

HENRY L. TISCHLER



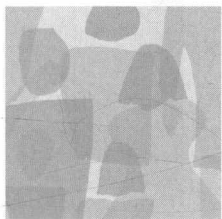
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INTRODUCTION TO  
**S O C I O L O G Y**

SEVENTH EDITION

*Includes Built-in Study Guide and Practice Tests*



# Introduction to Sociology

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**SEVENTH EDITION**

**Henry L. Tischler**

*Framingham State College*

**BUILT-IN STUDY GUIDE AND PRACTICE TESTS BY  
Robert Mendelsohn**

*South Dakota State University*



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What I know about society could fill a book.  
What I don't would fill the world.  
Dedicated to my fellow travelers in the journey of life—  
Linda, Melissa, and Ben

# PREFACE

As a freshman at Temple University, my first experience with a college textbook was in my sociology course. I dutifully read the assigned chapter during my first week of class hoping to become familiar with the subject matter of this required course. The only problem was that I had no idea what the author was saying. The writing level was advanced, the style dense, and the book downright threatening, without photos or illustrations. After several hours of reading I felt frustrated and stupid, and I knew no more about sociology than when I started. If this was what college was going to be like, I was not going to make it, I thought. I remember admitting reluctantly that I was probably not what guidance counselors in that day referred to as “college material.” I could picture myself dropping out after the first semester and looking for a job selling furniture or driving a cab. My family would be disappointed, but my father was a factory worker, and there was no family history of college attendance to live up to. I continued to struggle with the book and earned a D on the mid-term exam. After much effort, I managed to finish the course with a C, and a burning disinterest in the field of sociology. I did not take another sociology course for two years, and when I did it was “Marriage and the Family,” considered the easiest course on campus.

I often wonder how I came from this inauspicious beginning to become a sociology professor, let alone the author of a widely used introductory sociology textbook. Then again, maybe it is not all that unusual, because that experience continues to have an effect on me each day. Those 15 weeks helped to develop my view that little is to be gained by presenting knowledge in an incomprehensible or unnecessarily complicated way, or by making yourself unapproachable. Pompous instructors and intimidating books are a disservice to education. Learning should be an exciting, challenging, and eye-opening experience, not a threatening one.

One of the real benefits of writing seven editions of this textbook is that I have periodically examined every concept and theory presented in an introductory course. In doing so, I have approached the subject matter through a new set of eyes and have consistently tried to find better ways of presenting the material. As instructors, we rarely venture into each other's classrooms and hardly ever do we receive honest, highly detailed, and constructive criti-

cism of how well we are transmitting the subject matter. In the writing of a textbook we receive this type of information, and we can radically restructure or simply fine tune our presentation. It is quite an education for those of us who have devoted our careers to teaching sociology.

## Student-Oriented Edition

Prior to revising this edition of *Introduction to Sociology* we surveyed dozens of instructors to find out what they wanted in a textbook and what would assist them in the teaching of sociology, as well as satisfy student needs. This revised text reflects their significant input. In the surveys for this and past editions, we learned that both students and instructors continue to be concerned about the cost of textbooks. Introductory textbooks have become very attractive and expensive during the last decade, as publishers have added hundreds of color photos to the typical volume. This trend has caused the price of textbooks to increase, making them a substantial purchase for the typical student. We did something about the high cost to students—in response to this concern we broke ranks with textbooks with which we typically competed and went back to the basics. A textbook, after all, is meant to be comprehensive, up-to-date, and to serve as an important supplement to a course. It makes no sense to make a book so colorful, and therefore so expensive, that students often forgo purchasing it. To give students the best value for the dollar, we use black-and-white photos instead of color and a soft rather than a hard cover. In this way, students will be getting far greater value because nothing of educational content is sacrificed to produce this saving.

We are not, however, content to merely provide a better value. We also want to provide a better book. We, therefore, include a full study guide with this book that is as extensive, if not more so, than those typically sold separately. By this unusual move, students will be able to purchase the combined textbook and study guide for considerably less than the price of a typical textbook. In fact, the price for our textbook/study guide combination will most likely be lower than the used copy price of a typical hard-cover introductory sociology textbook.

## Presentation

Even though I began my college career as one of the less-capable students, I was fascinated by what college had to offer. Where else could you be exposed to so much about a world that is so interesting? Belatedly, I began to realize that a great deal of what is interesting falls into the field of sociology. My goal in this book is to demonstrate the vitality, interest, and utility associated with the study of sociology. Examining society and trying to understand how it works is an exciting and absorbing process. I have not set out to make sociologists of my readers (although if that happens I will be delighted), but rather to show how sociology applies to many areas of life and how it is used in day-to-day activities. In meeting this objective I have focused on two basic ideas: that sociology is a rigorous scientific discipline and that a basic knowledge of sociology is essential for understanding social interaction in many different settings, whether they be work or social. In order to understand society, we need to understand how it shapes people and how people in turn shape society.

Each chapter progresses from a specific to a general analysis of society. Each part introduces increasingly more comprehensive factors necessary for a broad-based understanding of social organization.

The material is presented through consistently applied learning aids. Each chapter begins with a chapter outline. Then, a thought-provoking opening vignette offers a real-life story of the concepts being covered. Key terms are presented in boldfaced type in the text. Key concepts are presented in italicized type in the text. A chapter summary concludes each chapter. An integrated study guide follows each chapter. A full glossary is in the back of the book for further reference.

Great care has been taken to structure the book in such a way as to permit flexibility in the presentation of the material. Each chapter is self-contained and, therefore, may be taught in any order.

It has taken nearly two years to produce this revision. Every aspect of this book has been updated and a great deal has been changed. The information is as current and up-to-date as possible and there are hundreds of 1995 through 2001 references throughout the book.

## A Comparative and Cross-Cultural Perspective

Sociology is a highly organized discipline shaped by several theoretical perspectives or schools of thought. It is not merely the study of social problems

or the random voicing of opinions. In this book no single perspective is given greater emphasis; a balanced presentation of both functionalist theory and conflict theory is supplemented whenever possible by the symbolic interactionist viewpoint.

The book has received a great deal of praise for being cross-cultural in approach and for bringing in examples from a wide variety of societies. Sociology is concerned with the interactions of people wherever and whenever they occur. It would be shortsighted, therefore, to concentrate on only our own society. Often, in fact, the best way to appreciate our own situation is through comparison with other societies. We use our cross-cultural focus as a basis for comparison and contrast with U.S. society.

## Features

### Opening Vignettes

Each chapter begins with a lively vignette that introduces students to the subject matter of the chapter. Many of these are from real-life events to which students can relate, such as the likelihood of children being abducted by strangers (Chapter 1), the scientific validity of UFO encounters (Chapter 2), socialization during Marine Corps basic training (Chapter 4), education in inner-city schools (Chapter 12), and the personal impact of prenatal screening (Chapter 16). Others deal with unusual circumstances that remind students that there is a wide range of events to which sociology applies. Examples include the eccentric soprano Florence Foster Jenkins (Chapter 6), whites who claim to be black (Chapter 8), a transsexual who believes there are dozens of genders (Chapter 9), the one-child population control policy in China (Chapter 15), and the fear of genital theft in Lagos Nigeria (Chapter 17).

### Theme Boxes

Thought-provoking boxed features bring sociological concepts to life for students. This effective learning tool presents sociological concepts in interesting real-life contexts. In this edition, three new themes—Our Diverse Society, Remaking the World, and Society and the Internet—are added. Additionally, new boxes are added for the time-tested themes from previous editions—Controversies in Sociology, Global Sociology, Sociology at Work, and Technology and Society.

### *Our Diverse Society* **NEW**

Anyone studying sociology will quickly become aware of the enormous amount of social diversity. The United States with its extensive history of



immigration has become one of the most diverse countries in the world. How has this diversity expressed itself in American society? In these boxed features we explore this question when we look at such topics as “How Blacks and Whites Offend Each Other without Realizing It,” “The Black Middle Class: Fact or Fiction?” “Should Same-Sex Marriages Be Permitted?” “From an Inner-City High School to the Ivy League,” “Disorderly Behavior and Community Decay,” and “Why Isn’t Life Expectancy in the United States Higher?”

### *Remaking the World* **NEW**

Traditionally, sociology has often demanded an objective and unbiased approach to social issues. Some people find this position unsatisfactory and respond strongly to social events, particularly when they see a wrong that needs to be corrected. Is there an intersection between objective social research and proactive social action? In these boxed features we explore this question and discuss individuals who have taken strong positions on particular social situations and directed their efforts at making the world a better place. Among the topics we explore are “Should Television Be Used to Teach Values?” “Freeing the Innocent,” “The Fight Against Honor Killings,” “Jonathan Kozol on Unequal Schooling,” “The Campaign to Ban Land Mines,” “A World of Child Labor,” and “The Lost Art of Healing.”

### *Society and the Internet* **NEW**

We have all witnessed the emergence of the Internet during the last decade and the impact it has had on people’s lives. The World Wide Web has greatly enhanced the ability of people with similar interests to find each other. In these boxed features we look at how social interactions and social trends have been influenced by the Internet. Included are such topics as “Hate Sites on the Web,” “Is There Gender in Cyberspace?” “Has the Internet Transformed Education?” “Social Movements on the Internet,” “Do We Really Need the Information Highway?” and “Religion on the Web.”

### *Controversies in Sociology*

The special “Controversies in Sociology” boxed features are designed to show students two sides of an issue. The topics featured will help students realize that most social events require close analysis and that hastily drawn conclusions are often wrong. The students will see that to be a good sociologist, one must be knowledgeable about disparate positions and must be willing to question the validity of all statements and engage in critical thinking. Included in these boxes are such controversies as “Is There a Difference Between Sociology and Journalism?” “Truth in the Courtroom vs. Truth in the Social Sci-

ences,” “Is There a Language Instinct?” “Is Day Care Harmful to Children?” “The Continuing Debate Over Capital Punishment: Does It Deter Murderers?” “Is the Income Gap Between the Rich and the Poor a Problem?” “Is the Race and Intelligence Debate Worthwhile?” “Is Transracial Adoption Cultural Genocide?” “Can Gender Identity Be Changed?” “Are College Admission Tests Fair?” “Are Religious Cults Dangerous?” “What Produces Homelessness?” and “Have We Exaggerated the Extent of the Population Problem?”

### *Global Sociology*

To highlight the cross-cultural nature of this book, many chapters include a “Global Sociology” box. These boxed features encourage students to think about sociological issues in a larger context and explore the global diversity present in the world. Included among these boxes are such topics as “Is McDonald’s Practicing Cultural Imperialism or Cultural Accommodation?” “An American Success Story Does Not Translate into Japanese,” “Cross-Cultural Social Interaction Quiz,” “Is Homicide an American Phenomenon?” “Children in Poverty,” “Worldwide Racial and Ethnic Prejudice,” “Arranged Marriage in India,” “College Graduates: A Worldwide Comparison,” “When Violence and Politics Equal Democracy,” “Worldwide Religious Persecution Is Common,” and “HIV/AIDS: Worldwide Facts.”

### *Sociology at Work*

These boxed features expand on a concept, theory, or issue discussed in the chapter. They allow instructors and students to examine a specific situation in depth and see its application to sociology. Some of the boxes examine sociologically related research that exposes students to the vibrant nature of the field of sociology. These topics include “If You Are Thinking About Sociology as a Career, Read This,” “Suicide in the United States,” “Women and the Development of Sociology, 1800 to 1945,” “How to Spot a Bogus Poll,” “How to Read a Table,” “Seymour Martin Lipset on American Exceptionalism,” “The Conflict Between Being a Researcher and a Human Being,” “Are We Arguing Too Much?” “Does Birth Order Influence Our Social Interactions?” “Public Heroes, Private Felons: Athletes and Sexual Assault,” “Serial Murderers and Mass Murderers,” “How Easy Is It to Change Social Class?” “Racial Integration in the Military,” “Deborah Tannen: Communication Between Women and Men,” “Work Is Where the Heart Is: Has the Office Become a Substitute for the Family?” “How Much Are Children Hurt by Their Parent’s Divorce?” “The Importance of Presidential Concession Speeches,” “Comparing the Political and Moral Values of the

1960s with Today,” “How to Ruin a City,” “Binge Drinking as a Health Problem,” “Stereotypes About the Elderly,” “Is Vegetarianism a Social Movement?” and “The McDonaldization of Society.”

### *Technology and Society*

Social research and technological change often go hand in hand. Technology helps social researchers, at the same time as it produces ethical challenges. Recognizing the importance of the social impact of technology we explore such topics as “Is There Beauty in Research?” “Is Research with Animals Ethical?” “Does Television Reduce Social Interaction?” and “Defining Parenthood: High-Tech Fertility Treatment Versus Adoption.”

### Cue Cat Web Links NEW

The Cue Cat is the easy, new technology that allows students to just swipe the bar codes at the end of each chapter (after the chapter summary and before the study guide) to visit a variety of Web sites. Students will find a wide variety of sites that will lead them to further exploration of the concepts covered in the chapter.

### Built-in Study Guide and Practice Tests

The interactive workbook study guide, by Robert Mendelsohn of South Dakota State University, is fully integrated into the book. Each chapter is followed by a study guide section so students can review the material immediately, without having to search for it elsewhere in the book. This encourages students to see the study guide as an integral part of the learning process.

The study guide provides for ample opportunity to review the material with a variety of styles of review questions. All key terms and key sociologists are reviewed with matching questions. Key concepts are revisited with fill-in questions. Critical Thought Exercises help student contextualize concepts covered in the chapter. Often Web site URLs are provided for students to expand on their exploration of the topic. And, a matching-question answer key is provided to allow students immediate review of their answers.

Practice tests are in the back of the book to provide students with additional preparation for testing. Whereas other practice tests are limited to recognition and recall items, these questions lead students to engage in such higher-level cognitive skills as analysis, application, and synthesis. The tests encourage students to think critically and apply the material to their experiences. Again, an answer key is provided to allow students full review and preparation.

All of these tools will be very useful for students preparing for essay exams and research papers. The textbook also includes the important section, “How to Get the Most Out of Sociology,” which discusses how to use the study guide, practice tests, and lecture material in preparing for exams and getting the most out of the introductory sociology course.

## The Ancillary Package

The primary objective of a textbook is to provide clear information in a format that promotes learning. In order to assist the instructor in using *Introduction to Sociology* an extensive ancillary package has been developed to accompany the book.

### Instructor's Manual and Test Bank

Robert Mendelsohn prepared the revision of the Instructor's Manual and Test Bank, as well as the student study guide and practice tests in the textbook. This provides for unusual consistency and integration among all elements of the teaching and learning package. Both the new and experienced instructor will find plenty of ideas in this Instructor's Manual, which is closely correlated to the textbook and the student study guide. Each chapter of the manual includes teaching objectives, key terms, lecture suggestions, activities, discussion questions, and formatted handouts for many topics. The Instructor's Manual also contains an annotated list of resources for students for reference or as a handout. Instructors will be able to download the Instructor's Manual from the Harcourt Sociology Web site. Consult your sales representative for access information or how to secure the printed version.

The Test Bank contains multiple-choice, true/false, and essay questions keyed to each learning objective. These test items are page referenced to the textbook and include significant numbers of application as well as knowledge questions. Story problems use names drawn from a variety of cultures, reflecting the diversity of U.S. society. Instructors requested that the questions be tied to the practice tests, and we followed that suggestion.

### Computerized Test Bank

The computerized version of the Test Bank, available in both Windows and Macintosh formats, allows instructors to modify and add questions as well as to create, scramble, and print tests and answer keys. A telephone hotline is available for anyone who experiences difficulty with the program or its interface with a particular printer. Technical

support is available by calling 1-800-447-9457 from 7:00 a.m. to 6:00 p.m. Central time.

### PowerPoint Slides

Downloadable from the Harcourt Sociology Web site, this package enhances classroom presentations. Consult your sales representative for access information.

### Online Course

Harcourt College Publishers offers a WebCT online course that can be customized to support individual teaching styles and syllabi. Consult your sales representative for additional information.

### Sociology on the Web

Harcourt College Publishers provides a distinctive learning tool on its Sociology Web site. The Web site specifically designed to support this textbook includes Web Resources, Web Links, Glossary, Review Questions, Critical Thinking Exercises, Web Activities by Subject, Student Bulletin Board, Instructor's Resources, Class Act, Syllabus Generator, Instructor's Manual, PowerPoint Slides, and WebCT/Blackboard materials. Consult your sales representative for additional information and access.

### Computer Software

Software packages, which are available to instructors include **Core Concepts in Sociology** (CD-ROM), which combines the expertise of leading sociologists with the power of multimedia presentation to give students an exciting way to explore their sociological imaginations. This CD also includes SocialStat and SimCity software, to let students put ideas to work.

### Videos

The instructor has the option of choosing from an extensive collection of videos to enhance the classroom learning experience. These include the following:

- **The Sociological Imagination Video Series** of 26-minutes clips from the telecourse by Dallas County Community College, include *Sociological Thinking and Research*, *Culture*, *Cities and Populations*, *The Process of Deviance*, *Social Class*, *The Importance of Sex and Gender*, *Family Religion in America*, *Political Systems*, *Science and Technology*, *Collective Behavior*, *Social Movements*, and *Social Change*.

- **Social Issues/Social Trends Video Series** includes videos from Films for the Humanities & Sciences and PBS. These videos highlight current social issues, such as *Ethnic Diversity*, and various social trends, including *The Vanishing Father*. Other specialized videos include *Growing Old in a New Age*, *Marriage and the Family* videos, *The Deadly Deception*, *Parents and Teenagers*, and *When Families Divorce*. Use of all videos is based on the Harcourt Brace policy. See your publisher's representative for details.

- **Films for the Humanities & Sciences** include *The Death Penalty*, *The Capital Punishment Industry*, *Crime and Human Nature*, *Prisoner on the Run*, and *Bad Cops or Cops Getting a Bad Rap*?

Additional videos are available. Ask your sales representative for a complete listing and access information.

## Acknowledgments

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A project of this magnitude becomes a team effort, with many people devoting enormous amounts of time to ensure that the final product is as good as it can possibly be. At Harcourt College Publishers, Bryan Leake, the acquisitions editor, ushered this project through its many stages along with Christine Caperton, the developmental editor. Jim Patterson, the senior project editor, along with Brian Salisbury, senior art director, and Suzie Wurzer, production manager, made sure that all those things that need to be done between the time the manuscript leaves

the author's hands and becomes a book got done. It was a privilege to have the support and assistance of these very capable people. I am also grateful to all those students and instructors who have shared with me their thoughts about this book over the years. Please continue to let me know how you feel about this book.

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## Effective Study: An Introduction

Why should you read this essay? If you think you have an A in your back pocket, perhaps you shouldn't. Maybe you are just not interested in sociology or about learning ways to become a really successful student. Maybe you're just here because an advisor told you that you need a social science course. Maybe you feel, "Hey, a C is good. I'll never need this stuff." If so, you can stop reading now.

But if you want to ace sociology—thereby becoming a more effective participant in society and social life—and if you want to learn some techniques to help you in other classes, too, this is for you. It's filled with the little things no one ever seems to tell you that improve grades, make for better understanding of classes—and may even make classes enjoyable for you. The choice is yours: **to read, or not to read.** Be forewarned. These contents may challenge the habits of a lifetime—habits that have gotten you this far but ones that may endanger your future success.

This essay contains ways to help you locate major ideas in your textbook. It contains many techniques that will be of help in reading your other course textbooks. If you learn these techniques early in your college career, you will have a head start on most other college students. You will be able to locate important information, understand lectures better, and probably do better on tests. By understanding the material better, you will not only gain a better understanding of sociology but also find that you are able to enjoy your class more.

## The Problem: Passive Reading

Do you believe reading is one-way communication? Do you expect the author's facts will become apparent if you only read hard enough or long enough? (Many students feel this way.) Do you believe the writer has buried critical material in the text somewhere and that you need only find and highlight it to get all that's important? And do you believe that if you can memorize these highlighted details you will do well on tests? If so, then you are probably a passive reader.

The problem with passive reading is that it makes even potentially interesting writing boring. Passive

reading reduces a chapter to individual, frequently unrelated facts instead of providing understanding of important concepts. It seldom digs beneath the surface, relying on literal meaning rather than sensing implications. Since most college testing relies on understanding of key concepts rather than simple factual recall, passive reading fails to significantly help students to do well in courses.

## The Solution: Active Reading

Active reading is recognizing that a textbook should provide two-way communication. It involves knowing what aids are available to help understand the text and then using them to find the meaning. It involves prereading and questioning. It includes recording of questions, vocabulary learning, and

### KEY FEATURES OF THE STUDY GUIDE

*For each chapter you will find the following:*

#### **Key concepts matching exercise**

Includes every term defined in the chapter  
Promotes association of major thinkers with their key ideas or findings  
Provides correct answers

#### **Key thinkers/researchers matching exercise (where relevant)**

Includes every important theorist or researcher discussed in the text  
Promotes association of major thinkers with their key ideas or findings  
Provides correct answers

#### **Critical thinking questions**

Promotes depth in reflecting on the material  
Encourages creative application of the important concepts to everyday life  
Presented in increasing levels of complexity, abstraction, and difficulty  
Provides help in preparing for essay exams and papers

#### **Comprehensive practice test**

Includes questions on all major points in the chapter  
Includes true/false, multiple-choice, and essay questions  
Provides correct answers

summarizing. Still, with all these techniques, it frequently takes less time and produces significantly better results than passive reading.

This textbook—especially the Study Guide—is designed to help you become an active reader. For your convenience, the Study Guide material related to each chapter appears right after that chapter. The corners of the Study Guide pages are edged in color for easy reference. In the Study Guide, you will find a variety of learning aids based on the latest research on study skills. If you get into the habit of using the aids presented here, you can apply similar techniques to your other textbooks and become a more successful learner.

## Effective Reading: Your Textbook

As an active reader, how should you approach your textbook? Here are some techniques for reading text chapters that you should consider.

### GUIDELINES FOR EFFECTIVE READING OF YOUR TEXTBOOK

1. Think first about what you know.
2. Review the learning objectives.
3. Prior to reading the textbook chapter, read the chapter summary as an index to important terms and ideas.
4. Pay attention to your chapter outline.
5. Question as you read.
6. Pay attention to graphic aids.
7. When in doubt, use clues to find main ideas.
8. Do the exercises in the Study Guide.
9. Review right after reading.

**1. Think first about what you know.** Read the title of your chapter, then ask yourself what experiences you have had that relate to that title. For example, if the title is “Social Interaction and Social Groups,” ask yourself, “In what ways have I interacted with others in social situations? Have I ever been part of a social group? If so, what do I remember about the experience?” Answers to these questions personalize the chapter by making it relate to your experiences. They provide a background for the chapter, which experts say improves your chances of understanding the reading. They show that you do know something about the chapter so that its content won’t be so alien.

**2. Review the learning objectives.** Not all textbooks provide learning objectives as this one does, but, where available, they can be a valuable study aid. Learning objectives are stated in behavioral terms—they tell you what you should be able to do when you finish the chapter. Ask yourself questions about the tasks suggested in each learning objective and then read to find the information needed to accomplish that task. For instance, if a learning objective states, “Explain how variations in the size of groups affect what goes on within them,” then you’ll want to ask yourself something like, “How do groups vary in size?” and “How does each variation affect interaction within the group?”

**3. Prior to reading the textbook chapter, read the chapter summary as an index to important terms and ideas.** The summary includes all the points you need to find items in the chapter you know already. You may be able to read more quickly through sections covering these items. Some items you may not know anything about. This tells you where to spend your reading time. **A good rule:** Study most what you know least. Wherever it is, the summary is often your best guide to important material.

**4. Pay attention to your chapter outline.** This textbook, like most other introductory college textbooks, has an outline at the beginning of each chapter. If you do nothing else besides reading the summary and going through this outline before reading the chapter, you will be far ahead of most students because you will be clued in on what is important. The outline indicates the way ideas are organized in the chapter and how those ideas relate to one another. Certain ideas are indented to show that they are subsets or parts of a broader concept or topic. Knowing this can help you organize information as you read.

**5. Question as you read.** Turn your chapter title into a question, then read up to the first heading to find your answer. The answer to your question will be the main idea for the entire chapter. In forming your question, be sure it contains the chapter title. For example, if the chapter title is “Doing Sociology: Research Method,” your question might be “What research methods does sociology use?” or “Why do you need research methods to do sociology?”

As you go through the chapter, turn each heading into a question, and then read to find the answer. Most experts say that turning chapter headings into questions is a most valuable step in focusing reading on important information. You may also want to use the learning objectives as questions, since you know that these objectives will point you toward the most important material in a section. However, it is also a good idea to form your own questions to get into practice for books not containing this helpful aid. A good technique might be to make your own question,



then to check it against the appropriate objective before reading. In any case, use a question, then highlight your answer in the text. This will be the most important information under each heading. Don't read as if every word is important; focus on finding answers.

**6. Pay attention to graphic aids.** As you read, note those important vocabulary words appearing in bold type. Find the definitions for these words (in this book, definitions appear in italics right next to key words) and highlight them. These terms will be important to remember. Your Study Guide identifies all these important terms in the section headed "Key Concepts." A "Key Thinkers/Researchers" section, if applicable, identifies the sociologists and other important thinkers in the chapter worth remembering. Both the "Key Concepts" and "Key Thinkers/Researchers" sections are organized as matching exercises. Testing yourself after you read a text chapter (the answer key is at the end of the Study Guide chapter) will let you know whether you recognize the main concepts and researchers.

Pay attention to photos and photo captions. They make reading easier because they provide a visualization of important points in the textbook. If you can visualize what you read, you will ordinarily retain material better than people who don't use this technique. Special boxed sections usually give detailed research information about one or more studies related to a chapter heading. For in-depth knowledge, read these sections, but only after completing the section to which they refer. The main text will provide the background for a better understanding of the research, and the visualization provided by the boxed information will help illuminate the text discussion.

**7. When in doubt, use clues to find main ideas.** It is possible that, even using the questioning technique, there could be places where you are uncertain whether you're getting the important information. You have clues both in the text and in the Study Guide to help you through such places. In the text, it helps to know that main ideas in paragraphs occur more frequently at the beginning and end. Watch for repeated words or ideas—these are clues to important information. Check examples; any point that the author uses examples to document is important. Be alert for key words (such as "first," "second," "clearly," "however," "although," and so on); these also point to important information. Names of researchers (except for those named only within parentheses) will almost always be important. For those chapters in which important social scientists are discussed, you will find a "Key Thinkers/Researchers" section in your Study Guide.

**8. Do the exercises in the Study Guide.** The exercises in the Study Guide are designed as both an en-

couragement and a model of active learning. The exercises are not about mere regurgitation of material. Rather, you are asked to analyze, evaluate, and apply what you read in the text. By completing these exercises you are following two of the most important principles articulated in this essay: You are actively processing the material, and you are applying it to your own life and relating it to your own experiences. This is a guaranteed recipe for learning.

**9. Review right after reading.** Most forgetting takes place in the first day after reading. A review right after reading is your best way to hold text material in your memory. A strong aid in doing this review is your Study Guide. If a brief review is all you have time for, return to the Learning Objectives at the beginning of the chapter. Can you do the things listed in the objectives? If so, you probably know your material. If not, check the objective and reread the related chapter section to get a better understanding.

An even better review technique is to complete—if you haven't already done so—the exercises. Writing makes for a more active review, and if you do the exercises, you will have the information you need from the chapter. If there are blanks in your knowledge, you can check the appropriate section of text and write the information you find in your Study Guide. This technique is especially valuable in classes requiring essay exams or papers, as it gives you a comprehensive understanding of the material as well as a sense of how it can be applied to real-world situations.

For a slightly longer but more complete review, do the "Key Concepts" and "Key Thinkers/Researchers" matching tests. These will assure you that you have mastered the key vocabulary and know the contributions of the most important researchers mentioned in the chapter. Since a majority of test questions are based on understanding of vocabulary, research findings, and major theories, you will be assuring yourself of a testing benefit during your review.

It is also a good idea to review the "Critical Thinking" questions in the Study Guide. One key objective of sociology—indeed, of all college courses—is to help you develop critical thinking skills. Though basic information may change from year to year as new scientific discoveries are made, the ability to think critically in any field is important. If you get in the habit of going beyond surface knowledge in sociology, you can transfer these skills to other areas. This can be a great benefit not only while you're in school but afterward as well. As with the exercises section, these questions provide the kind of background that is extremely useful for essay exams.

What other methods would an active student use to improve understanding and test scores in

sociology? The next several sections present a variety of techniques.

## Functioning Effectively in Class

To function effectively in class, you must of course be there. While no one may take attendance or force you to be present, studies show that you have a significantly greater chance of succeeding in your class if you attend regularly. Lecture material is generally important—and it is given only once. If you miss a lecture, in-class discussion, game, or simulation, there is no really effective way to make it up.

### GUIDELINES FOR EFFECTIVE FUNCTIONING IN CLASS

1. Begin each class period with a question.
2. Ask questions frequently.
3. Join in classroom discussion.

Assuming you are present, there are two ways of participating in your sociology class: actively and passively. Passive participation involves sitting there, not contributing, waiting for the instructor to tell what is important. Passive participation takes little effort, but it is unlikely to result in much learning. Unless you are actively looking for what is significant, the likelihood of finding the important material or of separating it effectively from what is less meaningful is not great. The passive student runs the risk of taking several pages of unneeded notes or of missing key details altogether.

Active students **begin each class period with a question**. “What is this class going to be about today?” They find an answer to that question, usually in the first minute, and use this as the key to important material throughout the lecture or other activity. When there is a point they don’t understand, they **ask questions**. Active students know that many other students probably have similar questions but are afraid to ask. Asking questions allows you to help others while helping yourself. Active students also know that what seems a small point today may be critical to understanding a future lecture. Such items also have a way of turning up on tests. **If classroom discussion** is called for, active students are quick to join in. And the funny thing is, they frequently wind up enjoying their sociology class as they learn.

have effects on comprehension. Establishing an effective study routine is important. Without a routine, it is easy to put off study—and put it off, and put it off . . . until it is too late. To be most effective, follow the few simple steps listed below.

### GUIDELINES FOR EFFECTIVE STUDYING

1. When possible, study at the same time and place each day.
2. Study in half-hour blocks with five-minute breaks.
3. Review frequently.
4. Don’t mix study subjects.
5. Reward yourself when you’re finished

**1. When possible, study at the same time and place each day.** Doing this makes use of psychological conditioning to improve study results. “Because it is 7:00 p.m. and I am sitting at my bedroom desk, I realize it is time to begin studying sociology.”

**2. Study in half-hour blocks with five-minute breaks.** Long periods of study without breaks frequently reduce comprehension to the 40% level. That is most inefficient. By using short periods (about 30 minutes) followed by short breaks, you can move that comprehension rate into the 70% range. Note that if 30 minutes end while you are still in the middle of a text section, you should go on to the end of that section before stopping.

**3. For even more efficient study, review frequently.** Take about a minute at the end of each study session to mentally review what you’ve studied so far. When you start the next study session, spend the first minute or two rehearsing in your mind what you studied in the previous session. This weaves a tight webbing in which to catch new associations. Long-term retention of material is aided by frequent review, about every two weeks. A 10-minute review planned on a regular basis saves on study time for exams and ensures that you will remember needed material. Another useful way to review is to try to explain difficult concepts or the chapter learning objectives to someone else. One problem students often have is that, while studying and reviewing the material by themselves they think they know it, only to have that knowledge desert them at the time of the exam. Trying to explain something to someone else forces us to be clear about key points and to discover and articulate the relationship among the components of an idea. Ask your friends or family to bear with you as you try to explain the material. After all, they will learn something as well!

**4. Don’t mix study subjects.** Do all of your sociology work before moving on to another course.

## Effective Studying

As you study your sociology text and notes, both the method you use and the time picked for study will

Otherwise, your study can result in confusion of ideas and relationships within materials studied.

**5. Finally, reward yourself for study well done.** Think of something you like to do, and do it when you finish studying for the day. This provides positive reinforcement, which makes for continued good study.

## Successfully Taking Tests

Of course, tests are a payoff for you as a student. Tests are where you can demonstrate to yourself and to the instructor that you really know the material. The trouble is, few people have learned how to take tests effectively. And knowing how to take tests effectively makes a significant difference in exam scores. Here are a few tips to improve your test-taking skills.

### GUIDELINES FOR SUCCESSFULLY TAKING TESTS

#### Studying for the Test

1. Think before you study.
2. Begin study a week early.
3. Put notes and related chapters together for study.
4. Take practice tests.

#### Taking the Test

1. Don't come early; don't come late.
2. Be sure you understand all the directions before you start answering.
3. Read through the test, carefully answering only items you know.
4. Now that you've answered what you know, look carefully at the other questions.
5. If you finish early, stay to check answers.
6. Don't be distracted by other test takers.
7. When you get your test back, use it as a learning experience.

### Studying for Tests

**1. Think before you study.** All material is not of equal value. What did the instructor emphasize in class? What was covered in a week? A day? A few minutes? Were any chapters emphasized more than others? Which learning objectives did your instructor stress? Review the "Key Thinkers/Researchers" and "Key Concepts" sections in your Study Guide for important people and terms. Which of these were given more emphasis by your instructor? Use these clues to decide where to spend most of your study time.

**2. Begin study a week early.** When you start early, if you encounter material you don't know, you have time to find answers. If you see that you know blocks of material already, you have saved yourself time in future study sessions. You also avoid much of the forgetting that occurs with last-minute cramming.

**3. Put notes and related chapters together for study.** Integrate the material as much as possible, perhaps by writing it out in a single, comprehensive format. A related technique is to visualize the material on the pages of the text and in your notes. You may even want to think of a visual metaphor for some of the key ideas. This way you can see and remember the connections between similar subjects or similar treatments of the same subject. Grouping the material will also make your studying much more efficient. As you study, don't stop for unknown material. Study what you know. Once you know it, go back and look at what you don't know yet. There is no need to study again what you already know. Put it aside, and concentrate on the unknown.

**4. Take practice tests.** When you have completed your studying, take the appropriate practice test for each chapter. These tests are grouped together at the back of the book. Tests include true/false and multiple-choice questions, with comprehensive or thematic essays at the end. Each test is divided into sections by major headings in the chapter. Within each section, questions are presented in scrambled order, as they are likely to be on the actual test. Taking the practice test contains a double benefit. First, if you get a good score on this test, you know that you understand the material. Second, the format of the practice test is very similar to that of real tests. For this reason, you should develop confidence in your ability to succeed in course tests from doing well on the practice tests. If your course tests include essay questions, you should, in addition to the practice test essays, use the "Critical Thinking" sections to prepare and practice focused, in-depth answers.

### Taking the Test

**1. Don't come early; don't come late.** Early people tend to develop anxieties; late people lose test time. Studies show that people who discuss test material with others just before a test may forget that material on the test. This is another reason that arriving too early puts students in jeopardy. Get there about two or three minutes early. Relax and visualize yourself doing well on the test. After all, if you followed the study guidelines discussed above, you can't help but do well! Be confident; repeat to yourself as you get ready for the test, "I can do it! I will do it." This will set a positive mental tone.

**2. Be sure you understand all the directions before you start answering.** Not following directions is the biggest cause of lost points on tests. Ask about



whatever you don't understand. The points you save will be your own.

**3. Read through the test, carefully answering only items you know.** Be sure you read every word and every answer choice as you go. Use a piece of paper or a card to cover the text below the line you are reading. This can help you focus on each line individually—and increase your test score.

Speed creates a serious problem in testing. The mind is moving so fast that it is easy to overlook key words such as *except*, *but*, *best example*, and so on. Frequently, multiple-choice questions will contain two close options, one of which is correct, while the other is partly correct. Moving too fast without carefully reading items causes people to make wrong choices in these situations. Slowing your reading speed makes for higher test scores.

The mind tends to work subconsciously on questions you've read but left unanswered. As you're doing questions later in the test, you may suddenly have the answer for an earlier question. In such cases, answer the question right away. These sudden insights quickly disappear and may never come again.

**4. Now that you've answered what you know, look carefully at the other questions.** Eliminate alternatives you know are wrong, and then guess. Never leave a blank on a test. You may have a 25% chance when you guess on a four-item multiple choice question, but you have a chance. And a chance is better than no chance.

**5. If you finish early, stay to check answers.** Speed causes many people to give answers that a moment's hesitation would show to be wrong. Read over your choices, especially those for questions that caused you trouble. Don't change answers because you suddenly feel one choice is better than others. Studies show that this is usually a bad strategy. However, if you see a mistake or have genuinely remembered new information, change your answer.

**6. Don't be distracted by other test takers.** Some people become very anxious because of the noise and movement of other test takers. This is most apparent when several people begin to leave the room after finishing their tests. Try to sit where you will be least apt to see or interact with other test takers. Usually this means sitting toward the front of the room and close to the wall farthest from the door. Turn your chair slightly toward the wall, if possible. The more you insulate yourself from distractions during the test, the better off you will be.

Don't panic when other students finish their exam before you do. Accuracy is always more important than speed. Work at your own pace and budget your time appropriately. For a timed test, always be aware of the time remaining. This means that if a clock is not visible in the classroom, you need to have your own wristwatch. Take as much of the available time as you need to do an accurate and

complete job. Remember, your grade will be based upon the answers you give, not on whether you were the first—or the last—to turn in your exam.

**7. When you get your test back, use it as a learning experience.** Diagnosing a test after it is returned to you is one of the most effective strategies for improving your performance in a course. What kind of material was on the test: theories, problems, straight facts? Where did the material come from: book, lecture, or both? The same kind of material taken from the same source(s) will almost certainly be on future tests.

Look at each item you got wrong. Why is it wrong? If you know why you made mistakes, you are unlikely to make the same ones in the future. Look at the overall pattern of your errors. Did you make most of your mistakes on material from the lectures? Perhaps you need to improve your note-taking technique. Did your errors occur mostly on material from the readings? Perhaps you need to pay more attention to main idea clues and highlight text material more effectively. Were the questions you got wrong evenly distributed between in-class and reading material? Perhaps you need to learn to study more effectively and/or to take steps to reduce test anxiety. Following these steps can make for more efficient use of textbooks, better note-taking, higher test scores, and better course grades.

## A Final Word

As you can see, the key to success lies in becoming an active student. Managing time, questioning at the start of lectures, planning effective measures to increase test scores, and using all aids available to make reading and studying easier are all elements in becoming an active student. The Study Guide and Practice Tests for this textbook have been specially designed to help you be that active student. Being passive may seem easier, but it is not. Passive students spend relatively similar amounts of time but learn less. Their review time is likely to be inefficient. Their test scores are more frequently lower—and they usually have less fun in their classes.

Active students are more effective than passive ones. The benefit in becoming an active student is that activity is contagious; if you become an active student in sociology, it is hard not to practice the same active learning techniques in English and math as well. Once you start asking questions in your textbook and using your Study Guide, you may find that you start asking questions in class as well. As you acquire a greater understanding of your subject, you may find that you enjoy your class more—as well as learn more and do better on tests. That is the real benefit in becoming an active learner. It is a challenge we strongly encourage you to meet.