ideas. I am especially grateful for the comments gleaned from reviewers of the manuscript: Robin Brown, Southern Union State Community College; Carole M. Carroll, Middle Tennessee State University; E. Douglas Farley, Niagara County Community College; James E. Floyd, Macon College; William J. Kinney, University of Saint Thomas; Ronald R. Matson, Wichita State University; and Elizabeth Meyer, Pennsylvania College of Technology. I gratefully acknowledge the following instructors who reviewed content for this text: Glenn Currier, El Centro College; Michael J. Fraleigh, Bryant College; Ruby C. Lewis, Dekalb College—Central Campus; Anthony J. Mendonca, Community College of Allegheny County—Allegheny Campus; Ellen Rosengarten, Sinclair Community College; and Thomas J. Yacovone, Los Angeles Valley College. All of the reviewer comments were read carefully and thoughtfully considered.

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ABOUT THE ARTIST

The cover image and chapter-opening artwork were created by Joel Nakamura. Nakamura's use of iconography and narrative symbolism make the work fascinating as well as accessible. Nakamura employs a balance of both personal and commercial commissions. The artist often finds inspiration for fine art projects from his commercial illustration.

His process and methods involve a synthesis of sensibilities inspired from folk art, primitives, and an affinity with modern painting. The result is a type of modern folk painting reporting social and political themes or talk about contemporary colloquialisms.

The figure is central, showing a unique depiction of man and his roles. Stripped away is the facade. The veneers of gender or race are removed, revealing an interior structure or dialogue. Cryptic drawings provide the narrative. The images suggest questions and sometimes answer them.

ABOUT THE AUTHOR



William Kornblum is a professor of sociology at the Graduate School of the City University of New York, where he helps train future instructors and researchers in the social sciences. He also teaches undergraduates at various campuses of the City University, including Queens College, Hunter College, and City College.

A specialist in urban and community studies, Kornblum began his teaching career with the Peace Corps in the early 1960s, when he taught physics and chemistry in French-speaking West Africa. He received his doctorate in sociology from the University of Chicago in 1971. He has also taught at the University of Washington at Seattle and worked as a research sociologist for the U.S. Department of the Interior. At the CUNY Graduate School, he directs research on youth and employment and on urban policy. With his longtime research partner, Terry Williams, he recently coauthored *The Uptown Kids*, a sociological portrait of teenagers and young adults growing up in high-rise public housing projects. He is also the principal investigator of Project TELL, a longitudinal study of the ways in which home computers can improve the life chances of young people at risk of dropping out of school.

The author's other publications include *Blue Collar Community*, a study of the steel-making community of South Chicago; *Growing Up Poor* (with Terry Williams), a study of teenagers growing up in different low-income communities in the United States; and *Social Problems*, a comprehensive textbook about social problems and social policies in the United States.



BRIEF CONTENTS

Chapter 1	SOCIOLOGY, THE SCIENCE OF SOCIETY: Can it make a difference in people's lives?
Chapter 2	CULTURE: Does it account for the immense differences in the ways people all over the world feel and behave?
Chapter 3	SOCIAL STRUCTURE AND INTERACTION: Do they explain why human affairs do not dissolve into a "war of all against all?"
Chapter 4	SOCIALIZATION: Does society shape what a person can and will become, or are people prisoners of their genetic endowment?
Chapter 5	DEVIANCE AND SOCIAL CONTROL: Are certain types of crime "normal" in any society, and what do societies do to enforce their norms?
Chapter 6	STRATIFICATION AND SOCIAL CLASS: Are they inevitable or can there be a classless society?
Chapter 7	INEQUALITIES OF RACE AND ETHNICITY: Must we have laws to protect the rights of racially or ethnically distinct groups?
Chapter 8	INEQUALITIES OF GENDER AND AGE: Will they diminish as nations become more industrialized and urbanized?
Chapter 9	THE FAMILY: Is it breaking down or simply adapting to new social conditions?
Chapter 10	RELIGION: Why is it difficult for people of different religions to realize their shared quest for peace and understanding?
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Chapter 12	ECONOMICS AND POLITICS: Can institutions like the market and legislatures bring about positive social change?
Chapter 13	POPULATION, URBANIZATION, AND HEALTH: Can we control population growth and achieve higher levels of health worldwide?
Chapter 14	SOCIAL MOVEMENTS AND SOCIAL CHANGE: How do social movements bring about social change?