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# SOCIOLOGY

*a brief introduction*

# Sociology

[A Brief Introduction]

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*About the Cover Artist: José Ortega, creator of the cover art for Sociology, Second Edition, was born in Ecuador in 1965 and came to the United States at the age of five. He graduated from the School of Visual Arts in 1988. His first professional commission from the New York Daily News attracted several further inquiries and Ortega's striking technique soon became widely recognized and admired. Ortega has contributed illustrations, silk-screen prints, and paintings to exhibitions in the United States, Venezuela, and Japan. He has been the subject of a number of articles and received awards from several organizations, including the Society of Illustrators, Communication Arts, and Graphis. Recently, he completed a series of murals for the Metropolitan Transit Authority. José Ortega lives and works in New York City.*

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For Karen, who exemplifies the spirit of lifelong learning better than anyone I know,  
and for Pernille and the love that gets us through tornadoes on still ponds.



# preface

We have been gratified by the success of the first edition of our *Sociology* (1995) and by the appreciative responses of instructors to its emphasis on diversity and critical thinking and its special focus on globalization. The text has now been completely revised for the second edition: its material has been updated and additions based on the advice of many adopters have been made. However, one piece of advice we heard often was that another textbook was needed, one that delivered the strengths of the parent text—in a form that could be used in shorter courses.

Packing a complete picture of sociology into one book was hard enough the first time. Now, taking everything we had learned about distilling the essentials of sociology from the ongoing flood of new and fascinating information, we had to go one step further and identify the heart of the essentials in order to create a brief edition for shorter courses. After years of working together to produce the book we've always wanted to see, it was challenging finding material to cut. We wanted to keep it all! On the other hand, as we rewrote many of the discussions, we had the pleasure of seeing sociology once again through the eyes of a student. In *Sociology: A Brief Introduction*, the subject is as trim and accessible as we could make it. At every line, we asked ourselves, "Does the student need this? Does it help the student to see the big picture?" Like sculptors who explain their work by saying they simply carve off everything that isn't their sculpture, we carved the second edition of *Sociology* until we were satisfied that what was left was the essence of the subject. We have strived to deliver not just less of our earlier work, but the best of it. We look forward to hearing from you about how well we have succeeded.

Our goals in writing about sociology have been to give students the basic concepts they need to understand the radical changes in world society and at home over the past few decades; to expand and deepen students' understanding of *social diversity and inequality*; and to teach students the importance of *globalization*, the process by which societies are becoming increasingly interdependent.

As job markets become more competitive and student populations become ever more diverse, differences of race, ethnicity, gender, age, sexual orientation, and socioeconomic level become more likely to result in prejudice and misunderstanding. We hope our integrated discussions of social diversity and inequality will help students to appreciate and celebrate both their differences and the things they have in common.

Our final goal in writing this textbook is to emphasize the importance of the sociological imagination in assessing the conclusions of others and in understanding our world. Our *critical thinking* emphasis is designed to help students realize that statistics and theories—whatever their sources—must be scrutinized in light of one another, and that one of the tasks of sociology is to demystify both commonsense and scientific understanding.

Below is a more detailed discussion of how these goals are reflected in *Sociology: A Brief Introduction*.

## GLOBALIZATION

Throughout the text, we show the connections between American society and the globalizing forces that are transforming its economy, institutions, politics, culture, and environment. Frequent cross-cultural examples allow students to compare "standard" experiences in the United States with those in other societies. End-of-chapter globalization sections discuss current global events within the context of material in the chapter and include such timely issues as the Fourth United Nations Conference on Women (in Beijing), advances in global media networks, transnational corporations, the global environment, and the difficulties encountered by U.N. peacekeeping efforts in the face of ethnic strife in countries like Somalia and Bosnia. New "Globalization" boxes draw students' attention to such key issues as the relationship between globalization and crime, the global plight of immigrant workers,

the resurgence of religious nationalism, and the impact of economic globalization on jobs in the United States. A series of full-color maps labeled “In Global Perspective” and “Global Highlight” enable students to better understand the importance of global geography in their daily lives. (Additional “United States in Focus” maps graphically depict society at home.)

In addition, one chapter focuses directly on inequality throughout the world. Chapter 6, “Global Inequality,” draws on the most recent scholarship to analyze the enormous disparities in wealth among the world’s countries, as well as the impact of recent changes on the United States, even including a unique discussion of world-system theory.

## SOCIAL DIVERSITY AND INEQUALITY

Although we emphasize the growing importance of globalization, traditional sociological concepts and ideas remain the building blocks for understanding today’s world. An understanding of *social diversity* and the impact of *inequality* are increasingly important if students are to overcome ethnocentrism and appreciate the importance of multicultural understanding in a shrinking world. We have integrated discussions of gender, race and ethnicity, class, age, and sexual orientation throughout the text, including timely discussions of the reasons U.S. poverty and inequality have increased in recent years; the importance of racial differences in wealth; age diversity (including the special problems of gay and lesbian elderly); and the implications of women’s growing presence in the paid workforce on the gender earnings gap. We also pay special attention to the roles of such trends as automation, flexibilization, and subcontracting in changing the nature of work, as with the recent example of the emergence of sweatshop labor in American cities.

Another way we emphasize diversity and encourage students to avoid ethnocentrism is through “Silenced Voices” boxes featuring individuals or spokespeople for groups that are probably unfamiliar to many students. For example, there is one box on changing male roles (as seen in “wildman” retreats, Christian Promise Keepers, and the Million Man March) and another box on environmental racism. The photo program of *Sociology: A Brief Introduction* promotes an understanding of diversity by portraying a wide range of individual as well as cultural variations.

Finally, Chapters 5 (“Class and Stratification in the United States”), 7 (“Race and Ethnicity”), 8 (“Sex and Gender”), and 11 (“Families and Aging”) focus directly on issues of diversity and inequality.

## CRITICAL THINKING

The *critical thinking* emphasis in *Sociology: A Brief Introduction* is supported by “Critical Assessment” sections that weigh the strengths and limitations of all the major theories discussed in the text. We also provide “Critical Thinking” boxes that examine popular as well as sociological writing. Students are encouraged to critically address such questions as: Is there a relationship between race, ethnicity, and intelligence? Is the growing number of people “bowling alone” indicative of declining social relationships in the United States? Does the official poverty rate truly measure the amount of poverty? How significant is the impact of the “religious right” on American politics? Is the explosion in the U.S. prison population due to a comparable explosion in crime?

Other special features of *Sociology: A Brief Introduction* include the following:

- Discussions that draw upon contemporary topics likely to be fresh in the students’ minds (for example, the O. J. Simpson trial, the Oklahoma City bombing, and the growing visibility of militias).
- Greater attention to such important current issues as talk radio and American politics; affirmative action; and the impact of the internet on politics and the media.
- World Wide Web site addresses and descriptions in the “Further Resources” section at the end of each chapter, as part of our effort to encourage students to try out this useful new technology.



## CHAPTER OVERVIEW

*Part I* provides students with an *introduction to sociology*. Chapter 1, “The Sociological Perspective,” defines what sociology is, highlights the principal themes of the text, and sets out the major issues and theoretical framework of sociology. Included is a detailed discussion of the process of inquiry that explains how research is done and how we know what we know.

*Part II* examines the relationship between *the individual and society*. We elaborate on the distinction between the micro-, organizational, and macro-levels of sociological analysis and employ these distinctions to make sense of different ways of doing sociology. In Chapter 2, “Culture and Societies,” major sociological concepts and theories are presented in order to explain different kinds of societies, particularly focusing on the origins of industrial and postindustrial societies and the emergence of capitalism and socialism. Chapter 3 examines the central importance of *socialization, groups, and organizations* for both the individual and society, looking at the principal agents of socialization, conformity, and individualism and considering the importance of both bureaucratic and innovative forms of social organization. Chapter 4, “Deviance and Crime,” stresses the importance of social definitions of deviance, as well as the importance of social structure in the labeling process.

*Part III* focuses on *structures of power and inequality*, raising issues of class, race, ethnicity, gender, and age. Chapter 5 looks at *class and stratification in the United States*, painting a picture of inequality while examining alternative theoretical frameworks to account for it. We pay particular attention to the interconnections between growing inequality in the United States, technological change, and economic globalization. The discussion of inequality in the United States leads directly to the discussion of *global inequality* in Chapter 6, which deals with changing patterns of inequality between nations, along with the economic ascendance of the newly industrializing countries of East Asia. Chapter 7, “Race and Ethnicity,” explores contemporary issues of diversity and places them in a historical context while discussing the implications of the recent resurgence of prejudice and discrimination around the world. Chapter 8, “Sex and Gender,” looks at the social construction of sexuality and gender roles, analyzing various forms of gender inequality. Significant attention is given to the interplay of biological and cultural factors in understanding gender, with an emphasis on the changing role of the family in gender socialization.

*Part IV* applies the insights of the preceding chapters to the analysis of key *social institutions*. We begin with an examination of *politics, the state, and the economy* in Chapter 9, looking at how the modern world is transforming politically and how the changes are affecting the organizations and economies of the world—and especially how they will affect the ways people live and work. Chapter 10 examines *education* and the challenges posed to educational institutions by globalization and diversity. Chapter 11 examines *families and aging*, emphasizing the diversity of family forms and the changing role of the family; the discussion includes multigenerational aspects of the family and dispels myths about the elderly. Chapter 12 looks at *religion* and offers alternative sociological theories to account for both secularization and religious resurgence in the world today. *Medicine and health* are analyzed in Chapter 13, where we examine key contemporary issues in medicine, particularly health care delivery.

*Part V* concludes the text with three chapters that deal with various aspects of *social change in the modern world*. Chapter 14, “The Mass Media in Contemporary Society,” examines different theories about the role of television and other media in constructing the social world while shaping (and being shaped by) audience responses. Chapter 15 looks at the complex interrelationships among *population, urbanization, and the environment* and the conditions that threaten our planet—as well as the means that are emerging to deal with such challenges. Chapter 16, “Social Change, Collective Behavior, and Social Movements,” considers how people are actively engaged in shaping a complex world.

## PEDAGOGICAL FEATURES

In addition to the boxes, illustrations, and special sections already described, the chapters in *Sociology: A Brief Introduction* have been organized pedagogically to capture students’ interest and increase their comprehension. Chapter-opening introductory questions, “Things to Look For,” invite

students to think about major chapter topics. *Chapter openers* discussing current events or important research studies draw students into the content of the chapter. *Chapter summaries* allow students to review the key points of each chapter. *Key terms* are boldfaced in the text and defined in context; listed at the end of each chapter; and then defined in a “Glossary” following the text. Further resources sections direct students to additional readings and World Wide Web sites in order to encourage independent study and additional exploration of topics in the chapter.

## SUPPLEMENTS PACKAGE

*Sociology: A Brief Introduction* offers a learning package that includes a broad array of supplements carefully developed to address instructor and student needs.

### For the Instructor

There is a full web program available to faculty and students who use this book. The site will include links to numerous web sites of interest to sociologists, exercises and activities, and downloadable graphics. Point your web browser to <http://www.awl.com> and navigate to the Appelbaum/Chambliss site.

### Instructor's Manual

Written by Cathleen Armstead of Rollins College, the Instructor's Manual features chapter outlines, learning objectives, lists of key terms, detailed lecture outlines, discussion questions, topics for lecture and discussion, suggested class activities, additional references, and an extensive list of suggested films for each chapter.

### Test Bank

In order to provide the instructor with a wealth of testing options, a comprehensive test bank has been developed. The test bank, by Karen Donahue and Keith Roberts of Hanover College, features 30 to 40 multiple-choice, 10 short-answer, and 5 essay questions per chapter.

### Test Master Computerized Testing System

This flexible, easy-to-master computerized test bank includes all the test items in the two test banks. The Test Master software allows you to edit existing questions and add your own items. Tests can be printed in several different formats. Test Master is available for both DOS and Macintosh systems.

### Quiz Master

Quiz Master is a new program for DOS and Macintosh computers that coordinates with the Test Master Computerized Testing System. Quiz Master allows students to take timed or untimed tests created with Test Master at the computer. Upon completing a test, a student can see his or her test score and view or print a diagnostic report that lists the topics or objectives that have been mastered and those that need to be restudied. When Quiz Master is installed on a network, student scores are saved on disk and instructors can use the Quiz Master Utilities program to view records and print reports for individual students, class sections, and entire courses.

### Sociology Laser Disk

The Longman Sociology laser disk includes 8 short video programs and over 70 graphs and charts for classroom use. The video programs can be used to stimulate interest and launch class discussion or lectures. Topics explored include social class differences, issues of immigrant assimilation, and racial and ethnic stereotyping. In addition, the laser disk includes all material included in the video program listed below. For further information, please contact your Longman sales representative.

### Sociology Video

This innovative video includes film clips and student comments on such topics as the effect of media on politics; the role of television in shaping popular culture; and the impact of the media on our un-



derstanding of race, ethnicity, gender, marriage and the family, and environment. For more information, please contact your Longman sales representative.

### Transparencies

We offer a package of 100 full-color transparency acetates, including key figures from the text and original graphics. For more information, please contact your Longman sales representative.

### Hyper-Soc™

We offer a customized version of Hyper-Soc™, a combination of classroom demonstration software and a hypertext student tutorial program. Available for IBM and compatible computers (ISBN 0-06-502577-6); demonstration disk also available (ISBN TK). For more information, please contact your Longman sales representative.

## For the Student

### Study Guide

Our student Study Guide features a unique and highly interactive format developed by Marilyn Carter of the University of Oregon. Each chapter begins with a series of questions designed to carefully guide students through the key points of each chapter. The Study Guide also includes key terms, exercises, additional student activities, and practice tests featuring multiple-choice, matching, and sentence-completion exercises.

## SUPERSHELL

We also offer a computerized student tutorial guide, featuring chapter outlines, practice test questions, and a flash card program to drill students on the terms in the text's glossary. The SuperShell program is available in either DOS or Macintosh format, and is provided free of charge to instructors. For further information, contact your Longman sales representative.

## ACKNOWLEDGMENTS

The authors of an introductory text ride on the shoulders of giants. The greatest debt we owe is to the thousands of sociologists throughout history who have labored as writers, critics, and teachers to develop the discipline. But a book like this requires a great deal more. It requires excellent editors, and we have been blessed with some of the best. Our special thanks to Melissa Mashburn, who painstakingly reviewed every word we wrote, consistently (and wisely) suggesting that we use fewer of them, and to Alan McClare, who convinced us to undertake this project and provided guidance and support throughout. Margaret Ritchie, our copy editor, questioned not only our grammar but our sociological claims as well. Lisa Pinto's suggestions helped to keep us on track, while Suzanne Daghlion, our irrepressible marketing manager, saw the potential and promise of the book from the beginning and encouraged us not to give up. Tom Kulesa handled the development of our supplements with great skill, while Karen Koblik, our photo researcher, deserves our thanks for her diligence and creativity. Morgan Ryan played an indispensable role in helping us to condense our 21-chapter textbook for this brief edition. We will be forever grateful for his editorial gifts, which include an extraordinary talent for economical yet graceful writing, as well as the ability to get tough when we were too wedded to our original wording. Credit for the beautiful cutting-edge interior design and cover of *Sociology: A Brief Introduction* goes to Amy Trombat; the striking artwork that graces the cover is the work of José Ortega, a talented artist to whom we give our thanks.

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*We would greatly appreciate your comments and suggestions as well. Write to Richard Appelbaum at the Department of Sociology, University of California, Santa Barbara, CA 93106, or E-mail to [appelbau@sscf.ucsb.edu](mailto:appelbau@sscf.ucsb.edu). Write to William Chambliss at the Department of Sociology, The George Washington University, 2129 G Street N.W., Washington, DC 20052, or E-mail to [jackie@gwis2.circ.gwu.edu](mailto:jackie@gwis2.circ.gwu.edu).*

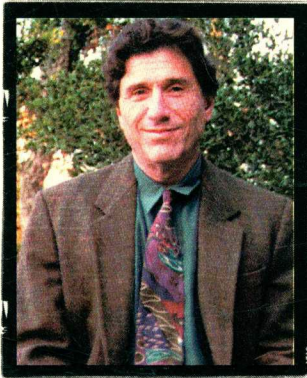
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**William J. Chambliss** is professor of sociology at George Washington University and is a frequent



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Professor Chambliss has taught and conducted research in countries throughout the world, including Nigeria, Zambia, Tanzania, England, Wales, Sweden, Norway, and Thailand. His current research is a study of the social and political impact of different drug policies in Europe and the United States.





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