

Richard T. Schaefer

# sociology

A BRIEF INTRODUCTION



SEVENTH EDITION



7<sup>th</sup>  
edition

# sociology

A BRIEF INTRODUCTION

**Richard T. Schaefer**  
*DePaul University*



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## Higher Education

### SOCIOLOGY: A BRIEF INTRODUCTION

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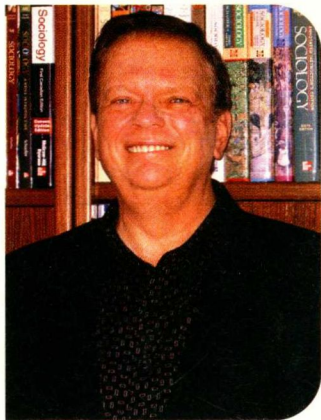
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To my mother and in memory of my father



# ABOUT

## the author



**Richard T. Schaefer:** Professor, DePaul University  
B.A. Northwestern University  
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Growing up in Chicago at a time when neighborhoods were going through transitions in ethnic and racial composition, Richard T. Schaefer found himself increasingly intrigued by what was happening, how people were reacting, and how these changes were affecting neighborhoods and people's jobs. His interest in social issues caused him to gravitate to sociology courses at Northwestern University, where he eventually received a B.A. in sociology.

"Originally as an undergraduate I thought I would go on to law school and become a lawyer. But after taking a few sociology courses, I found myself wanting to learn more about what sociologists studied, and fascinated by the kinds of questions they raised." This fascination led him to obtain his M.A. and Ph.D. in sociology from the University of Chicago. Dr. Schaefer's continuing interest in race relations led him to write his master's thesis on the membership of the Ku Klux Klan and his doctoral thesis on racial prejudice and race relations in Great Britain.

Dr. Schaefer went on to become a professor of sociology. He has taught introductory sociology for over 35 years to students in colleges, adult education programs, nursing programs, and even a maximum-security prison. Dr. Schaefer's love of teaching is apparent in his interaction with his students. "I find myself constantly learning from the students who are in my classes and from reading what they write. Their insights into the material we read or current events that we discuss often become part of future course material and sometimes even find their way into my writing."

Dr. Schaefer is author of the 10th edition of *Sociology* (McGraw-Hill, 2007) and the 3rd edition of *Sociology Matters* (McGraw-Hill, 2008). He is also the author of *Racial and Ethnic Groups*, now in its 10th edition, and *Race and Ethnicity in the United States*, 4th edition. Dr. Schaefer is the general editor of the three-volume *Encyclopedia of Race, Ethnicity, and Society*, forthcoming from Sage in 2008. His articles and book reviews have appeared in many journals, including *American Journal of Sociology*; *Phylon: A Review of Race and Culture*; *Contemporary Sociology*; *Sociology and Social Research*; *Sociological Quarterly*; and *Teaching Sociology*. He served as president of the Midwest Sociological Society in 1994–1995.

Dr. Schaefer's advice to students is to "look at the material and make connections to your own life and experiences. Sociology will make you a more attentive observer of how people in groups interact and function. It will also make you more aware of people's different needs and interests—and perhaps more ready to work for the common good, while still recognizing the individuality of each person."



# preface

Without a doubt, you have thought about sociological issues before opening this book. Have you or a childhood friend ever spent time in day care? Are your parents or a friend's parents divorced? Are you concerned about plagiarism or binge drinking on your campus? Did you need a student loan to attend college? Chances are you have been touched by most or all of these issues. If you are like most students, you've also spent a great deal of time thinking about your future career. If you major in sociology, what occupations can you choose from?

These are just some of the topics of immediate personal interest that are dealt with in this book. Sociologists also address broader issues, from bilingual education to the existence of slavery in the 21st century. Sociology includes the study of immigration, poverty, overpopulation, and the process and problems of growing old in different cultures. In the aftermath of disasters such as Hurricane Katrina and the terrorist attacks of September 11, 2001, sociologists have been called on to explain their social consequences—how they affected people of different ages, social classes, and racial and ethnic groups, and how our government responded. These topics, along with many others, are of great interest to me, but it is the sociological explanations for them that I find especially compelling. The introductory sociology class provides the ideal laboratory in which to study our own society and those of our global neighbors.

## Making Sociology Relevant

Sociology examines and questions even the most familiar patterns of social behavior. It can help students to better understand their own lives and those of people from other cultures.

After more than 30 years of teaching sociology to students in colleges, adult education programs, nursing programs, an overseas program based in London, and even a maximum-security prison, I am firmly convinced that the discipline can play a valuable role in teaching critical thinking skills. The distinctive emphasis on social policy found in this text shows students how to use the sociological imagination in examining such public policy issues as the death penalty, welfare reform, racial profiling, gay marriage, and the AIDS crisis.

My hope is that through their reading of this book, students will begin to think like sociologists and will be able to use sociological theories and concepts in evaluating human interactions and institutions. From the introduction of the concept of sociological imagination in Chapter 1, this text stresses the distinctive way in which sociologists examine human social behavior, and how their research can be used to understand the broader principles that guide our lives.

*Sociology: A Brief Introduction* was developed to meet the need for a concise introduction to the discipline, one that permits instructors to assign additional material or projects. The seventh edition brings the research into the 21st century and introduces a number of features designed to appeal to today's students. One thing that remains unchanged, however, is the steady focus on three especially important goals:

- **Comprehensive and balanced coverage of theoretical perspectives throughout the text.** Chapter 1 introduces, defines, and contrasts the functionalist, conflict, and interactionist perspectives. We explore their distinctive views of such topics as social institutions (Chapter 5), deviance (Chapter 7), the family (Chapter 12), education (Chapter 13), and health (Chapter 15). In addition, the feminist perspective is introduced in Chapter 1. Other theoretical approaches particular to certain topics are presented in later chapters. Summing Up tables at the end of these sections help students to grasp and compare the major theories.
- **Strong coverage of issues pertaining to gender, age, race, ethnicity, and class in all chapters.** Examples of such coverage include Social Policy sections on bilingualism (Chapter 3), welfare (Chapter 8), racial profiling (Chapter 10), and gay marriage (Chapter 12); chapter-opening excerpts on globalization in India (Chapter 9), the so-called Lipstick Jihad in Iran (Chapter 11), and the unequal childhoods of young people in the United States (Chapter 12); boxes on the shrinking middle class (Chapter 8), interracial and interethnic friendships (Chapter 10), naturally occurring retirement communities (Chapter 11), and domestic violence (Chapter 12); and sections on the social construction of race (Chapter 10), the social construction of gender (Chapter 11), and the informal economy (Chapter 14).
- **Emphasis on cross-cultural and global content throughout the book.** The seventh edition greatly extends coverage of globalization. Chapters 1, 9, and 16 provide expanded coverage of global terms and concepts, as well as of social, economic, and technological issues that increasingly influence cultural encounters around the world. A new world map, found on the inside front cover of the book, provides a quick guide to passages that consider sociological issues as they are manifested in other countries and in transnational encounters between businesses, states, and cultures. Among the topics examined are:
  - The global McDonaldisation of society (Chapters 3 and 5).
  - The controversy over the Muslim headscarf in France (Chapter 4).



- The global reach of the media (Chapter 6).
- Transnational crime (Chapter 7).
- Poverty in the United States and Congo (Chapter 8).
- The borderlands between the United States and Mexico (Chapter 9).
- Global immigration (Chapter 10).
- Aging worldwide (Chapter 11).
- Arranged marriage in Asia, Africa, and the United States (Chapter 12).
- Religion in India (Chapter 13).
- The economic effects of globalization (Chapter 14).
- The brain drain (Chapter 15).
- Global social movements (Chapter 16).
- The impact of globalization on the environment (Chapter 16).

I take great care to introduce the basic concepts and research methods of sociology and to reinforce this material in all chapters. The most recent data are included, making this book more current than all previous editions.

## Special Features

### Integrated Learning System

The text, the *Reel Society* Interactive Movie CD-ROM, and the Online Learning Center Web site work together as an integrated learning system to bring the theories, research findings, and basic concepts of sociology to life for students. Offering a combination of print, multimedia, and Web-based materials, this comprehensive system meets the needs of instructors and students with a variety of teaching and learning styles. The material that follows describes the many features of the text, CD-ROM, and Online Learning Center, as well as the supplementary materials that support those resources.

### Poster Art

Each chapter opens with a reproduction of a poster or piece of graphic art that illustrates a key theme or concept of the chapter. Accompanying captions help readers to grasp the relevance of the artwork to the chapter.

### Chapter-Opening Excerpts

The chapter-opening excerpts convey the excitement and relevance of sociological inquiry by means of lively passages from writings of sociologists and others who explore sociological topics. These excerpts are designed to expose students to vivid writing on a broad range of topics and to stimulate their sociological imaginations. For example, Chapter 1 opens with Barbara Ehrenreich's account of her experiment in survival as a low-wage worker, drawn from her best-selling book *Nickel and Dimed*. Chapter 3 begins with an excerpt from Juliet B. Schor's *Born to Buy: The Commercialized Child and the New Consumer*

*Culture*. And Chapter 5 opens with a description of Philip Zimbardo's now-classic mock prison study.

## Chapter Overview

The opening excerpt is followed by a chapter overview that provides a bridge between the opening excerpt and the content of the chapter. In addition, the overview poses questions and describes the content of the chapter in narrative form.

## Research in Action

These sections present sociological findings on topics such as divorce, political apathy among young people, and naturally occurring retirement communities (NORCs).

## Sociology in the Global Community

These sections provide a global perspective on topics such as aging, domestic violence, Al Jazeera, and the 2004 tsunami.

## Social Inequality

These sections illustrate various types of social stratification. Featured topics include discrimination in employment, Native American casinos, and affirmative action.

## Taking Sociology to Work

These sections profile individuals who majored in sociology and use its principles in their work. While these people are employed in a variety of occupations and professions, they share a conviction that their background in sociology has been valuable in their careers.

## Sociology on Campus

These sections apply the sociological perspective to issues of immediate interest to today's students. Title IX, plagiarism, and financial aid are among the featured topics.

## Social Policy Sections

The Social Policy sections that close all but one of the chapters play a critical role in helping students to think like sociologists. They apply sociological principles and theories to important social and political issues being debated by policymakers and the general public. Five sections are new to this edition. All the Social Policy sections now present a global perspective. All close with a feature called Getting Involved, which refers students who want to become active in the debate to relevant material on the book's Web site.

## Use Your Sociological Imagination

In the spirit of C. Wright Mills, these short, thought-provoking sections encourage students to apply the sociological concepts they have learned to the world around them. Through open-ended "what-if" questions, students step into the shoes of researchers, famous sociologists, and people of other cultures and generations.



## Summing Up Tables

Twenty-eight summary tables help students to grasp the main point, compare major sociological perspectives, and comprehend the differences between economic systems, types of cities, and forms of religious organization. From distinguishing between the *Gemeinschaft* and *Gesellschaft* to applying sociological theory to culture, race, or religion, readers will find these study aids invaluable.

## Illustrations

The photographs, cartoons, figures, and tables are closely linked to the themes of the chapters. The maps, titled Mapping Life Nationwide and Mapping Life Worldwide, show the prevalence of social trends. A world map highlighting those countries used as examples in the text appears on the inside front cover.

## Think About It

Selected tables and figures include stimulating questions that prompt students to interpret the data and think about their deeper meaning. Students search for trends in the data, wonder about the underlying reasons for the trends, and apply the implications to their own lives.

## Photo Essays

Seven photo essays enliven the text. Each begins with a question that is intended to prompt students to see some part of everyday life with new eyes—those of a sociologist. For instance, the essay in Chapter 1 asks “Are You What You Own?” and the essay in Chapter 7 asks “Who Is Deviant?” The photos and captions that follow suggest the answer to the question.

## Cross-Reference Icons

When the text discussion refers to a concept introduced earlier in the book, an icon in the margin points the reader to the exact page.

## Chapter Summaries

Each chapter includes a brief numbered summary to aid students in reviewing the important themes.

## Critical Thinking Questions

After the summary, each chapter includes critical thinking questions that will help students analyze the social world in which they participate. Critical thinking is an essential element in the sociological imagination.

## Key Terms

I have given careful attention to presenting understandable and accurate definitions of each key term. These terms are highlighted in bold italics when they are introduced. A list of key terms and definitions in each chapter—with page references—follows the end of the chapter. In addition, the glossary at the end of the book includes the definitions of the textbook’s key terms and the page references for each term.

## Self-Quizzes

Each chapter includes a 20-item quiz that allows students to test their comprehension and retention of core information presented in the chapter. Answers to the questions are presented at the end of the quiz.

## Technology Resources

Suggested activities at the end of each chapter take students online to analyze pertinent social issues. Updates, exercises, and hyperlinks related to these Web-based activities are displayed on the book’s Web site ([www.mhhe.com/schaefer7](http://www.mhhe.com/schaefer7)).

## Inside Covers

The inside front cover features a new world map highlighting selected countries mentioned in the book. Page numbers indicate the relevant passages, many of which stress the effects of globalization in the United States and other countries. The inside back cover features two summary tables: one that highlights the book’s coverage of race, class, and gender and another that summarizes its applications of sociology’s major theoretical approaches.

## What’s New in the 7th Edition?

The most important changes in this edition include the following (refer as well to the chapter-by-chapter list of changes on pages xxii–xxv and to the *Visual Preview* on pages xxvii–xxxii).

## Content

- Coverage of globalization has been greatly expanded. The book now includes an entire chapter on global inequality (Chapter 9), featuring major sections on global poverty and the global divide between the West and developing nations. Chapter 16 offers expanded coverage of global issues, including global social movements, global social change, and the impact of globalization on the environment, as well as a Social Policy section on transnationals. A new *Sociology’s Global View* map on the inside front cover of this book highlights some of the many other passages related to globalization.
- Eight new chapter-opening excerpts, drawn from sociological writings, convey the excitement and relevance of sociological inquiry: *Paradise Laborers: Hotel Work in the Global Economy* by Patricia A. Adler and Peter Adler (Chapter 2); *Born to Buy: The Commercialized Child and the New Consumer Culture* by Juliet B. Schor (Chapter 3); *Growing Up Digital: The Rise of the Net Generation* by Don Tapscott (Chapter 6); *The Working Poor: Invisible in America* by David K. Shi (Chapter 8); “Arnold Schwarzenegger, Ally McBeal and Arranged Marriages: Globalization on the Ground in India” by Steve Darné (Chapter 9); *Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran* by Azadeh Moaveni (Chapter 11); *Unequal Childhoods: Class, Race, and Family Life* by Annette Lareau (Chapter 12); and *Diversity in the Power Elite: How It Happened, Why It Matters* by Richard L. Zweigenhaft and G. William Domhoff (Chapter 14).



- Five new Social Policy sections help students to apply sociological principles and theories to important social and political issues currently under debate by policymakers and the general public: The Death Penalty in the United States and Worldwide (Chapter 7); Universal Human Rights (Chapter 9); Racial Profiling (Chapter 10); Global Offshoring (Chapter 14); and Transnationals (Chapter 16).
- A new photo essay—How Does Television Portray the Family?—helps to spark students' interest in sociology.

## Pedagogy

- Eight new Summing Up tables help to pull together coverage of the major theoretical perspectives.
- Eight new U.S. and world maps illustrate important sociological trends and developments.
- Twenty-six new boxes cover a wide selection of topics, including road rage, arranged marriage, Native American casinos, adolescent sexual networks, social class and financial aid, and the contrast between Appalachian poverty and Congolese affluence.
- At the end of every chapter, a 20-item self-quiz allows students to test their comprehension and retention of core information presented in the chapter. Answers to the questions are presented at the end of the quiz.
- On the inside front cover, a world map highlights selected countries mentioned in the book. Page numbers indicate the relevant passages, many of which stress the effects of globalization.

## Supplements

- **Audio Abridgement CD Set for Study and Review.** The Audio Abridgement CD Set is an abridged, spoken version of *Sociology: A Brief Introduction*, seventh edition. Developed with today's multitasking students and instructors in mind, this "book on tape" was designed to serve as a tool for review while commuting, working out, or just sitting down to study. Each chapter runs approximately 15 minutes and focuses on key chapter concepts. The chapter summaries from the text served as the framework for this abridgement.
- **NBC News Archive Lecture Launcher VHS Video and DVD.** A fourth NBC videotape is available with the seventh edition. This 60-minute video, along with three earlier volumes, offers brief clips (5–10 minutes each) from NBC News and *The Today Show* that dramatize sociological concepts, serve as lecture launchers, and generate class discussion. The new NBC video clips, along with some of the clips that have appeared in earlier volumes, are now available in DVD format.

This edition has been thoroughly updated. It includes the most recent data and research findings, many of which were published in the last three years. Recent data from the Census Bureau, Bureau of Labor Statistics, Current Population Reports, the Population Reference Bureau, the World Bank, the United Nations

Development Programme, and the Centers for Disease Control have been incorporated.

A more complete, chapter-by-chapter listing of the most significant new material in this edition follows.

## What's New in Each Chapter?

### Chapter 1: Understanding Sociology

- Discussion of how sociologists and other social scientists study events such as Hurricane Katrina, with map: "Poverty Rate in Hurricane Katrina Disaster Area."
- Discussion of the functionalist perspective on cow worship in Indian society.
- Updated discussion of the feminist perspective.
- Discussion of the interactionist perspective on the new NBA dress code, with figure: "Enforcing Symbols: The NBA Dress Code."
- Use of Elijah Anderson's work to illustrate how a sociologist's theoretical viewpoint guides research.
- Section on applied and clinical sociology, including discussion of new research on illegal drug use and the spread of HIV/AIDS.
- "Thinking Globally" section, with key-term treatment of globalization.
- Sociology in the Global Community box: "The Global Response to the 2004 Tsunami."
- Discussion of the radically different survival rates of men and women in the 2004 tsunami.
- Appendix on careers in sociology, with two figures: "Sociology Degrees Conferred in the United States by Gender" and "Occupational Fields of Sociology BA/MA Graduates."

### Chapter 2: Sociological Research

- Chapter-opening excerpt from *Paradise Laborers: Hotel Work in the Global Economy*, by Patricia A. Adler and Peter Adler.
- Expanded discussion of independent versus dependent variables, with new example.
- Social Inequality box: "Researching Privilege and Discrimination in Employment," with figure.
- Research in Action box: "What's in a Name?" with figure.
- Two "Use Your Sociological Imagination" exercises.
- Discussion of content analysis of gender differences in the use of sexually explicit language, with photo.
- Appendix: "Using Statistics, Tables, and Graphs," with figure and table.
- Appendix: "Writing a Research Report."

### Chapter 3: Culture

- Chapter-opening excerpt from Juliet B. Schor, *Born to Buy: The Commercialized Child and the New Consumer Culture*.



- Discussion of the trends toward coffee drinking and consumerism in non-Western societies as an example of globalization, with photo.
- Sociology in the Global Community box: “Cultural Survival in Brazil.”
- Discussion of gendered speech, illustrated by the Lakota dialect.
- Discussion of cross-cultural studies of values.
- Discussion of New York City sanitation workers’ argot.
- Discussion of the new subculture that has developed in India among employees at international call centers, with photo.
- Updated Social Policy section on bilingualism, with discussion of legislative proposals regarding treatment of undocumented workers.
- Photo Essay: “How Does Television Portray the Family?”
- Discussion of a new children’s television program in Gaza, sponsored by Hamas.
- Section on media monitoring.
- Discussion of a UNESCO proposal to combat the homogenizing effect of the media.
- Discussion of audience networks, with figure: “Two Audience Networks.”
- Discussion of the social implications of *egocasting*—individual management of media exposure through the Internet.
- Summing Up table: “Sociological Perspectives on the Mass Media.”
- Updated Sociology in the Global Community box: “Al Jazeera Is on the Air.”

## Chapter 4: Socialization

- New chapter-opening poster: Shoppers in Bangalore stroll past a Jockey billboard.
- Discussion of Genie, a neglected 13-year-old discovered in 1970, with sketch she did at age 18.
- Discussion of the prolonged transition from adolescence to adulthood in the United States.
- Taking Sociology to Work box: Rakefet Avramovitz, Program Administrator, Child Care Law Center.
- Discussion of the strains on adolescent peer groups in war-time Iraq.
- Figure: “How Young People Use the Media.”
- Expansion of the subsection on the state to include religion.

## Chapter 5: Social Interaction, Groups, and Social Structure

- Shortens and combines Chapters 5 and 6 from brief sixth edition.
- Relation of Zimbardo’s prison study to the Abu Ghraib prison scandal in Iraq.
- Discussion of the role strain Navajo Nation police officers experience in their contacts with conventional law-enforcement officials.
- Research in Action box: “Adolescent Sexual Networks,” with network chart.
- Discussion of blogging by U.S. soldiers and Iraqis as a form of electronic networking.
- Sociology in the Global Community box: “McDonald’s and the Worldwide Bureaucratization of Society.”
- Discussion of how electronic communication is contributing to the fragmentation of work.

## Chapter 6: The Mass Media

- Chapter-opening excerpt from *Growing Up Digital: The Rise of the Net Generation* by Don Tapscott.

## Chapter 7: Deviance and Social Control

- Discussion of the Abu Ghraib prison scandal in connection with conformity and obedience.
- Discussion of new research on routine activities theory.
- Research in Action box: “Labeling Behavior as a Crime: Road Rage,” with cartoon.
- Discussion of new research on the connection between crime and social inequality.
- New section on transnational crime, including key-term treatment and table.
- Table: “U.S. Crime Rates.”
- Social Policy section on the death penalty, with figure: “Executions by State.”

## Chapter 8: Stratification and Social Mobility in the United States

- Separate chapter on stratification in the United States—splits old Chapter 9 in two.
- Chapter-opening excerpt from David K. Shipler, *The Working Poor: Invisible in America*.
- Research in Action box: “The Shrinking Middle Class.”
- Updated discussion of the real value of the minimum wage, with figure: “U.S. Minimum Wage Adjusted for Inflation, 1950–2005.”
- Sociology in the Global Community box: “It’s All Relative: Appalachian Poverty and Congolese Affluence.”
- Updated discussion of the accuracy of the federal government’s definition of poverty.
- Discussion of the effect of social class on people’s vulnerability to natural disasters, such as Hurricane Katrina.
- Sociology on Campus box: “Social Class and Financial Aid.”
- Discussion of Latino household wealth versus White household wealth.



## Chapter 9: Global Inequality

- Separate chapter on global inequality—expands coverage in old Chapter 9.
- Chapter-opening excerpt from “Arnold Schwarzenegger, Ally McBeal and Arranged Marriages: Globalization on the Ground in India,” By Steve Dorné.
- Section, “The Global Divide,” with figure, “Fundamental Global Inequality.”
- Subsection, “Worldwide Poverty,” with Mapping Life Worldwide map, “Poverty Worldwide.”
- Sociology in the Global Community Box: “Cutting Poverty Worldwide.”
- Subsection, “Modernization.”
- Sociology in the Global Community box: “The Global Disconnect,” with table, “Network Readiness Index.”
- Summing Up table: “Three Approaches to Global Inequality.”
- Expanded section, “Stratification within Nations: A Comparative Perspective,” with two new subsections, “Distribution of Wealth and Income” and “Social Mobility,” and new figure, “Distribution of Income in Nine Nations.”
- Social Inequality box: “Stratification in Japan.”
- Social Policy section on universal human rights.

## Chapter 10: Racial and Ethnic Inequality

- Discussion of discriminatory classified ads posted on Craigslist.org and Roommate.com.
- Research in Action box: “Interracial and Interethnic Friendships.”
- Summing Up table: “Sociological Perspectives on Race.”
- Section, “Impact of Global Immigration.”
- Social Inequality box: “Native Americans Gamble on Gaming.”
- Section on Arab Americans.
- Social Policy section on racial profiling.

## Chapter 11: Stratification by Gender and Age

- Opening excerpt from *Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran* by Azadeh Moaveni.
- Summing Up table: “Sociological Perspectives on Gender.”
- Sociology in the Global Community box: “The Head Scarf and the Veil: Complex Symbols.”
- Discussion of gender inequality in various industrial nations, with figure.
- Expanded discussion of comparative compensation of women and men in the United States.
- Discussion of research on voluntary leave time for women versus men, with figure.

- Major section, “Aging throughout the Life Course,” with three subsections: “The Sandwich Generation,” “Adjusting to Retirement,” and “Death and Dying.”
- Research in Action box: “Naturally Occurring Retirement Communities (NORCs).”

## Chapter 12: The Family and Intimate Relationships

- Chapter-opening excerpt from Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*.
- Photo essay: “What is a Family?” featuring photos from Uwe Ommert, *1000 Families*.
- Updated figure: “U.S. Households by Family Type, 1940–2010.”
- Research in Action box: “Arranged Marriage, American-Style.”
- Discussion of *ala kachuu*, the kidnapping of brides in Kyrgyzstan.
- Updated treatment of single-parent families.
- Updated figure: “Trends in Marriage and Divorce in the United States, 1920–2004.”
- Updated Social Policy section on gay marriage, with updated Mapping Life Nationwide map, “Discriminatory Marriage and Anti-Gay Discrimination Laws.”

## Chapter 13: Religion and Education

- Discussion of the nonreligious segment of the population.
- Research in Action box: “Income and Education, Religiously Speaking,” with two-part figure.
- Figure: “Religious Participation in Selected Countries, 1981 and 2001.”
- Research in Action box: “Islam in the United States,” with photo.
- Updated discussion of use of the Internet for religious purposes.
- Updated case study, “Religion in India,” including discussion of Hindu tolerance of cloning and stem cell research as a factor in India’s leadership in biotechnology.
- Expanded figure: “Percentage of Adults Ages 25 to 64 Who Have Completed Higher Education.”
- Discussion of the recent decline in the number of foreign students in the United States.
- Updated Social Policy section on religion in the schools, including key-term treatment of *intelligent design* and a new cartoon.

## Chapter 14: Government and the Economy

- Devoted entirely to government and the economy (coverage of the environment moved to Chapter 16).



- Chapter-opening excerpt from Zweigenhaft and Domhoff (2006), *Diversity in the Power Elite: How It Happened, Why It Matters*.
- Summing Up table: “Characteristics of the Three Major Economic Systems.”
- Updated case study of capitalism in China, with new figure, “World’s Largest Economies, 2020,” and discussion of government censorship of the Internet.
- Section on types of government (monarchy, oligarchy, dictatorship, totalitarianism, and democracy).
- Subsection, “Race and Gender in Politics,” with figure, “Women in National Legislatures, Selected Countries, 2006.”
- Sociology in the Global Community box: “Gender Quotas at the Ballot Box.”
- Social Inequality box: “Affirmative Action,” with cartoon.
- Social Policy section on global offshoring.

## Chapter 15: Population, Communities, and Health

- Updated Sociology in the Global Community box: “Population Policy in China.”
- Mapping Life Worldwide map: “Global Urbanization, 2015 (projected).”
- Discussion of depopulation and economic stagnation in the northern Rockies and Western Great Plains.
- Social Inequality box: “To Inform or Not to Inform? How Race and Ethnicity Affect Views of Patient Autonomy.”
- Summing Up table: “Sociological Perspectives on Health and Illness.”
- Taking Sociology to Work box: “Jess Purmort, Research Assistant, New York Academy of Medicine.”
- Social Policy section on the AIDS crisis (moved from Chapter 5), with updated Mapping Life Worldwide map: “Adults and Children Living with HIV/AIDS.”

## Chapter 16: Globalization, the Environment, and Social Change

- Includes coverage of the environment (moved from Chapter 14).
- Chapter-opening excerpt from *Ruling the Waves: Cycles of Discovery, Chaos, and Wealth from the Compass to the Internet* by Debora L. Spar.
- Discussion of global social movements.
- Sociology in the Global Community box: “A New Social Movement in Rural India.”
- Table: “The United States: A Changing Nation.”
- Summing Up table: “Sociological Perspectives on Social Change.”
- Expanded section on global social change.

- Subsection on the environmental impact of globalization.
- Updated subsection on environmental justice.
- New Social Policy section on transnationals, with Mapping Life Worldwide map: “Labor Migration.”

## Support for Instructors and Students

### Print Resources

**Annotated Instructor’s Edition** An annotated instructor’s edition (AIE) of the text, prepared by Rebecca Matthews, Ph.D. Sociology, Cornell University, offers page-by-page annotations to assist instructors in using textbook material.

**Study Guide** The study guide, prepared by Rebecca Matthews, Ph.D. Sociology, Cornell University, includes standard features such as detailed key points, definitions of key terms, multiple-choice questions, fill-in questions, and true–false questions. All study guide questions are keyed to specific pages in the textbook, and page references are provided for key points and definitions of key terms.

In addition to the questions in the study guide, students can test their mastery of the subject matter by taking the end-of-chapter self-quizzes and the quizzes on the *Reel Society* CD-ROM and the Online Learning Center Web site. Students therefore have four different sets of questions to draw on for review.

**Primis Customized Readers** An array of first-rate readings are available to adopters in a customized electronic database. Some are classic articles from the sociological literature; others are provocative pieces written especially for McGraw-Hill by leading sociologists.

**McGraw-Hill Dushkin** Any of the Dushkin publications can be packaged with this text at a discount: Annual Editions, Taking Sides, Sources, Global Studies. For more information, please visit the Web site at [www.dushkin.com](http://www.dushkin.com).

### Digital and Video Resources

**Audio Abridgement CD Set For Study and Review** The Audio Abridgement CD Set is an abridged, spoken version of *Sociology: A Brief Introduction*, seventh edition. Developed with today’s multitasking students and instructors in mind, this “book on tape” was designed to be a tool for review while commuting, working out, or just sitting down to study. Each chapter runs approximately 15 minutes and focuses on key chapter concepts. The chapter summaries from the text served as the framework for the abridgement.

**NBC News Archive Lecture Launcher VHS Videotapes and DVD** Three 60-minute VHS videotapes feature brief clips (5–10 minutes each) from *NBC News* and the *Today Show*



that dramatize sociological concepts, serve as lecture launchers, and generate class discussion. Each is accompanied by a guide that is available on the Online Learning Center Web site ([www.mhhe.com/schaefer7](http://www.mhhe.com/schaefer7)). The new NBC video clips, along with some of the clips that have appeared in earlier volumes, are now available in DVD as well as VHS format.

### **PageOut: The Course Web Site Development Center**

All online content for *Sociology*, seventh edition, is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore Web options. Even the novice computer user can create a course Web site with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, ask your McGraw-Hill representative for details, or visit [www.mhhe.com/pageout](http://www.mhhe.com/pageout).

### **eInstruction: The Classroom Performance System**

The Classroom Performance System (CPS) is a wireless response system that allows instructors to receive immediate feedback from students. CPS units include easy-to-use software for instructors' use in creating questions and assessments and delivering them to students. The units also include individual wireless response pads for students' use in responding. Suggested questions, prepared by Rebecca Matthews, Ph.D. Sociology, Cornell University, appear on the Instructor's Edition of the Schaefer Web site, [www.mhhe.com/schaefer7](http://www.mhhe.com/schaefer7), and on the Instructor's Resource DVD-ROM. CPS also runs alongside the PowerPoint slides that supplement Schaefer's *Sociology: A Brief Edition*. For further details, go to [www.mhhe.com/einstruction](http://www.mhhe.com/einstruction).

### **Reel Society: Interactive Movie CD-ROMs, Version**



**2.0** This two-disk set features an interactive movie that demonstrates the sociological imagination through the use of actors and scenarios involving campus life. The program allows students

to interact with the concepts described in the textbook in a relevant and meaningful context. Students are asked to take on the role of one of the characters and influence key plot turns by making choices for the character. A wide variety of issues and perspectives (such as culture, socialization, deviance, inequality, race and ethnicity, social institutions, and social change) are addressed in order to relate major sociological concepts and theories to the students' lives. There are also interactive quiz questions on the CDs. These CD-ROMs, a breakthrough in the use of media to teach introductory sociology students, can serve as an integral companion to the book. An instructor's guide to using the CD-ROMs, written by Rebecca Matthews, is available as well as on the Instructor's Resource DVD-ROM.

John Tenuto of College of Lake County (in Illinois) served as the academic consultant throughout the development of this program. The script for *Reel Society* was reviewed by the following instructors: Jan Abu Shakrah, Portland Community College;

Grant Farr, Portland State University; Rebecca Matthews, Ph.D. Sociology, Cornell University; Kenneth L. Stewart, Angelo State University (in Texas); and Cheryl Tieman, Radford University (in Virginia). In addition, students from George Mason University in Virginia offered their reactions to the script during a focus group.

There are several ways for instructors and students to use *Reel Society*. Students can follow the storyline from start to finish or choose only those scenes for a given chapter or topic. In either case, the movie segments are augmented by a robust array of review and assessment features, including self-quizzes. Instructors are provided with their own version of *Reel Society*, which allows them to choose which of the program's review features to show in class, if any. Additional quizzes and critical thinking activities are located on the *Reel Society* Web site, and instructors will find test questions related to the movie on the Instructor's Resource DVD-ROM. *Reel Society* video clips with accompanying questions are also included on the book's Web site.

### **Online Learning Center Web Site**



The Online Learning Center Web site that accompanies this text ([www.mhhe.com/schaefer7](http://www.mhhe.com/schaefer7)) offers a rich array of resources for instructors and students, which were developed by Lynn Newhart of Rockford College in Illinois and Rebecca Matthews. Here you will find the author's audio introductions to each chapter, as well as interactive quizzes and maps, social policy exercises, PowerPoint slides, census updates, chapter glossaries, vocabulary flash cards, video clips, additional information about the chapter-opening excerpts and their authors, diagnostic midterm and final exams, links to the book's Internet exercises, and other resources. You can use any of the material from the Online Learning Center in a course Web site that you create using PageOut.

**PowerPoint Slides** Adopters of *Sociology* can also receive a set of more than 600 PowerPoint slides developed especially for this edition by Richard T. Schaefer and Gerry Williams. The slides are included on the Instructor's Resource DVD-ROM (described below) and in the Instructor's Edition of the Online Learning Center Web site. The set includes bulleted lecture points, graphs, and maps, and video clips. Instructors are welcome to generate overhead transparencies from the slides if they wish to do so.

### **Instructor's Resource DVD-ROM with Computerized Test Bank**

This DVD-ROM includes the contents of the Instructor's Resource Manual, a test bank in computerized and Word formats, the instructor's guide to the *Reel Society* CD, and PowerPoint slides for instructors' convenience in customizing multimedia lectures. The Instructor's Resource Manual, prepared by Richard T. Schaefer, Clayton Steenberg of Arkansas State University, and Rebecca Matthews, Ph.D. Sociology, Cornell University, provides sociology instructors with detailed chapter outlines, learning objectives, additional lecture ideas



(among them, alternative social policy issues), class discussion topics, essay questions, topics for student research (along with suggested research materials for each topic), and suggested additional readings. Media materials are suggested for each chapter, including videotapes and films. The test bank was written by Clayton Steenberg of Arkansas State University and Rebecca Matthews, Ph.D. Sociology, Cornell University. Multiple-choice and true-false questions are included for each chapter; they will be useful in testing students on basic sociological concepts, application of theoretical perspectives, and recall of important factual information. Correct answers and page references are provided for all questions.

McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. EZ Test Online is a new service that gives you a place to easily administer your EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments.

**Primis Online** Professors can customize this book by selecting from it only those chapters they want to use in their courses. Primis Online allows users to choose and change the order of chapters, as well as to add readings from McGraw-Hill's vast database of content. Both custom-printed textbooks and electronic eBooks are available. To learn more, contact your McGraw-Hill sales representative, or visit our Web site at [www.mhhe.com/primis/online](http://www.mhhe.com/primis/online).

## Acknowledgments

Since 1999, Elizabeth Morgan has played a most significant role in the development of my introductory sociology books. Once again, in the seventh edition, Betty has been involved from the preliminary plans for the vast array of changes right through checking the page proofs with me. Her impact is found on literally every page of this book.

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This edition continues to reflect many insightful suggestions made by reviewers of the first nine hardcover editions and the six paperback brief editions. The current edition has benefited from constructive and thorough evaluations provided by sociologists from both two-year and four-year institutions. These include Dale Anderson, University of Memphis; Andrew Cho, Tacoma Community College; Richard Davin, Riverside Community College; Nancy Greenwood, Indiana University-Kokomo; Garrett Jones, Oklahoma State University; James Knapp, SE Oklahoma State University; Diane Pike, Augsburg College; Ralph Pyle, Michigan State University; John Rice, University of North Carolina, Wilmington; and John Zipp, University of Akron.

As is evident from these acknowledgments, the preparation of a textbook is truly a team effort. The most valuable member of this effort continues to be my wife, Sandy. She provides the support so necessary in my creative and scholarly activities.

I have had the good fortune to be able to introduce students to sociology for many years. These students have been enormously helpful in spurring on my own sociological imagination. In ways I can fully appreciate but cannot fully acknowledge, their questions in class and queries in the hallway have found their way into this textbook.

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# Visual Preview

## Teaching Students to Think Sociologically

The 7th edition of *Sociology* continues its tradition of teaching students how to think critically about society and their own lives from a wide range of classical and contemporary sociological perspectives.

**Y**ou land in paradise. Departing the airport in your canary-yellow rented convertible, you ... head toward your vacation destination: an exclusive Hawaiian hotel. ... Turning off the main road onto the winding driveway, you see the rich, vibrant colors of the beautiful trees and flowers lining the peaceful path. As you drive up to the lobby, a potpourri of pleasurable sensations assaults you. You smell the fragrant plumeria and gardenia blossoms, indications that you are in a tropical Eden. You hear the rumble of the waterfall and then behold its magnificence, a torrent of rushing streams tumbling over rocks and crashing into a pool below. The cascading water and its splash fill the air with moisture and your nostrils with the hydrated aroma. You have entered paradise.

As you pull up ... a smartly dressed bell captain approaches and opens your door, welcoming you with a resounding "aloha." A bellman wheels up his cart and unloads your bags. You give your name and hand your keys to the valet and wander toward the lobby. ... Immediately, a beautiful Polynesian woman appears and, in soft tones, welcomes you, slipping a colorful and sweet-smelling lei over your head. ...

You are steered toward the front desk where another Polynesian employee greets you and begins your check-in process. Discreetly, your lei greeter returns, carrying a silver tray from which she offers you glasses filled with tropical fruit punch and a sugarcane swizzle stick to chew on. ... You gaze around at the impressive space, the many workers bustling around in diverse uniforms. They range among the different Hawaiian hotels from the flowing raiment of traditional Polynesian garb to the starched, dignified British uniforms summoning images of old-world butlers and high service.

After you complete your transaction, the front desk clerk summons a bellman who appears with your luggage. ... Your bellman takes you to your room, ...

brings in your bags, lays them atop the unfolded luggage holders, and fills your ice bucket. You have arrived in the lap of luxury.

This surreal guest experience is made possible by a set of carefully planned structures surrounding and underlying what customers see. Most guests do not notice the precise ethnic and racial stratification of those attending them. They do not recognize that the lei greeters and front desk clerks are locals, selected for their Polynesian appearance; that many valets and the bell captain are "hoteles" (Caucasians), selected to give an atmosphere of continental service; and that the bellmen are a combination of these two groups. At the same time guests may completely overlook the new immigrant outdoor housekeepers, sweeping the lobby or gardeners raking the leaves. ...

Guests are also usually unaware of the complex systems that organize and track the services they receive. Valets and bellmen work on a rotation that calls them forth to fetch luggage or cars in a careful order. ... Unbeknownst to guests, the passage of every bag through the hotel is meticulously charted. ... All this constitutes the complex underground functioning of a large resort that makes the guest experience inevitably smooth.

(P. Adler and Adler 2004:1-2, 4) Additional information about this excerpt can be found on the Online Learning Center at [www.the.sagepub.com/schaefer7](http://www.the.sagepub.com/schaefer7)

**PARADISE LABORERS**  
Patricia A. Adler and Peter Adler

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### Use Your Sociological Imagination [www.the.sagepub.com/schaefer7](http://www.the.sagepub.com/schaefer7)

You are walking down the street in your city or hometown. In looking around you, you can't help noticing that half or more of the people you see are overweight. How do you explain your observation? If you were C. Wright Mills, how do you think you would explain it?

### Sociology and the Social Sciences

Is sociology a science? The term *science* refers to the body of knowledge obtained by methods based on systematic observation. Just like other scientific disciplines, sociology involves the organized, systematic study of phenomena (in this case, human behavior) in order to enhance understanding. All scientists, whether studying mushrooms or murderers, attempt to collect precise information through methods of study that are as objective

event. And political scientists would study the state different elected officials, along with their implicit government's response to the disaster.

What approach would sociologists take? They Katrina's impact on different communities, as well as social classes. Some sociologists have undertaken hood and community studies, to determine how integrity of storm-struck neighborhoods during the phase. Researchers have focused in particular on Orleans to residents of rural American Indian (Laska 2005). The devastating social impact of the surprise sociologists, as Figure 1-1 (page 8) show area was among the poorest in the United States; family income, for example, New Orleans ranked 6th among the nation's 70 largest cities. When the thousands of Gulf Coast families homeless and most had no savings to fall back on—no way to pay room or tide themselves over until the next paych

## "USE YOUR SOCIOLOGICAL IMAGINATION" SECTIONS

Each chapter contains thought-provoking questions designed to stimulate a student's sociological imagination. Students can respond to these questions using the associated Online Learning Center for the book and e-mail their answers to their instructors.

## PROVOCATIVE BOOK EXCERPTS

Each chapter opens with a lively excerpt from the writings of sociologists and others, clearly conveying the excitement and relevance of sociological inquiry. These excerpts are effectively linked to the content of the chapter.

## NEW SOCIOLOGY'S GLOBAL VIEW MAP

This edition of *Sociology* offers expanded coverage of globalization. This map, which appears on the inside front cover, serves as a quick guide to selected passages that focus on global issues and topics.

### SOCIOLOGY'S GLOBAL VIEW

Sociology explores key sociological issues from the viewpoints of many global cultures. This map serves as a quick guide to a sample of passages related to globalization topics.



- |  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <b>Africa</b><br>1. International MTV (Africa) p. 140<br>2. Female Beauty Standards (Nigeria) p. 164<br>3. AIDS epidemic p. 309-310<br>4. Women in Politics (Rwanda) p. 360<br>5. Relative poverty (Democratic Republic of the Congo) p. 198<br>6. Apartheid (South Africa) p. 245 | <b>Asia/Pacific</b><br>7. Media Impact (India) p. 149<br>8. 2004 Tsunami Disaster (South Asia) p. 21<br>9. Sexual Harassment Survey (China) p. 48<br>10. Japanese Management Style (Japan) p. 124<br>11. Internal Stratification (Japan) p. 222<br>12. Transferring Culture Through Customs (South Korea) p. 334<br>13. Working (Student Placement) (Japan) p. 336-337<br>14. Oligarchy (China) p. 356<br>15. Capitalism (China) p. 353-355<br>16. New Advertising (China) p. 53<br>17. Population Policy (China) p. 331-380<br>18. Asexual & Reproductive (Australia) p. 289 | <b>Central Asia</b><br>19. Subculture of call centers (India) p. 69<br>20. Crime rates (Russia) p. 178-179<br>21. Treatment of cows (India) p. 13<br>22. Cash System (India) p. 187-188<br>23. Religion in India (India) p. 332-333<br>24. Education of girls (Afghanistan) p. 337<br>25. Sexual Harassment (India/Pakistan) p. 338-389<br>26. New Social Movements in Rural Villages (India) p. 412 | <b>Europe</b><br>27. Christian Policy (Western Europe) p. 95<br>28. Immigration (Netherlands) p. 161<br>29. Labor Unions (Europe) p. 126<br>30. Culture in Social Services (Eastern Europe) p. 320<br>31. Constitution (Europe) p. 337<br>32. Recognition of Same Sex Partnerships (Europe) p. 339<br>33. Prison (France) p. 158<br>34. Transmigration of immigrant culture (United Kingdom) p. 334<br>35. Chemistry (Sweden) p. 418 | <b>Middle East</b><br>36. Policing in Baghdad (Iraq) p. 36<br>37. Children's Sexuality (Palestine) p. 170<br>38. Israeli-Palestinian Relations (Israel) p. 94<br>39. Anti-terrorism message (Saudi Arabia) p. 347<br>40. Muslim Day (Saudi Arabia) p. 320<br>41. Al Jazeera (TV news coverage) (Iraq) p. 150<br>42. Women's Rights and Beliefs (Iraq) p. 341-382 | <b>North America</b><br>43. Language use (Gardens) p. 72<br>44. Transnational Crime (USA) p. 176-177 | <b>South America</b><br>45. Multinational Corporations (USA) p. 215-217<br>46. Internal Stratification (Mexico) p. 223-227<br>47. First Nations Peoples (Canada) p. 241<br>48. Immigration (USA/Europe) p. 245-246<br>49. Crime and inequality (Mexico) p. 170<br>50. Transnationalism (USA/Mexico/Europe/Japan/Caribbean) p. 421-423<br>51. Domestic violence (El Salvador) p. 290<br>52. Indigenous Tribes (Brazil) p. 61<br>53. Environmental Destruction (Brazil) p. 420 |
|--|---|--|--|--|--|--|



# Analyzing a Broad Range of Contemporary Issues

## (socialPolicy) and the Family

### Gay Marriage

#### The Issue

In the United States, attitudes toward marriage are complex. As always, society and popular culture suggest that a young man or woman should find the perfect mate, settle down and marry, and live "happily ever after." But young people are also bombarded by messages implying the frequency of adultery and the acceptability of divorce. In this atmosphere, the idea of same-sex marriage strikes some people as only the latest of many attacks on traditional marriage. To others, it seems an overdue acknowledgment of the formal relationships that faithful, monogamous gay couples have long maintained.

#### The Setting

In 2004, in his State of the Union message, President George W. Bush warned "activist judges" against attempts to broaden the definition of marriage to include same-sex couples. The only recourse to such measures, he said, would be a constitutional amendment banning same-sex unions.

What made gay marriage the focus of national attention? Events in two states brought the issue to the forefront. In 1999, Vermont gave gay couples the legal benefits of marriage through civil union, but stopped short of calling the arrangement a marriage. Then, in 2003, the Massachusetts Supreme Court ruled 4-3 that under the state's constitution, gay couples have the right to marry—a ruling the U.S. Supreme Court has refused to review.

#### Sociological Insights

Functionalists have traditionally seen marriage as a social institution that is closely tied to human reproduction. Same-sex marriage would at first appear not to fit that arrangement. But many same-sex couples are entrusted with the socialization of young children, whether or not their relationship is recognized by the state. Functionalists also wonder whether religious views toward marriage can be ignored. The courts have focused on civil marriage, but religious views are hardly irrelevant, even in a country like the United States, which observes a separation between religion and the state. Indeed, religious teachings have led even some staunch supporters of gay rights to oppose same-sex marriage on spiritual grounds.

Conflict theorists have charged that denial of the right to marry reinforces the second-class status of gays and lesbians. Some have compared the ban against gay marriage to past policies that until 1967 banned interracial marriage in 32 states (Liptak 2004a).

Interactionists generally avoid the policy question and focus instead on the nature of same-sex households. They ask many of the

same questions about gay partner relations and child rearing that they raise about conventional couples. Of course, much less research has been done on same-sex households than on other families, but the studies published to date raise the same issues as those that apply to conventional married couples, plus a few more. For gay couples, the support or opposition of family, co-workers, and friends looms large (Dundas and Kaufman 2000; Dunne 2000).

Recently, national surveys of attitudes toward gay marriage have been showing volatile shifts in public opinion. Typically, people are more opposed to gay marriage than to civil union; about one-fourth of respondents favor legal recognition of gay marriage, while as many as half favor civil union. Still, as of 2005, the majority of the population endorsed a constitutional amendment to ban gay marriage (Saad 2005).

#### Policy Initiatives

The United States is not the first nation to consider this issue. Recognition of same-sex partnerships is not uncommon in Europe, including Belgium, Denmark, France, Germany, Great Britain, Italy, the Netherlands, Portugal, and Spain. Today, as many as 8 percent of all marriages in the Netherlands are same-sex. The trend is toward recognition in North America as well, since gay couples can marry legally in Canada.

Many nations strongly oppose such measures, however. For example, when Kofi Annan, secretary general of the United Nations (UN), proposed extending the benefits that married UN employees receive to employees' same-sex partners in 2004, so many countries rose in protest that he reneged. Annan decided that such benefits would extend only to those UN employees whose member nations extend the same benefits to their citizens (Cowell 2005; Farley 2004; Wines 2005).

In the United States, many local jurisdictions have passed legislation allowing for the registration of domestic partnerships, and have extended employee benefits to those relationships. Un-

der such policies, a *domestic partner* is an unrelated adult who shares a home, agrees to be jointly responsible for basic living expenses, and receives domestic partnership benefits such as parenting, pensions, taxation, health care, and fringe benefits, and health care. Many states have passed legislation to support domestic partnerships for lesbian and gay male activists, but such benefits would be cohabiting.

In the United States, marriage is the jurisdiction of state lawmakers. E-

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The Family and Intimate Relationships

## HALLMARK SOCIAL POLICY SECTIONS

These discussions provide a sociological perspective on contemporary social issues such as gun control, racial profiling, gay marriage, and offshore service jobs. Providing a global view of the issues, each section includes an overview of the subject plus questions to stimulate critical thinking and discussion.

## socialINEQUALITY

### 10-2 Native Americans Gamble on Gaming

On Native American reservations, economic opportunity is virtually nonexistent. For many tribes, the only viable source of employment and income is commercial gambling. When gaming began on reservations, it was an industry of last resort, a way for Native Americans to earn a living in an isolated area blessed with few natural resources. But in recent years, gaming has proved to be more than a way of getting by, for some tribes, it has become a bonanza.

Native Americans got into the gaming industry in 1988, when Congress passed the Indian Gaming Regulatory Act. The law stipulates that states must negotiate agreements with tribes interested in commercial gaming; they cannot prevent tribes from engaging in gambling operations, even if state law prohibits such ventures. By 2004, 224 tribal governments had opened a variety of gaming operations in 28 states, including off-track betting, sports betting, and telephone betting; casino games such as blackjack and roulette; high-stakes bingo; slot machines; lotteries; and video games of chance. The gamblers who patronize these operations, almost all of whom are not Native American, sometimes travel long distances for the opportunity to wager money.

Though reservation casinos are tribally owned enterprises, most are not operated by Native Americans. Nationally, 75 percent of tribal gaming operations are run by outsiders, and almost all the reservation casinos are operated by White-owned businesses. In 2004, receipts from these casinos amounted to \$18.5 billion nationwide—about one-fourth the revenues from other legal gambling operations.

The income from these lucrative operations is not evenly distributed, however. About two-thirds of recognized Indian tribes are not involved in gambling ventures. Those tribes that earn substantial revenues from gambling constitute only a small fraction of Native Americans. On these reservations, about 25 very successful casinos have produced staggering windfalls. The profits from the Foxwoods Re-

sort Casino, whose annual gaming receipts total well over \$1.5 billion, are shared by 820 members of the Connecticut Mashantucket Pequot Indians. The tribe provides generous benefits to anyone who can establish that he or she is at least one-sixteenth Pequot. Revenues from successful casinos have also been used to buy back tribal lands and to support the Smithsonian Museum of the American Indian, which opened in 2004.

For most Native Americans, however, income from gaming has not brought dramatic changes in lifestyle. Typically, they see a drop in unemployment and increases in household income from their moderately successful operations—benefits that are not seen on nongaming reservations. But the impact of the additional revenue is limited, given these tribes' overwhelming social and economic needs.

*From some people's point of view, Native Americans have learned to play the White man's game of politics only too well.*

Even on those reservations that benefit from gambling enterprises, unemployment levels are substantially higher than for the nation as a whole, and family income is significantly lower.

Criticism of Native American gambling operations exists even among Native Americans. Some feel that the tribal-themed casinos trivialize and cheapen their heritage. Native Americans gambled during tribal ceremonies and celebrations long before Europeans arrived in the Western Hemisphere, but their games were an integral part of their culture, not a commercial amusement. Other Native Americans oppose gambling on moral grounds. They are concerned about the development of compulsive gambling among members of their tribe, although the majority of gamblers are not Native American. Finally, in some tribes, the issue of who should share in the gambling prof-

its has led to heated debates over who is or is not a member of the tribe.

Not surprisingly, gaming on reservations has been a magnet for criticism from outsiders. Even though nationwide, Native Americans generate only 23 percent of the total revenue from legal gambling, including profits from lotteries and racing, White gaming interests have lobbied Congress to restrict tribal operations. They question the special status afforded to Native Americans, complaining of an uneven playing field. Tribal members counter that over the last 200 years, government policy created a playing field on which Native Americans were at a distinct disadvantage.

Though Native Americans' voting clout is weak compared to that of African Americans and Latinos, their lobbying power is significant. Casino money fueled the 2006 scandal involving lobbyist Jack Abramoff, who cheated several tribes by pretending to lobby on their behalf. But while many of the political donations Native Americans make are aimed at protecting reservation casinos, federal grants for education, roads, housing, and other projects also occupy tribes' political agendas. From some people's point of view, Native Americans have learned to play the White man's game of politics only too well.

#### Let's Discuss

1. What do you think of the commercial gaming operations that Native Americans run from their reservations? Would your opinion differ depending on whether you yourself were a Native American?
2. Analyze the Native American gaming industry from the functionalist, conflict, and interactionist viewpoints. Which perspective do you find most helpful?

Sources: Bartlett and Steele 2002; Drinkard 2006; Glomias 2004; National Indian Gaming Association 2005; Seligson 2004; J. Taylor and Kelt 2005.

## SOCIAL INEQUALITY BOXES

These boxes on social issues such as disability as a master status, privilege and discrimination in employment, and Native Americans and gambling highlight an important area of analysis for sociologists today.



# Providing Expanded Coverage of Globalization

## NEW CHAPTER AND NEW SECTIONS ON GLOBAL ISSUES

In addition to a new chapter on global inequality (Chapter 9), every chapter in the book has been revised with an aim toward embracing examples and sociological issues affecting world cultures. Especially important are new sections providing contemporary terms and definitions for thinking globally (Chapter 1); understanding fundamental global inequality (Chapter 9); the impact of global immigration (Chapter 10); and global change and environmental issues (Chapter 16).

### Distribution of Wealth and Income

In at least 26 nations around the world, the most affluent 10 percent of the population receives at least 40 percent of all income. The list includes the African nation of Namibia (the leader, at 65 percent of all income), as well as Colombia, Mexico, Nigeria, and South Africa. Figure 9-5 compares the distribution of income in selected industrialized and developing nations.

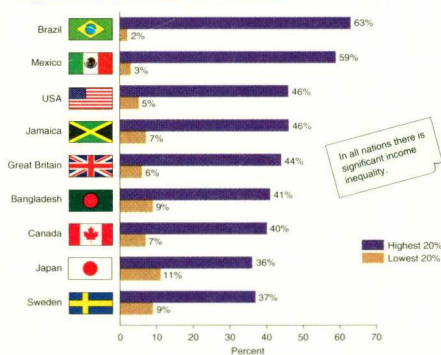
Women in developing countries find life especially difficult. Karuna Chanana Ahmed, an anthropologist from India who has studied women in developing nations, calls women the most exploited of oppressed people. Beginning at birth women face sex discrimination. They are commonly fed less than male children, are denied educational opportunities, and are often hospitalized only when they are critically ill. Inside or outside the home, women's work is devalued. When economies fail, as they did in Asian countries in the late 1990s, women are the first to be laid off from work (J. Anderson and Moore 1993; Kristof 1998).

Surveys show a significant degree of *female infanticide* (the killing of baby girls) in China and rural areas of India. Only one-third of Pakistan's sexually segregated schools are for women, and

In a pluralistic society, a subordinate group does not have to forsake its lifestyle and traditions. **Pluralism** is based on mutual respect for one another's cultures among the various groups in a society. This pattern allows a minority group to express its own culture and still participate without prejudice in the larger society's level of intergenerational mobility (Ganzeboom et al. 1991; Haller et al. 1990; Hauser and Grusky 1988).

FIGURE 9-5

### Distribution of Income in Nine Nations



Note: Data are considered comparable although based on statistics covering 1993 to 2001. Source: World Bank 2005a:72-74.

### Impact of Global Immigration

Worldwide, immigration is at an all-time high. Each year, about 2.3 percent of the world's population, or 146 million people, moves from one country to another. A million of them enter the United States legally, to join the 12 percent of the U.S. population who are foreign born (Schmidley and Robinson 2003; Ker 2000).

In the 1960s, following decades of restrictive immigration policy, Congress overhauled the immigration law. U.S. policy encourages the immigration of relatives of U.S. residents, as well as of people who have desirable skills. This change has significantly altered the pattern of sending nations. Previously, Europeans had dominated, but for the last 40 years immigrants have come primarily from Latin America, India, and Asia. Thus, in the future, an ever-growing proportion of the U.S. population will be Asian or Hispanic (see Figure 10-5, page 246). Fear and entrenchment of this growing racial and ethnic diversity is a key

## What Is a Family?

What makes a family? Not race, because families can be trans-racial. Not two generations, because families can be extended. Not the number or age of the members, because families can be big or small, young or old. Around the world, families may eat, dress, and worship differently, but all are united by a special intergenerational bond and an acknowledged responsibility to care for their kin.

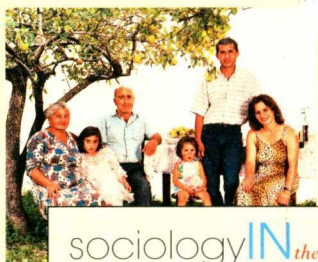
German photographer Uwe Oltmer (2000) took the photographs on this page and the next. For four years he traveled the world, visiting 120 countries on five continents in search of families who are typical of their societies. These three photographs, taken from Oltmer's book *Families*, only hint at the tremendous diversity of families around the world. The interracial family from Botswana (bottom) represents a departure from the norm in their society, in a country where politics is based on race, they feel they are outsiders. Still, their love for one another holds the family together. The thoroughly modern Syrian family (top right) has three children in college; of the three girls, one aspires to become a journalist, another an engineer, and the third a professional basketball player. The extended family from Armenia (bottom right) combines shoemaking, teaching, and farming to support three generations. Working with their hands and their heads, they are optimistic about the future and plan to have more children.



Botswana



Syria



## sociologyIN the Global Community

### 9-1 Cutting Poverty Worldwide

The goal of the United Nations' Millennium Project is to cut the world's poverty level in half by 2015. The project has eight objectives:

1. **Eradicate extreme poverty and hunger.** Poverty rates are falling in many parts of the globe, particularly in Asia. But in sub-Saharan Africa, where the poor are hard pressed, millions more have sunk deeper into poverty. As of 2001, more than 1 billion people worldwide were living on less than \$1 a day. These people suffer from chronic hunger. As of 2006, an estimated 100 million of the world's children were malnourished—a statistic that has negative implications for their countries' economic progress.
2. **Achieve universal primary education.** While many parts of the developing world are approaching universal school enrollment, in sub-Saharan Africa, less than two-thirds of all children are enrolled in primary school.
3. **Promote gender equality and empower women.** The gender gap in primary school enrollment that has characterized the developing world for so long is slowly closing. However, women still lack equal representation at the highest levels of government. Worldwide, they hold only about 16 percent of all parliamentary seats. Nu-

toward reducing child mortality has slowed in recent decades.

5. **Improve maternal health.** Each year more than half a million women die during pregnancy or childbirth. Progress has been made in reducing maternal death rates in some developing regions, but not in countries where the risk of giving birth is highest.
6. **Combat HIV/AIDS, malaria, and other diseases.** AIDS has become the leading cause of premature death in sub-Saharan Africa, where two-thirds of the world's AIDS patients reside. Worldwide, the disease is the fourth most frequent killer. Though new drug treatments can prolong life, there is still no cure for this scourge.

As of 2001, more than 1 billion people worldwide were living on less than \$1 a day.

Moreover, each year malaria and tuberculosis kill almost as many people as AIDS, severely draining the labor pool in many countries.

7. **Ensure environmental sustainability.** While most countries have publicly com-

water has increased, half the developing world lacks toilets and other forms of basic sanitation.

8. **Develop a global partnership for development.** The United Nations Millennium Declaration seeks a global social compact in which developing countries pledge to do more to ensure their own development, while developed countries support them through aid, debt relief, and improved trade opportunities. However, despite the much publicized G8 summit (a meeting of the heads of state of the 8 major economies) in Gleneagles, Scotland, in 2005 and the accompanying LIVE 8 global concerts, the developed nations have fallen far short of the targets they set themselves.

### Let's Discuss

1. Do you think the Millennium Project's objectives are realistic, given the enormity of the obstacles that must be overcome? Why do you think the project's founders gave themselves only 15 years to accomplish their goal?
2. How are the project's eight objectives related to one another? Could some of the objectives be reached successfully without addressing the others? If you were a

## SOCIOLOGY IN THE GLOBAL COMMUNITY BOXES

These boxes provide a global perspective on topics such as the worldwide response to the 2004 tsunami disaster, cultural survival in Brazil, cutting poverty worldwide, and the impact of global media such as the Al Jazeera network.