

Stein

SOCIOTOLOGY

Third Edition

Sociology

THIRD EDITION

Beth B. Hess

COUNTY COLLEGE OF MORRIS

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WILLIAM PATERSON COLLEGE

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Preface

Each edition of *Sociology* has differed from its predecessor in important ways. Most of these differences reflect the directions in which our discipline has grown and changed. Some chapters are added, others merged, and within each chapter the material is completely revised as new research comes to our attention. But there are also continuities: the constant focus on structural factors, the tone, and the balance among various perspectives. And, with each attempt, we have sharpened our language to clarify complex concepts without sacrificing the intellectual rigor required of sociological analysis.

Features

ORGANIZATION

The sequence of chapters in *Sociology*, 3rd Edition, is the standard format for major introductory texts: The Study of Society; Self in Society; Social Differences and Inequality; The Institutional Spheres; Contemporary Issues; and Social Change. Individual instructors can construct their own sequence and selection. For example, some instructors prefer to begin with an analysis of culture (Chapter 3) and social structure (Chapter 4), returning later in the course to the material on theory (Chapter 1) and methods (Chapter 2). Many instructors also prefer to discuss crime, punishment, and the criminal justice system (Chapter 16) in sequence with Chapter 6 on conformity and deviance.

Although no completely new chapters have been added to this edition, it does run two chapters longer

than its predecessor because we have separated and expanded our coverage of some topics. The chapter on "Gender and Age Stratification" has been replaced by Chapter 8 on "Gender Stratification" and by Chapter 9 on "Age Stratification." The number of sociologists and the quality of their research in these two subfields require that each be given a chapter of its own.

Similarly, the chapter on the Political Economy has been expanded to two chapters: one on the economic system (Chapter 12) and one on the polity (Chapter 13). Much new material has been added in each chapter—an extended discussion of organizations and work in Chapter 12, and sections on war and the military in Chapter 13.

FORMAT

While this edition of *Sociology* has a very different look from earlier editions, it retains important features. For example, instructional aids for students include the universally praised marginal explanations, chapter outlines, chapter summaries, a complete glossary of key concepts, and an extensive and up-to-date bibliography. The illustration and photographs, however, are all new and set in a four-color design. These visuals provide a stimulating and sometimes provocative complement to the text.

A completely new set of *vignettes* describes the research interests of sociologists. These autobiographical perspectives introduce students to an active sociology, one that is committed to creating an awareness of society and a capacity for responsible analysis. The *boxes* describing new research have

been updated and include interesting case material and examples that elaborate on text discussion. *Sociology & You* discussion sections also enhance text material with topics that relate to the students' experiences and life choices.

As in previous editions, our commitment to data-based conclusions is reflected in the generous use of *tables, charts, and graphs*. Each chapter concludes with a *summary* and list of *suggested readings*. A *glossary* and comprehensive set of *references* are found at the end of the book, along with both a *name* and *subject index*.

SUPPLEMENTS

The text is supported by a full package of instructional materials, including a *Student Study Guide*, an *Instructor's Manual*, a *Test File*, a *Statistical Supplement*, a *computer simulation*, and a *video*. The *Student Study Guide* was carefully prepared by Dr. Ellen Rosengarten of Sinclair Community College in Dayton, Ohio, who brings to the task her substantial experience as a teacher of undergraduates. The Study Guide provides chapter outlines, learning objectives, definitions, sample test questions, and other learning devices, such as glossary terms and exercises, for the student. The *Instructor's Manual* has been prepared by one of the authors, Peter J. Stein, who contributes his extensive experience as an undergraduate instructor. The *Instructor's Manual* benefits from the many helpful suggestions of colleagues who have used earlier editions, and includes chapter summaries, teaching objectives, key concepts and names, discussions of various teaching approaches, suggestions for class exercises, take-home assignments, lecture outlines, and a bibliography of film and media resources.

We are pleased to add two new supplements to the "package" of the Third Edition: a *computer simulation* and a *video*. The simulation describes a situation in which students must involve themselves in decision-making processes that illustrate their underlying sociological perspective. Using the format of interactive fiction, it simulates a famine relief effort. Students must mobilize resources to distribute surplus U.S. grain to the fictitious famine area of the Desert Horn. The software is accompanied by an *Instructor's Manual* which shows how to use the simulation to discuss concepts such as power, authority, networking, and impression management. The manual has been written by Dr. Christina Spellman, a creative teacher and writer.

An exciting educational *video* has been produced to demonstrate how sociology can be used in the analysis of popular culture. Using contemporary rock music as a reflection of American society, class, race, and gender are discussed. The narration has been written by Dr. Reebee Garofalo of the University of Massachusetts who has published and spoken

extensively in this area. The *Instructor's Manual* was written by Dr. Michael Kimmel of SUNY at Stony Brook who has also written about contemporary music.

A *Test File* has been prepared by Dr. Paul Brezina from the County College of Morris, New Jersey. The test bank includes multiple-choice, true-false, and essay questions. A computerized version is available for the IBM PC, XT, AT, and all compatibles as well as the Apple II series and the Apple III.

Acknowledgments

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The photographs in this edition are new and innovative, thanks to the photo research and contributions of Judith Burns, and especially Sybille Millard, who worked extensively and unceasingly on the text photos and who was responsible for the cover photo. The design and layout were developed and carried out with painstaking care and creativity by Berta Lewis.

We also wish to acknowledge our debt to our colleagues who reviewed *Sociology* for its third and previous editions:

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While this edition is dedicated to the memory of Dick Hess, a wonderfully supportive spouse and dear friend, we must, as always, thank the many others who lighten our task and bring joy to our lives: Michele Murdock and Ralph Markson; Larry Hess, Alison and David Markson, and Michael Murdock-Stein; Emily and Gary Robinson; Gary Robinson, Jr., and the newest addition to the *Sociology* family, Richard Charles Robinson.

B. B. H.
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About the Authors



Beth B. Hess is professor of sociology at County College of Morris, where she has had extensive experience in teaching Introductory Sociology. A graduate of Radcliffe College in 1950, she entered graduate school in 1962 as one of the early "recycled homemakers." At Rutgers, she studied with Matilda White Riley and be-

came a member of the team that produced three volumes of *Aging and Society* (Russell Sage, 1968, 1970, 1972). She has published several textbooks in social gerontology, becoming a Fellow of the Gerontological Society of America in 1978. Most recently, her work has focused on issues of concern to women, including

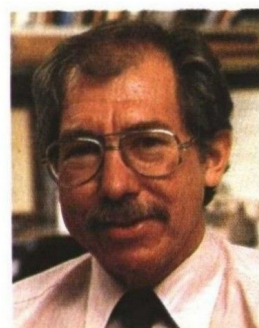
papers on public policy and older women; a book on the new feminist movement, *Controversy and Coalition* (coauthored with Myra Marx Ferree; Twayne, 1984); a book of essays, *Women and the Family; Two Decades of Change* (coedited with Marvin B. Sussman; Haworth, 1984) and, most recently, *Analyzing Gender: A Handbook of Social Science Research* (coedited with Myra Marx Ferree; Sage, 1987). Beth Hess has devoted much time and energy to professional organizations. She chairs the Behavioral and Social Science section of the Gerontological Society of America, as well as the Journal and Publications Committee of the Society for the Study of Social Problems. She is past president of the Association for Humanist Sociology, President of the Eastern Sociological Society, and President of Sociologists for Women in Society.



Elizabeth W. Markson received her undergraduate education at Bryn Mawr College, and her M.A. and Ph.D. in sociology from Yale University. She has worked in both applied and academic settings and is currently director for social research at Boston University Gerontology Center. She is also research associate professor of

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Recent books include *Older Women: Issues and Prospects* (winner of the 1984 "Books of the Year Award" from the American Journal of Nursing), *Public Policies for an Aging Population* (with Gretchen Batra), and *Growing Old in America* (with Beth B. Hess). Her current research interests include medical sociology and health care, gender stratification, the family, and aging. She has been on the Executive Board of the Northeastern Gerontological Society, member of the Publications Committee of the Gerontological Society of America, and has served as an officer of the Massachusetts Sociological Association and the Society for the Study of Social Problems.



Peter J. Stein is professor of sociology at William Paterson College. He received his B.A. degree at the City College of New York and his Ph.D. in sociology from Princeton University. Stein has taught a number of undergraduate and graduate courses over the past twenty years including Introduction to Sociology; Marriage and the

Family; Social Problems; Sociology of Adulthood; History of Social Theory, and Sociology of Sports. He has contributed to various scholarly journals in the areas of

teaching sociology; men's work and family roles; two-income families; friendship, and models of adulthood. His books include *Single; Single Life: Unmarried Adults in Social Context*; *The Family: Functions, Conflicts and Symbols* (with Judy Richman and Natalie Hannon); and *The Marriage Game: Understanding Marital Decision Making* (with Cathy Greenblat and Norman Washburne). He has been active in various professional organizations and has served as Vice-President of the Eastern Sociological Society and Chair of the Family Division of the Society for the Study of Social Problems. He lives in New York City with his wife Michele and their son, Michael.



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Part I

The Study of Society

We begin by defining sociology and its special subject matter. Chapter 1 locates sociology in historical context and describes the theorists and researchers who established this relatively new field of study. In the second section of the chapter, we discuss major contemporary theoretical perspectives and introduce the reader to terms and concepts that serve as basic tools throughout the text.

Chapter 2 moves from the question of *what* sociologists study to *how* they seek answers to these questions. We follow the research process from its origin in theory to evaluation of its findings. Scientific and nonscientific factors are identified, sources of information described, and ethical dilemmas discussed. A brief section on data analysis prepares students to read tables, graphs, and other figures.

With a grasp of the sociological perspective and enterprise, we can begin to examine our social selves.

1

The Sociological Perspective

What is Sociology?

Sociology and the Other Social Sciences

The Sociological Imagination

The Sociological Perspective

Social Facts

Sociological Theory

The Importance of Theory

The Roots of Sociology

Modern Social Theory

The Structural-Functional Model

The Conflict Perspective

Symbolic-Interaction Perspective

Other Microlevel Approaches

Reflections on Social Theory

New Directions in Sociological Theory

Summary

WHAT is sociology and how does it differ from other ways of explaining human behavior? Perhaps the best way to begin is with an example from everyday life. Sometime this week you will probably eat at a luncheonette or restaurant. As you pay your bill, you will probably leave a tip. Why do that? Do you have a deep psychological urge to give money to people who provide a service? Is it biological? Do you have a “tipping gene” that programs your actions? Or, has some divine power commanded you to do so? The answer to all three questions is, of course, “no.” Then why, in our society, is this behavior almost automatic? Students pondering this ques-

tion typically give such responses as, “It’s expected,” “I was taught to,” “If you don’t, they’ll spill soup on you the next time you eat there,” or “It’s the way they make a living because their wages are so low.” Some students will point to group pressure and to “wanting to be taken as a big shot” by the restaurant personnel, other customers, or their dates. And some will point out that if the size of the tip is directly related to the quality of service, it serves to motivate high levels of performance.

Notice that all of these answers involve some form of *interaction*; they assume that your behavior is linked to that of