

# Sociology

SECOND EDITION



David B. Brinkerhoff  
Lynn K. White

# **Sociology**

## **SECOND EDITION**

**David B. Brinkerhoff**

**Lynn K. White**

**University of Nebraska—Lincoln**

**West Publishing Company**

**St. Paul   New York   Los Angeles   San Francisco**

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50 W. Kellogg Boulevard  
P.O. Box 64526  
St. Paul, MN 55164-1003

COPY EDITOR: Elaine Linden  
ILLUSTRATIONS: House of Graphics  
COMPOSITION: Parkwood Composition Service  
COVER: Arshile Gorky, *Untitled*, 1943–48. Dallas Museum of Art,  
Dallas Art Association Purchase, Contemporary Arts Council Fund.

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Printed in the United States of America

Library of Congress Cataloging-in-Publication Data  
Brinkerhoff, David B.  
Sociology.

Includes index.

1. Sociology. I. White, Lynn K. II. Title.  
HM51.B8535 1988 301 87-29445  
ISBN 0-314-62399-X

## Acknowledgments

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(Continued following Subject Index)

# Preface

The second edition of *Sociology* is a balanced and up-to-date introduction to the whole range of material covered by contemporary sociology. 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.

Perhaps more than any other discipline, sociology deals with the stuff of people's ordinary lives. This poses a challenging opportunity for an introductory textbook: To give students a framework that will allow them to understand better their own lives and contemporary social issues. This requires theory to provide perspective, applications to show how theory can be used, and data to clarify understandings of the contemporary world. This careful blend of theory and data is provided in *Sociology*, a theoretically-sound, research-based text that will provide a solid introduction to the field while giving the one-time-only sociology student a new perspective.

The design of *Sociology* reflects the authors' active involvement in sociological research and their deep commitment to high-quality undergraduate instruction. Over the past 20 years, the authors have taught introductory sociology to close to 13,000 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. 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. The second edition of *Sociology* meets these challenges.

The second edition retains the pedagogical features that made the first edition a success: the chapters begin and end with applications; there is one high-interest boxed insert per chapter; and clearly identified concepts, concept summaries, and chapter summaries aid students in mastering the material. The second edition builds on this established base by bringing in current statistics and research and current public issues. Each chapter has been given a fresh look to reflect changes

in the discipline and in the world. In addition, four chapters are wholly or largely new; the Sociology of Everyday Life (Chapter 7), Sex and Gender (Chapter 11), Age Inequalities and Differentiation (Chapter 12), and Social Change: An International Perspective (Chapter 22). The resulting text is contemporary, sociological, and very accessible to the undergraduate student. In addition, we believe our excellent ancillaries will make an important addition to the introductory sociology course.

## Major Changes in the Second Edition

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The 22 chapters of *Sociology, Second Edition* covers all the standard areas, plus many new and exciting theories and topics. These include topical issues such as the English Language Amendment, the Attorney General's Report on Pornography, AIDS, the nuclear arms race, and technology in the work place. They also include exciting new sociological developments such as the two social psychologies, the garbage can model of organizations, the sociology of everyday life, and frame alignment.

Over all, approximately one-third of the material in the book is new to the second edition. These changes reflect current data and statistics, new ideas and findings in the research literature, and new public issues and concerns. The following are the major changes.

### New Chapter on the Sociology of Everyday Life

Chapter 7 in the second edition includes material on naturalistic inquiry, the problematic nature of culture, break experiments and ethnomethodology, as well as Goffman's ideas about framing and keying. This new chapter includes high-interest material that students will enjoy. It will also bring them a fuller appreciation of the contemporary discipline of sociology.

### Separate Chapters on Gender and Age

The sociology of sex and gender and the sociology of age are rapidly growing areas in the discipline. In order to give more scope to both theory and research in these areas, a separate chapter is devoted to each. Chapter 11 devotes fuller attention to issues such as the determinants of women's status, the women's movement, gender-role socialization. Chapter 12 addresses age issues such as the status of youth, the transition to adulthood, the sandwich generation, and the changing status of youth versus age.

*A global perspective on social change.* Chapter 22, the social change chapter, is almost completely new. In place of a summary of changes in the United States, the second edition approaches social change from a global perspective. Using world system theory as a base, we review development strategies in Nicaragua and the People's Republic of China and contrast these with the attempts by the First and Second Worlds to control their own place in the world market. The chapter concludes with a discussion of the nuclear arms race and the sociology of peace.

## Plan of the Book

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

### Prologues

Each chapter begins with a short prologue that makes a direct appeal to the student's personal experience. All prologues are in a "Have You Ever . . ." format that 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. Public issues added in the second edition include the politics of abortion (chapter 15), the conflict between equity and excellence in education (chapter 14), the English Language Amendment (chapter 3), and the relationship between pornography and women's rights (chapter 11). Often these sections end with questions instead of firm conclusions; they are issues yet to be decided, 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, such as the operationalization of self-esteem or human suffering. Others add historical and cross-cultural breadth by covering such issues as the Luddite attack on technology (chapter 16) and the cult of George Washington (chapter 17).

### Chapter Summaries

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

### Vocabulary

Learning new concepts is vital to developing a new perspective. In *Sociology*, 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, coer-

cion, and authority), a concept summary is included in a text figure to summarize the definitions, give examples, and clarify differences. Finally, a glossary appears at the end of the book for handy reference.

## Supplemental Materials

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Four kinds of supplemental materials have been developed to ease the tasks of teaching and learning from *Sociology*: a large, revised test bank, a unique instructor's manual, a student study guide, and an exciting new software package that will bring sociology alive for students.

### Test Bank

The authors have constructed 100 multiple choice and 10 essay questions for each chapter. Approximately half of these questions are new, reflecting both new material and new approaches to the retained material. 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 absorbing classroom activities—for the instructor with 350 students as well as the instructor with 35. In addition to chapter outlines, the instructor's resource manual provides at least one fully-developed class exercise and several major discussion topics for each text chapter. Copy-ready versions of these exercises are included in a separate packet so that instructors can easily prepare handouts and instruction sheets.

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. An exciting software package is also available to enhance the use of these data.

### 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, completion, multiple-choice, and essay form. A computerized form of the study guide, developed by Danny Hoyt (Iowa State University), is available for use by students with personal computers as well as by departments that provide micro labs for their undergraduates.

## Software

Danny Hoyt (Iowa State University) has developed an exciting software package for instructors and students who like to play with data. The two-disk package provides an easy data-entry program for the class questionnaire (suitable for direct student entry) as well as a data analysis package that provides frequency distributions, cross tabulations, and graphic displays, all with full labels.

A unique and exciting aspect of this is the Student Data Networking program. Because students are keenly interested in themselves and especially how they compare to others, a data exchange service has been set up for adopters: Instructors who submit a diskette with their students' data will receive in exchange copies of the student data sets from two other schools. This exciting feature will allow students to see how they differ from students in other regions of the country or other types of schools.

This innovative software package has been developed for IBM (and IBM compatible) micros and for Apple IIe micros. A major goal has been to make the package easy to use. The resulting package is suitable for direct student use in those settings where micro labs are available to students. If instructors choose to do the analysis themselves, they will find it remarkably easy to use—and enjoyable too. One of the reasons most people take up sociology is that they are curious about people's behavior. The Student Data Set and Data Networking programs provide this enjoyment for students and their instructors.

## Acknowledgments

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In the second as in the first edition of *Sociology*, we have accumulated many debts. We are especially grateful for the goodnatured and generous advice of our colleagues at the University of Nebraska-Lincoln. Special thanks go to Rob Benford, Helen Moore, Suzanne Ortega, and Hugh Whitt. 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 Denise Simons, orchestrated all of the exchanges between reviewers and authors. Our copyeditor, Elaine Linden, 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, expertise in production, and patience were invaluable in turning our manuscript into a finished product. The visual appeal of the book is a result of his 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.

Once again we wish to extend our thanks to those people who reviewed the manuscript for the first edition of this text. Their thoughtful comments and suggestions were a substantial contribution to the success of *Sociology*.



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|--|--|
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| Carolie Coffey<br><i>Cabrillo College, California</i>                    | Rodney C. Metzger<br><i>Lane Community College, Oregon</i>           |
| Paul Colomy<br><i>University of Akron, Ohio</i>                          | Vera L. Milam<br><i>Northeastern Illinois University</i>             |
| David A. Edwards<br><i>San Antonio College, Texas</i>                    | James S. Munro<br><i>Macomb College, Michigan</i>                    |
| William Egelman<br><i>Iona College, New York</i>                         | Lynn D. Nelson<br><i>Virginia Commonwealth University</i>            |
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| Rose Hall<br><i>Diablo Valley College, California</i>                    | Barbara Stenross<br><i>University of North Carolina</i>              |
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| Sidney J. Kaplan<br><i>University of Toledo, Ohio</i>                    | James B. Skellenger<br><i>Kent State University, Ohio</i>            |
| James A. Kithens<br><i>North Texas State University</i>                  | James Steele<br><i>James Madison University, Virginia</i>            |
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| Joseph J. Leon<br><i>California State Polytechnic University, Pomona</i> | Jane B. Wedemeyer<br><i>Santa Fe Community College, Florida</i>      |
| J. Robert Lilly<br><i>Northern Kentucky University</i>                   | Thomas J. Yacovone<br><i>Los Angeles Valley College, California</i>  |
| Richard L. Loper<br><i>Seminole Community College, Florida</i>           | David L. Zierath<br><i>University of Wisconsin</i>                   |

During the course of writing this revision, we have benefited from the advice of many sociologists from across the country. Special thanks go to Jane Ollenberger (University of Minnesota-Duluth), Michael Stein (University of Missouri-St. Louis), Richard Scott (University of Central Arkansas), and Charles O'Connor (Bemidji State University) for their ideas, constructive criticisms, and thoughtful reviews. In addition, the following reviewers provided invaluable commentary that enabled us to make the second edition of *Sociology* an even better text:

William C. Jenné  
*Oregon State University*

Florence Karlstrom  
*Northern Arizona University*

Ed Crenshaw  
*University of Oklahoma*

Robert Benford  
*University of Nebraska*

Mike Robinson  
*Elizabethtown Community College,  
Kentucky*

Christopher Ezell  
*Vincennes University, Indiana*

Cornelius G. Hughes  
*University Southern Colorado*

John M. Smith, Jr.  
*Agusta College, Georgia*

Phillip R. Kunz  
*Brigham Young University*

Joseph Faltmeier  
*South Dakota State University*

John P. Rehn  
*Gustavus Adolphus College, St. Peter,  
Minnesota*

Ruth A. Pigott  
*Kearney State College, Kearney,  
Nebraska*

Martin Scheffer  
*Boise State University, Idaho*

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