

FIFTH EDITION

SOCIOLOGY

RICHARD T. SCHAEFER
ROBERT P. LAMM



SOCIOLOGY



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Acknowledgments appear on pages 658–662, and on this page by reference.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 VNH VNH 9 0 9 8 7 6 5

ISBN 0-07-056959-2

Library of Congress Cataloging-in-Publication Data

Schaefer, Richard T.

Sociology / Richard T. Schaefer, Robert P. Lamm.

—5th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-056959-2

1. Sociology. 2. Social problems. 3. United States—Social policy. I. Lamm, Robert P. II. Title.
HM51.S345 1995
301—dc20

94-13650

This book was set in New Baskerville by York Graphic Services, Inc.

The editors were Rhona Robbin, Jill S. Gordon, and Curt Berkowitz; the designer was Joan E. O'Connor; the production supervisor was Elizabeth J. Strange.

The photo editor was Elyse Rieder; the permissions editor was Elsa Peterson.

New drawings were done by Fine Line Illustrations, Inc. Von Hoffmann Press, Inc., was printer and binder.

Cover Painting

West Church, Boston, 1900–1901

Prendergast, Maurice Brazil.

American, 1858–1924

Watercolor over graphite

18 15/16 × 15 3/8 in. (276 × 392 mm.)

Hayden Collection. Charles Henry Hayden Fund

Courtesy, Museum of Fine Arts, Boston.

INTERNATIONAL EDITION

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When ordering this title, use ISBN 0-07-113915-x.




ABOUT THE AUTHORS



Richard T. Schaefer, born and raised in Chicago, is Professor of Sociology and Dean of the College of Arts and Sciences at Western Illinois University. He received his B.A. in sociology from Northwestern University and his M.A. and Ph.D. from the University of Chicago. He has taught introductory sociology for 26 years to students in colleges, adult education programs, nursing programs, and a maximum-security prison. He is the author of the well-received *Racial and Ethnic Groups* (HarperCollins, 1993), now in its fifth edition. His articles and book reviews have appeared in many journals, including *American Journal of Sociology*, *Phylon: Review of Race and Culture*, *Contemporary Sociology*, *Sociology and Social Research*, and *Teaching Sociology*. He is currently the president of the Midwest Sociological Society.

Robert P. Lamm is a New York-based free-lance writer with extensive experience on social science textbooks and supplements. His essays, profiles, reviews, and fiction have appeared in two anthologies and in more than 30 periodicals in the United States, Canada, and Great Britain. He received his B.A. in political science from Yale University, also studied at Sarah Lawrence College, and has taught at Yale, Queens College, and the New School for Social Research. He is a long-time activist in the National Writers Union.

Schaefer and Lamm have collaborated on all five editions of Sociology (McGraw-Hill, 1995) and its supplements. They served as co-authors of Sociology: A Brief Introduction (McGraw-Hill, 1994) and as editors of the reader Introducing Sociology (McGraw-Hill, 1987).



.....
To my wife, Sandra L. Schaefer

R.T.S.

To Mary Wollstonecraft (1759–1797) and
all the other women and men—some
famous, some not—who have joined in
the struggle for justice, equality,
and liberation for women

R.P.L.

PREFACE

Sociology seeks to unravel the social factors that have created the crisis in health care in the United States. It assesses the differential impact of divorce on a couple's sons and daughters. Sociology investigates the social forces that promote prejudice, the persistence of slavery in the 1990s, the process of growing old in different cultures, and the educational prospects for people in Third World countries. These issues, along with many others, are of great interest to me, but it is the sociological explanations for them which I find especially compelling. It is little surprise, then, that I have found the introductory sociology class to be the ideal laboratory in which to confront our society and our global neighbors.

After 26 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. Sociology can help students to better understand the workings of their own society and of other cultures. Through the distinctive emphasis on social policy found in this text, students will be shown how the sociological imagination can be useful in examining such public policy issues as multiculturalism, the AIDS crisis, sexual harassment, the "right to die," affirmative action, and homelessness.

The first four editions of *Sociology* were aimed at instructors seeking a textbook which would be thorough, challenging, and comprehensive—and, at the same time, clear, readable, and lively. In view of the adoption of the text in more than 400 colleges and universities and the enthusiastic response of both instructors and students, I

feel that *Sociology* has succeeded in this important goal. Nevertheless, revising the text provides an opportunity to draw on my own experiences with using it in class, as well as on the suggestions of instructors who have used it and of expert reviewers.

As in the earlier editions, I have taken great care to present the basic concepts and research methods of sociology through the use of understandable definitions and carefully chosen examples. Thus, in Chapter 2, a study of the employment patterns of African American corporate executives is described as a means of introducing the five steps of the scientific method. In Chapter 3, studies of Skinhead groups in the United States, Great Britain, and western Europe are used to illustrate the meaning of a counterculture. In Chapter 4, I draw on a study of college students' interactions after exams to explain the concept of impression management.

Through their reading of *Sociology*, students will become familiar with the theoretical approaches of functionalism, the conflict perspective, and interactionism. Ideally, they will begin to think like sociologists and will be able to use sociological theories and concepts in evaluating human interactions and institutions. From the first pages of Chapter 1—which draw on a study that a colleague and I conducted of the food bank system of the United States—the text stresses the distinctive way sociologists examine and question even the most familiar patterns of social behavior.

ORGANIZATION

Sociology is divided into five parts which provide a systematic introduction to the study of human behavior. Part One focuses on sociological theories and research methods. The origins of sociology as a social science are described; and the functionalist, conflict, and interactionist approaches are clearly defined. The challenges and difficulties of sociological research are thoroughly presented; particular attention is given to ethical issues faced by sociologists in conducting research.

In Part Two, students learn how social life is organized. The basic sociological concepts of culture, society, socialization, social interaction, and social structure are defined and explored. The impact of

groups and organizations on social behavior is discussed, as are conformity to and deviance from accepted social norms.

Part Three addresses the persistence of social inequality in the United States and other societies. The key sociological concepts of stratification and social mobility are introduced. Separate chapters focus on inequality based on social class, race and ethnicity, gender, and age; and a distinctive chapter (Chapter 9) examines social inequality worldwide.

In Part Four, the critical social institutions of human societies—the family, religion, government, the economy, education, and health care—are analyzed. The discussion of each institution highlights its functions, patterns of organization, and differential treatment of individuals and groups.

Part Five emphasizes change as a characteristic aspect of human societies. Students learn about changes in human communities, the social consequences of population growth, the deterioration of our physical environment, attempts to achieve change through involvement in social movements, and theories of social change.

Finally, a new Epilogue presents a sociological view of technological changes and the impact these changes may have on human societies in the twenty-first century.

SPECIAL FEATURES

“Looking Ahead” Questions

Each chapter of *Sociology* begins with “Looking Ahead”—a set of questions designed to interest students in the most significant subjects and issues that will be raised.

Chapter Introduction

Following “Looking Ahead,” a lively chapter introduction conveys the importance of sociological inquiry. For example, students begin their work on worldwide inequality (Chapter 9) by learning about the life of a 42-year-old woman in rural Brazil who has seen 13 of her 18 children die. Students begin their work on religion (Chapter 14) by reading about Islamic day schools in the United States and

about the resurgence of religion in Russia since the overthrow of communist rule.

Chapter Overview

Reflecting the positive responses to the format of the first four editions, the introduction is again followed by a chapter overview that describes the content of the chapter in narrative form.

Key Terms

Careful attention has been given 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—is found at the end of the chapter. In addition, the *glossary* at the end of the book includes the definitions of the textbook's 398 key terms and the page references for each term.

Boxes

The boxes which appeared in earlier editions were praised by both adopters and students because they supplemented the text discussions so closely. The boxed material in the fifth edition is again carefully tied to the basic themes of each chapter. Certain boxes illustrate the application of sociological theories, such as the analysis of functionalist, conflict, and interactionist views of sports in Chapter 1. Others provide detailed analysis of sociological research, such as the box on male nurses in a traditional “women’s job” (Chapter 11). Still other boxes focus on contemporary issues, such as inequality in public education (Chapter 5) or the pervasive stereotype of Asian Americans as a “model minority” (Chapter 10).

Illustrations and Tables

Like the boxes, the *photographs*, *cartoons*, *figures*, and *tables* are closely linked to the themes of the text, and their captions make the links explicit.

Social Policy Sections

The social policy sections which close virtually all 20 chapters play a critical role in helping students to

think like sociologists. These sections focus on current and often controversial issues of public policy such as child care (Chapter 4), gun control (Chapter 7), U.S. immigration and refugee policy (Chapter 10), domestic violence (Chapter 13), national health insurance (Chapter 17), and disability rights (Chapter 20). In all cases, students are shown the utility of sociological theory and research in understanding and resolving major political issues confronting policy-makers and the general public. To help students appreciate the relevance of sociology in studying policy issues, each section begins with a set of questions designed to underscore the connection.

Chapter Summaries

Each chapter includes a brief and 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. Such critical thinking is an essential element in the sociological imagination.

Additional Readings

An annotated list of additional readings concludes each chapter. These works have been selected because of their sociological soundness and their accessibility for introductory students. For the fifth edition, as before, I have included a list of sociological journals and periodicals which focus on the issues discussed in the chapter.

References

Some 2050 books, articles, government documents, scholarly presentations, dissertations, and pamphlets are included in the list of references at the end of the book. These materials have been listed with complete bibliographic information so that they can be retrieved easily by instructors or students. More than 40 percent of the references have been added especially for the fifth edition.

CHANGES IN THE FIFTH EDITION

Among the most important changes in the fifth edition of *Sociology* are the following:

New Focus on the Environment

In the 1990s, people around the planet are worried about the continuing deterioration of the environment. In 1992, some 106 heads of government—the largest gathering of the world's political leaders in history—met in Rio de Janeiro to attend the United Nations Conference on Environment and Development (commonly known as the “Earth Summit”). The Earth Summit occurred within a climate of grave concern about serious environmental disasters and about the day-to-day environmental damage caused by present population levels and production and consumption patterns. Consequently, it seems important to teach introductory students about environmental issues and about the complex relationship between population and the environment.

The environment is being threatened not only by physical forces, but also by social action and inaction. With this in mind, sociologists conduct observation research, surveys, and secondary analysis to investigate people's role in environmental protection and deterioration. Sociological theories are helpful in guiding and interpreting such research, and in examining the controversy over the relationship between population and the environment.

Chapter 19 has therefore been substantially revised as a chapter on Population and the Environment. Among the major topics added to the chapter are:

- An overview of environmental problems, including air pollution, water pollution, and contamination of land
- Functionalism and human ecology
- Conflict view of environmental issues
- Opposition to landfills (social policy section)

New Material in Age Chapter

In response to requests from adopters, we have revised the chapter on “Stratification by Age” (Chap-

ter 12) by adding a major concluding section on Role Transitions in Later Life. This section includes material on “Adjusting to Retirement” and “Death and Dying” and leads into a new social policy section on physician-assisted suicide and the “right to die.”

Epilogue on Sociology, Technology, and the Future

When viewed from a sociological perspective, individuals, institutions, and societies will face unprecedented adaptive challenges in adjusting to the technological advances soon to come. In an epilogue written specifically for the fifth edition, we examine the sociological implications of such advances as sex selection, biotechnology, telecommuting, and virtual reality. The epilogue concludes with an examination of how technological advances may intensify inequality based on gender, race, and class, as well as the inequality between industrial core nations and the developing world.

Renewed Emphasis on Issues of Gender, Race, Ethnicity, and Class

Earlier editions of *Sociology* have been praised by reviewers and adopters for including material on gender, race, ethnicity, and class in *all* chapters—not only in the chapters on “Stratification and Social Mobility” (Chapter 8), “Racial and Ethnic Inequality” (Chapter 10), and “Stratification by Gender” (Chapter 11). The fifth edition has even more material on gender, race, ethnicity, and class throughout the text. We also examine the interplay among these variables, such as how poverty is linked to race and gender and the manner in which poverty sometimes fosters conflict between members of different subordinate racial and ethnic groups.

Important additions to the fifth edition include the following topics:

- Sexual stereotyping in magazine advertisements (Chapter 2)
- Racial “eye work” on the street (Chapter 2)
- Multiculturalism (Chapter 3)
- Socialization in Mexican American families (Chapter 4)

- Conformity to racial prejudice (Chapter 7)
- Rethinking welfare (Chapter 8)
- Hispanics as an invisible minority (Chapter 10)
- Korean Americans (Chapter 10)
- Male nurses in a traditional “women’s job” (Chapter 11)
- Domestic violence (Chapter 13)
- Farm workers and the abolition of the short-handled hoe (Chapter 15)
- Urban apartheid in the United States (Chapter 18)

A Stronger Global Perspective

The fifth edition includes not only an entire chapter on “Social Inequality Worldwide” (Chapter 9) but also new cross-cultural material throughout the text.

Special attention has been given to Japan. It is important that students gain a balanced understanding of this Pacific Rim nation and go beyond the simplistic images presented in the mass media and the hand-wringing about the U.S. balance of payments. Consequently, Japanese examples are used in many text discussions and social policy sections, while four boxes (three of which are new to this edition) present sociological analysis of various aspects of Japanese society. Among the topics covered are Christmas in Japan (Chapter 3), sexism in the Japanese language (Chapter 3), socialization of children in schools (Chapter 4), sexual harassment in Japan (Chapter 6), the nation’s relative lack of crime (Chapter 7), sexual and racial inequality in Japan (Chapter 9), respect for the elderly (Chapter 12), the relationship between Japanese religious faiths and capitalism (Chapter 14), the high salaries paid to teachers (Chapter 16), and Japan’s declining fertility (Chapter 19).

Among the other important new cross-cultural topics in the fifth edition are:

- Slavery in the 1990s (Chapter 8)
- Universal human rights (Chapter 9)
- Schooling in Vietnam (Chapter 16)
- Prescription drugs in the Third World (Chapter 17)
- Exit polling in the former Soviet Union (Chapter 20)

New Boxes

More than half the boxed inserts in the fifth edition are new. As in the fourth edition, the boxes are divided into four broad categories: “Around the World,” “Speaking Out,” “Current Research,” and “Everyday Behavior.” Among the new boxes are:

- Around the World: The Skinhead Counterculture (Chapter 3)
- Speaking Out: Savage Inequalities in Public Education (Chapter 5)
- Current Research: Gendered Spaces (Chapter 11)
- Around the World: The Elderly in !Kung Society (Chapter 12)
- Current Research: The Effects of Divorce on Female and Male Children (Chapter 13)
- Everyday Behavior: Violence in the Schools (Chapter 16)
- Speaking Out: The Death of a Family Farm (Chapter 18)
- Everyday Behavior: The Social Movement for Prostitutes’ Rights (Chapter 20)

In response to feedback from adopters, we have limited the number of boxes in our new edition of *Sociology* to two per chapter.

New Social Policy Sections

The fifth edition includes 10 new social policy sections:

- Multiculturalism (Chapter 3)
- Gun Control (Chapter 7)
- Rethinking Welfare (Chapter 8)
- Universal Human Rights (Chapter 9)
- The Right to Die (Chapter 12)
- Domestic Violence (Chapter 13)
- Religion in the Schools (Chapter 14)
- School Choice Programs (Chapter 16)
- National Health Insurance (Chapter 17)
- Opposition to Landfills (Chapter 19)

Critical Thinking Questions

As noted earlier, critical thinking questions have been added at the end of each chapter, just after the chapter summary. These questions may be useful in sparking class discussion.

Updating

The fifth edition includes the most recent data and research findings. It draws on 845 new sources, of which almost 550 were published in 1992, 1993, or 1994. The results of the 1990 Census are fully integrated into figures, tables, and text discussions. Recent data from *Current Population Reports*, the Centers for Disease Control, the World Bank, and the Population Reference Bureau have been incorporated as well.

SUPPLEMENTS

Annotated Instructor's Edition

An *Annotated Instructor's Edition (AIE)* of the text, prepared by Richard T. Schaefer and Robert P. Lamm, offers page-by-page annotations to assist instructors in using textbook material. These include several categories: *Classroom Tips* (suggested teaching techniques); *Let's Discuss* (ideas for classroom discussion); *Student Alert* (which anticipate common student misconceptions); *Policy Pointers* (which show tie-ins between important concepts and social policy applications); *Theory* (examples of the application of the functionalist, conflict, interactionist, and labeling perspectives); *Methods* (examples of the use of surveys, observation, experiments, and existing sources); *Global View* (examples of cross-cultural material); *Race/Ethnicity* (material on racial and ethnic minorities in the United States); and *Transparencies* (cross-references to overhead transparencies available from McGraw-Hill).

The *Annotated Instructor's Edition* begins with a 160-page *Instructor's Resource Manual*. This manual provides sociology instructors with detailed *key points*, *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* (unlike those in the text itself, these are meant for instructors rather than students). Finally, *media materials* will be suggested for each chapter, including audiotapes, videotapes, and films. I have updated this media list in order to include the latest available sources.

The *Classroom Tips* annotations provided in each chapter of the *Annotated Instructor's Edition* will alert

instructors to material in the *Instructor's Resource Manual* (front matter) which is relevant to a particular text discussion, box, or social policy section.

Instructor's Resource Manual

As noted above, an *Instructor's Resource Manual* is provided as the front matter for the *Annotated Instructor's Edition*. This *Manual* is also available to instructors as a separate supplement. It includes chapter contents, the material in the front matter of the *Annotated Instructor's Edition*, and a list (with page references) of the annotations in the AIE.

Students' Guide

The *Students' Guide*, written by Richard T. Schaefer and Robert P. Lamm, includes standard features such as detailed *key points*, definitions of *key terms*, *multiple-choice questions*, *fill-in questions*, and *true-false questions*. Many chapters include a "name that sociologist" section. Perhaps the most distinctive feature is the *social policy exercise*, which is closely tied to the social policy section in the text. 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*.

Test Banks

The two *Test Banks* which accompany *Sociology*, written by sociologist Mark Kassop of Bergen Community College in New Jersey and Robert P. Lamm, can be used with computerized test-generating systems. Each contains over 1900 short-answer questions. Both *multiple-choice questions* 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. (Multiple-choice questions in the *Test Banks* are labeled "definition," "application," or "information" questions.) Correct answers and page references are provided for all questions.

In addition to the printed format, the *Test Banks* are available in computerized form for use on IBM PCs and compatibles and the Apple Macintosh. Tests can also be prepared by our customized test service. The telephone number for Customized

Tests is 800-888-EXAM. McGraw-Hill's local representative can assist professors in obtaining these supplements.

Guide to Critical Thinking

A *Guide to Critical Thinking*, written by sociologist Mark Kassop of Bergen Community College, provides a general introduction to critical thinking and contains critical thinking exercises for each of the text's 20 chapters. These exercises will be useful for the instructor's lectures, small group discussions, class debates, homework assignments, or essay examination questions.

Guide for Non-Native Speakers

This booklet was written by Sylvia Bloch, who is a specialist on English for non-native speakers. It is designed as an additional aid for students for whom English is not their native language. It explains idiomatic expressions, provides assistance in determining the meaning of unfamiliar words, and offers other aids to help students who are non-native speakers understand and review text material.

Overhead Transparencies

Adopters of *Sociology* can also receive a set of 75 color overhead transparencies especially developed for this edition by Richard T. Schaefer. These transparencies include figures, tables, and maps drawn from the textbook and from other academic and governmental sources. Cross-references to these transparencies are included in the *Annotated Instructor's Edition* and in the separate *Instructor's Manual*.

Sociology Update

Users of the first four editions of *Sociology* responded enthusiastically to a unique supplementary feature: the newsletter *Sociology Update*, written by Richard T. Schaefer and Robert P. Lamm. This newsletter will be continued for the fifth edition and is projected to come out in early January and early September each year. It is intended primarily for instructors but may be photocopied or reproduced for students. It will update tables and figures

with the latest data, offer sketches of newly developing policy issues, discuss contemporary research findings in the social sciences, and summarize legislative and judicial decisions that have sociological relevance. All material will be keyed to text pages, thereby aiding instructors in integrating *Update* material into lecture and class discussions.

Other Materials and Services

Finally, McGraw-Hill also makes available to adopters videos, interactive software, classroom management software, and other materials and services. For more details, contact McGraw-Hill's main office or your local McGraw-Hill representative.

ACKNOWLEDGMENTS

Robert P. Lamm serves as coauthor of this book and has been an integral part of my writing with McGraw-Hill since the first edition of *Sociology*.

Both of us are deeply appreciative of the contributions to this project made by our editors. Rhona Robbin, a senior editor at McGraw-Hill, has worked tirelessly as our development editor since this project began more than 14 years ago. Rhona has continually challenged us to make each edition *better* than its predecessor; her talent, commitment, and sensitivity have helped us to achieve that goal. Phillip Butcher has worked with us since the second edition, either as our sociology editor or (once again) as our publisher. Phil has consistently supported our work with his confidence and enthusiasm, with constructive criticisms, and with a commitment to ensure that we have the best possible team of people working with us.

The fifth edition of *Sociology* benefited as well from the expertise and dedication of two new members of our team: Jill Gordon, our sponsoring editor; and Curt Berkowitz, senior editing supervisor. Additional guidance and support were provided by Sally Constable, marketing manager; Elyse Rieder, photo editor; Elsa Peterson, permissions editor; William O'Neal, copy editor; Joan O'Connor, designer; and Elizabeth Strange, production supervisor. Special thanks go to Matt Zimbelmann and Linda Gal, whose work as editorial assistants made

our lives easier. Finally, we'd like to acknowledge Eric Munson, the signing editor for *Sociology*, whose encouragement and advice helped us get off to a good start (despite formidable competitors) in the early 1980s.

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.

This edition of *Sociology* continues to reflect many insightful suggestions made by reviewers of the first

four editions. The current edition has benefited from constructive and thorough evaluations provided by 29 sociologists from both two-year and four-year institutions. These academic reviewers are listed on page ii. In addition, my colleagues at Western Illinois University have been most supportive.

As is evident from these acknowledgments, the preparation of a textbook is truly a team effort. The most valuable members of this effort continue to be my wife, Sandy; and my son, Peter. They provide the support so necessary in my creative and scholarly activities.

Richard T. Schaefer

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