SOCIOLOGY

David A. Ward

Lorene H. Stone

SOCIOLOGY

David A. Ward
Clemson University

Lorene H. Stone
Lamar University

WEST PUBLISHING COMPANY
Minneapolis/St. Paul New York San Francisco Los Angeles

Production Credits

Composition Carlisle Communications
Copyediting and Indexing Deborah Cady
Cover Image *May Day, Central Park*, ca. 1905 by William Glackens. The Fine Arts Museums of San Francisco, Gift of the Charles E. Merrill Trust with matching funds from The deYoung Museum Society, 70.11.
Interior Design and Page Makeup Kristen Weber
Maps and Illustrations Patricia Isaacs, Parrot Graphics

WEST'S COMMITMENT TO THE ENVIRONMENT

In 1906, West Publishing Company began recycling materials left over from the production of books. This began a tradition of efficient and responsible use of resources. Today, up to 95 percent of our legal books are printed on recycled, acid-free stock. West also recycles nearly 22 million pounds of scrap paper annually—the equivalent of 181,717 trees. Since the 1960s, West has devised ways to capture and recycle waste inks, solvents, oils, and vapors created in the printing process. We also recycle plastics of all kinds, wood, glass, corrugated cardboard, and batteries, and have eliminated the use of Styrofoam book packaging. We at West are proud of the longevity and the scope of our commitment to the environment.

Production, Prepress, Printing and Binding by West Publishing Company.

Printed with Printwise
Environmentally Advanced Water Washable Ink

British Library Cataloguing-in-Publication Data. A catalogue record for this book is available from the British Library.

Printed in the United States of America

03 02 01 00 99 98 97 96 8 7 6 5 4 3 2 1 0

Library of Congress Cataloging-in-Publication Data

Ward, David Andrew, 1943-
Sociology / David A. Ward, Lorene Stone.
p. cm.
Includes bibliographical references and index.
ISBN 0-314-06438-9 (hardcover : alk. paper)
1. Sociology. I. Stone, Lorene. II. Title.
HM51.W25 1996
301—dc20

95-36780
CIP

PREFACE

Our abiding purpose for writing this text has been to foster in students the capacity to see the world through sociological eyes. If we are successful, students will never see the social world in quite the same way. It should be clear that what we are attempting to do is to impart to students what C. Wright Mills called the sociological imagination and what Peter Berger has called sociological consciousness.

As we note in Chapter 1, there is both a promise and a warning in acquiring this vision. The promise is intellectual liberation as students gain the capacity to rid themselves from the chains of custom, tradition, and ethnocentrism. The warning is that as students acquire this different way of looking at social life, they will no longer be able to close their eyes to aspects of society that they could not, perhaps would not, allow themselves to see in the past.

This text has been long in the making. We have spent many hours, indeed years, exchanging ideas about how to communicate to students central sociological concepts in an engaging way while still maintaining a fairly rigorous intellectual challenge throughout the text. We believe we have met our mark.

To achieve our goal we have, in various places in the text, been forced to depart from the conventional way introductory sociology texts are written. For example, we introduce such concepts as social structure, culture, and situated meanings in the very first chapter even though we give them full treatment in separate chapters later in the text. We use these concepts in the opening chapter to construct a visual model that will help students better grasp how the concepts are treated by each of the major theoretical perspectives in sociology.

Given limitations of space, our treatment of structure, culture, and meaning in the very first chapter is necessarily abbreviated. Even so, it is a pedagogy that we, our students, and our reviewers have found intellectually stimulating. To be sure, some students may find this approach more challenging than if their instructor were to have adopted a different text. But, our collective experience of more than 20 years of teaching the introductory course convinces us that beginning students can meet the challenge if the instructor will lead the way.

ORGANIZATION

We divide the 21 chapters into six parts that seem to cluster together in terms of an underlying theme. Part I we entitle *The Sociological Imagination.* In Chapter 1 of Part I, we use a good deal of space attempting to foster in the minds of students that special angle of vision, the sociological perspective. Also in Chapter 1, we examine structural-functionalism, conflict theory, and symbolic interactionism using visual aids to highlight how each theoretical perspective lends insight into patterns of human interaction. We emphasize that the alternative perspectives need not be viewed as antagonistic. Rather, we underscore the fact that they merely afford different angles of vision from which to view human social interaction. Moreover, in Chapter 1, we trace the history of sociology noting along the way important early contributors to the development of the discipline. In Chapter 2 of Part I, we seek to impart to students the scientific method and why and how it is used by sociologists.

Part II is *Structure, Culture, and Socialization.* In Chapter 3 on Social Structure and Social Interaction, we examine the components of social structure including statuses, roles, role-conflict, and role-strain. Once having examined these components, we urge students to recognize that human interaction is constrained by broad social structures within society but never fully determined by them. This contention leads us to examine social interaction at the micro-level and how ambiguous social situations need to be defined through the process of symbolic interaction if patterns are to exist. Chapter 4 of Part II examines both ideational and material culture. Following the chapter on culture, we address socialization as the process whereby an individual learns the structure and culture of society and develops a social self. At the conceptual level, we think structure, culture, and socialization flow one to the other almost naturally.

Part III is *Groups, Organizations, and Social Deviance.* The chapters provide a fairly challenging treatment of these topics. Chapter 5 on groups and complex organizations examines primary and secondary groups, in-groups and out-groups, membership groups and reference groups, as well as formal and informal groups. It is the

distinction between formal and informal groups that provides a logical transition into an analysis of bureaucracy. Following our somewhat indepth treatment of bureaucracy, we move on to Chapter 7 where we examine deviance through sociological eyes.

All of Part IV is reserved for a thorough treatment of *Social Inequality.* Social inequality in terms of wealth, race and ethnicity, gender, and age are given extensive treatment in separate chapters. There is always the tendency to combine one or more of these chapters but we feel that separate treatment is demanded as our society, and others, becomes increasingly more diverse.

Social Institutions are covered in Part V. These institutions—including the family, religion, education, the economy, medicine, and politics—are designed to meet important social needs of society and its members. A separate chapter is devoted to each of these key U.S. institutions.

Part VI treats *Social Dynamics and Social Change* and includes chapters on population, urbanization, collective behavior and social movements, and social change.

SPECIAL FEATURES

Four boxed features are embedded in the narrative of each chapter but only if all four are directly relevant for the subject matter of that chapter. The first feature is what we call "With Sociological Imagination." Our goal in this feature is to examine some taken-for-granted pattern of human interaction and show how it is a concrete instance of much larger social patterns. Often these patterns have hidden consequences that one is capable of grasping only if armed with sociological consciousness.

The second feature is what we have entitled "In Global Perspective." If Mills was alive when it became clear that we now live in a "Global Village," we are sure he would have asserted that to understand one society, we must first understand how that society is embedded in the far broader context of all other nations of the world. Put differently, the conditions of one society affect conditions of other societies no matter how geographically distant such societies may be.

Even though we are socialized to believe that the United States is a giant melting pot, the fact remains that the U.S. population is very heterogenous. Our work force, schools, neighborhoods, and even churches/synagogues are being transformed by diversity. Through the Social Diversity feature it is pointed out that diversity is more than skin color. Diversity also includes gender, age, ethnicity, religion, social class, and sexual orientation. Thus to understand the society (and the world) that we live in, it is very important that today's students of sociology grapple with issues of diversity.

Our final boxed feature is what we entitle "Cohesion, Conflict, and Meaning." This feature compares and contrasts the three major theoretical perspectives (functionalism, the conflict perspective, and symbolic interactionism) in terms of a single pattern of social interaction whether that pattern is macro or micro. As we noted earlier, we do not regard the major theoretical perspectives as necessarily antagonistic but, instead, as providing alternative angles of vision from which one may gain greater insight into a given social pattern that would not be obtained if one were to embrace only a single perspective to the exclusion of the others.

The inclusion of this last feature in each chapter accomplishes two things. First, instead of using the entire chapter to compare and contrast each of the major perspectives in sociology, we want to feel free to present *middle-range theories* and examine the rich variety of research these theories have generated. Second, though we want to examine a variety of middle range theories, we do not want the student to lose sight of the major theoretical frameworks in the discipline. Indeed, often theories of the middle range are informed by one or more of the major theoretical perspectives.

PEDAGOGY

The text contains a number of valuable pedagogical aids including end-of-chapter glossaries, chapter summaries, suggested readings, "Thinking Sociologically" review questions, real-life chapter-opening vignettes, and "Sociology Online" exercises. These exercises, developed by Kay Mueller (Baylor University) and her student, Laura Mannes, assume no prior knowledge of the Internet and give plain-language explanations and step-by-step instructions on how to access sociological sources online.

TEACHING AND LEARNING SUPPLEMENTS

Sociology is accompanied by an extensive and high-quality ancillary package. Please contact your West Publishing representative for more information about any of these materials.

The ***Instructor's Manual*** by Ed Vacha (Gonzaga University) includes expanded lecture outlines, classroom exercises, discussion topics, supplemental lectures, Global Lecture Launchers (developed by Kay Mueller), and further readings and references. The manual is also available on disk for both IBM-compatible and Macintosh computers.

The ***Test Bank,*** prepared by Lorene Stone, is a collection of more than 1,700 multiple-choice, true/false and essay questions. All test items are incorporated into *WESTEST* 3.1, a microcomputer test-generation program. *WESTEST* allows you to create, edit, store, and print exams. You may randomly generate or selectively choose

questions as well as add your own. Call-in testing is also available. *WESTEST* is accompanied by *Classroom Management Software,* a program that allows you to record, store, and work with student data.

A set of over 50 ***transparency acetates*** are available to enliven classroom presentations. These transparencies, most in color, reproduce figures and tables from the text.

Teaching Introductory Sociology, prepared by Jerry Lewis (Kent State University), is a helpful manual which includes a series of essays offering suggestions on teaching introductory sociology, great lecture ideas, and practical advice on how to organize a classroom.

The ***Study Guide*** by Stuart Wright (Lamar University), offers a thorough review and a chance to practice for tests. Each chapter includes a chapter outline, a chapter summary, and 20 multiple-choice, 10 matching, and 10 true/false questions.

Your Research: Data Analysis for Introductory Sociology Software, Second Edition by Kenneth Hinze is a graphics-oriented, introductory statistics program for sociology. It gives students experience in applying the scientific method to human social life. The program is menu driven and fully prompting. In addition to a wide range of data handling, *Your Research* performs bar graphs, cross tabulation, scatter plots, three variable polynomial surfaces, and mapping. An accompanying workbook includes instructions, program exercises with examples, a comprehensive problem at the end of all the exercises, and a section on creating a new database and files.

West's Grade Improvement: Taking Charge of Your Learning This 30-minute video demonstrates proven techniques for active listening, efficient reading, effective note-taking, productive studying, improved time management, and more.

ACKNOWLEDGEMENTS

We want to acknowledge a number of sociologists who have made important contributions to our text either through constructive criticism, editorial suggestions, raising substantive issues, or all three. First, we acknowledge the important insights of the late Joe Demartini who provoked us to reconsider the way we were handling various issues throughout the text. Joe, we miss you in all your splendor. Second, we owe a debt of gratitude to Lee Freese and Lisa McIntyre of Washington State University for their invaluable insights and criticisms. Third, we want to acknowledge the tremendous contribution Laura Nelson of West Publishing has made in keeping us on track even when we were cranky. Special thanks to Susan Batzel for her patient photo research and to Amelia Jacobson and Carol Yanisch for their marketing expertise. As well, we owe tremendous gratitude to Deborah Cady who was an expert of the highest order in helping with copyediting. Finally, our deepest thanks to our editor, Steve Schonebaum, for getting us launched and for staying with us until the end. Many thanks, Steve.

We owe a debt of gratitude to the following reviewers whose incisive criticisms, while sometimes painful, have improved the quality of the text immeasurably.

Patricia H. Atchison
Colorado State University

C. Allen Beatty
Concord College

Richard R. Butler
Benedict College

Peter Chroman
College of San Mateo

Rebecca Cramer
Johnson County Community College

Lynda Dodgen
North Harris College

Mark G. Eckel
McHenry County College

David Edwards
San Antonio College

William Finlay
University of Georgia

Susan H. Hoerbelt
University of Tampa

Tye Johnson
University of Southern Carolina

Michael C. Kanan
Northern Arizona University

Jerry M. Lewis
Kent State University

Lou Maris
Milwaukee Area Technical College

M. Cathey Maze
Franklin University

Neville N. Morgan
Kentucky State University

Kay Mueller
Baylor University

James Ranger-Moore
The University of Arizona

Adrian Rapp
North Harris College

Carol Ray
San Jose State University

Robert J. S. Ross
Clark University

Martha Shwayder-Hughes
Metropolitan State College of Denver

R. N. Singh
East Texas State University

Larry Stern
Collin County Community College

Mary White Stewart
University of Nevada, Reno

George F. Stine
Millersville University

Edward H. Thompson, Jr.
College of the Holy Cross

Edward F. Vacha
Gonzaga University

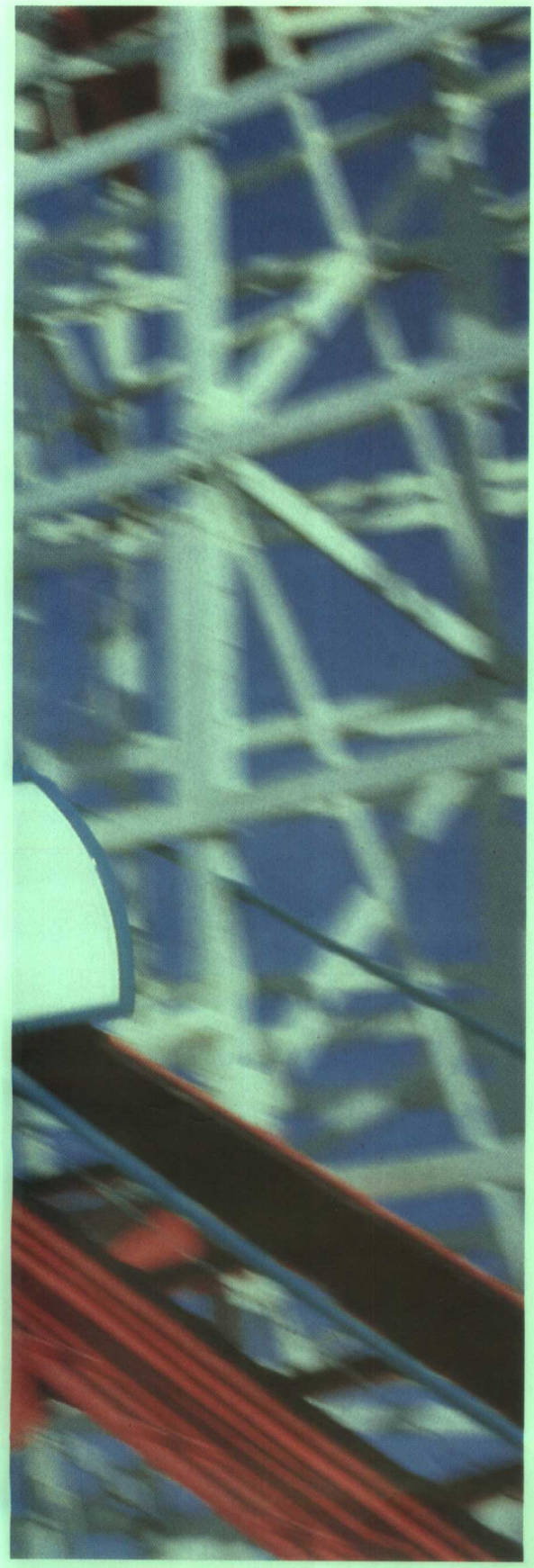
Christopher K. Vanderpool
Michigan State University

Robert E. Wood
Rutgers University, Camden

BRIEF CONTENTS

CONTENTS

PART I



THE SOCIOLOGICAL IMAGINATION

Part I contains two chapters which lay much of the foundation for what will appear later in the text. Chapter 1, *Understanding Human Society,* is designed to help you grasp the way sociologists see the world. This unique way of seeing is what sociologists call the sociological imagination or sociological consciousness. To exercise sociological consciousness is to see that what we often think of as personal failures may be due to large-scale social forces beyond our control; that even our successes are often determined less by our own abilities or efforts and more by the way society is structured; that we cannot know the nature of a group based simply on the personalities that constitute it because once individuals begin to interact, the result is always greater than the mere sum of the individual personalities involved. Thus, the group takes on a life of its own such that the very creators of the group are found doing things they would not do if left to their personal convictions. It is as if the creators of the group are eventually at the very mercy of that which they have created. The social forces that push and pull at each of us while participating in the ongoing social patterns of group life are invisible, but they have a powerful presence nonetheless. Though invisible, those possessed with sociological imagination can come to "see" social forces and their consequences for continued human interaction.

Exercising sociological imagination often sparks ideas about how certain social patterns within society come about or cease to exist. When you can organize these ideas, you are creating a theory. But what tells you whether your theory is right or wrong? Chapter 2, *The Craft of Doing Research,* is included to help you answer this very question. As shown in this chapter, sociologists embrace the belief that the validity (truthfulness) of a set of organized ideas (theory) is determined by evidence that comes from utilizing rigorous research methods. Put another way, one cannot just wish that a theory is true. Its truthfulness is always judged by hard facts. This implies that there is an important connection between theory and research methods. From a somewhat simplistic view, theories are "hunches" about how social interaction emerges, persists and changes. Research methods help you gather facts in an unbiased, systematic way in order to determine the validity of your "hunch." The intimate connection between theories and research methods will become clearer as we give them further examination in Chapter 2.

CHAPTER 1

UNDERSTANDING HUMAN SOCIETY

OUTLINE

In just fifty years, Japan has risen from the devastation of World War II and two atomic blasts to become one of the most vibrant industrial economies in the world. While workers in the United States and elsewhere are often angered by the "Made in Japan" label, no one can deny Japan's ingenuity and leadership in the world economy.

Toward the end of the 1980s and into the early 1990s, Japan dipped into an economic recession along with the rest of the world. Despite the long-standing tradition of "employment for life" guaranteed to workers by major Japanese corporations, layoffs and plant closings are now a reality in Japan.

One of the many workers now jobless as a result of a plant's closing is Kimiko Kanda. Mrs. Kanda had worked on the production line at Ohkura Electric Company for almost thirty years. Much of her identity was bound up in her commitment to the company. Now, she stays home most of each day, too embarrassed to face her friends. "Somehow," she says, "although I have done nothing wrong, I feel like a criminal" (Pollack, 1993:A1).

Though Mrs. Kanda may sometimes feel like a criminal, her joblessness is not due to personal failure. Rather, it points to a fundamental sociological premise: *many problems that we think are personal and tend to blame on individual failure are actually difficulties that have their roots in larger social forces.* In the case of Mrs. Kanda and others who are jobless in Japan, large-scale economic changes brought about by the cycles of growth and decline that are characteristic of capitalist economies are the public source of their personal problems.

THE SOCIOLOGICAL IMAGINATION

The idea that individual problems are often a reflection of larger public issues is the essence of what C. Wright Mills (1959:4) called the **sociological imagination.** To possess this quality of mind permits one to grasp the fact that personal experiences, and even private problems, often have their source in large-scale social arrangements. Mills displayed this special vision in his analysis of the "personal problem" of unemployment. Notice how closely his analysis parallels the life circumstance of Mrs. Kanda, even though Mills wrote these words almost forty years ago:

> Consider unemployment. When, in a city of 100,000, only one man is unemployed, that is his personal trouble, and for its relief we properly look to the character of the man, his skills and his immediate opportunities. But when, in a nation of 50 million employees, 15 million men are unemployed, that is an issue, and we may not hope to find its solution within the range of opportunities open to any one individual. The very structure of opportunities has collapsed. Both the correct statement of the problem and the range of possible solutions require us to consider the economic and political institutions of the society, and not merely the personal situation and character of a scatter of individuals (Mills, 1959:9).

Mill's notion of the sociological imagination is relevant not only for understanding how broad social arrangements within societies shape achievements and failures at the individual level but also for understanding that public issues within a society often stem from forces that lie outside that society. **Global interdependence** suggests that social, economic, and political problems in one society are often the result of social, economic, and political problems in other societies. In view of the reality of global interdependence, an understanding of any single society's prosperity or decline must be sought not only by examining structural changes *within* that society but also by examining structural changes that take place *between* that society and other societies of the world.

The preceding observations suggest that an awareness of the force of globalization is an extension of the sociological imagination to the global arena. Exercising the sociological imagination globally can help us to understand the life circumstance of Mrs. Kanda better than if we were to limit our analysis exclusively to Japanese society. Consider how such an analysis might be carried out. The Ohkura Corporation where Mrs. Kanda had worked for thirty years makes telecommunications equipment for one of Japan's corporate giants, the Nippon Telegraph and Telephone Corporation (NTT). Lately, NTT's sales have plunged 25 percent as the corporation has struggled to survive the worldwide recession and stiffer competition within the global economy (Pollack, 1993:D). As the economic picture of NTT worsened, orders for telecommunications equipment from the Ohkura Corporation where Mrs. Kanda worked dropped. To survive economically, the Ohkura Corporation was forced to "reorganize"—a euphemism for worker layoffs and plant closings. Thus, Mrs. Kanda's private problem of joblessness is really a public issue at three levels: a worldwide recession, the declining economy in Japan, and global economic competition.

SOCIOLOGY: A WARNING AND A PROMISE

Our discussion thus far has been about the importance of the sociological imagination—that special angle of vision that permits us to understand how large-scale social patterns influence patterns of interaction in our everyday lives in ways that are not immediately obvious (Collins, 1992). If we are not equipped with the sociological imagination, we tend to blame our problems on our personal weaknesses without realizing that *many of them* are caused by sociological forces often beyond our immediate control. And so it is with our successes. When we