

The background of the cover is a photograph of a large, modern building's interior. It features multiple levels of curved balconies or walkways, creating a sense of depth and movement. People are seen walking on these levels, adding a human element to the architectural space. The lighting is warm and yellowish, highlighting the curves of the architecture.

S·O·C·I·O·L·O·G·Y

Paul B. Horton / Chester L. Hunt

S·O·C·I·O·L·O·G·Y



Paul B. Horton / Chester L. Hunt

Professors of Sociology
Western Michigan University

Fifth Edition

S·O·C·I·O·L·O·G·Y

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To
Talcott Parsons
and
C. Wright Mills

PREFACE

What should an introductory sociology textbook try to do? First and most important, we believe it should capture the interest of the student and demonstrate both

the process and challenge of scientific observation and analysis of social behavior in a readable and interesting way.

Second, an introductory sociology textbook should seek to cultivate in the student the habit of scientific analysis of social data. Unless students gain a sophisticated awareness of their own ethnocentrism and some ability to objectify their observations, the sociology course has failed in one of its major objectives.

Third, an introductory sociology textbook should present the basic concepts and descriptive materials of sociology clearly and intelligibly. These should be illustrated so vividly that they "come alive" and become part of the student's thinking vocabulary. Concepts should not be learned simply as definitions to be memorized, but as accurate, descriptive names for the ways people act and the things people build. Concepts are far more than a professional vocabulary to be used in advanced studies: They are even more important as tools for identifying and understanding a process or idea. Many sociology students will find that the introductory course is a terminal course as well, and the basic concepts should be tools for continuing social observation and analysis.

In this textbook we have tried to do these things. Whether we have succeeded is for the reader to judge. We have generally avoided esoteric sources in favor of others more easily available to most students. We have often used literary and popular sources for purposes of illustration. We have done this to emphasize the fact that sociology is the

disciplined observation and analysis of everyday life and that the concepts and insights of sociology are applicable to all that goes on around the student.

We note that some recent textbooks contain very few footnotes or citations. It is true that footnotes and citations *do* clutter up a book. But we believe that students should constantly be reminded of the evidential basis for the conclusions of sociology. Therefore we have documented heavily in order to present sociology as a scientific and scholarly discipline, not as an exercise in popular journalism.

We have sought to incorporate recent research in this new edition, but have not slavishly deleted significant earlier research and theory simply to gain a more current dateline. We seek to describe new and controversial developments in sociology analytically and objectively, in the belief that advocacy and espousal are not proper in an introductory textbook.

We have tried to minimize the overlap with other sociology courses. This textbook is not an encapsulated encyclopedia of the entire sociology curriculum. We have intentionally not emphasized "social problems" material in the belief that the introductory course should concentrate upon principles and concepts and should leave specialized topics and problem-oriented materials for later courses.

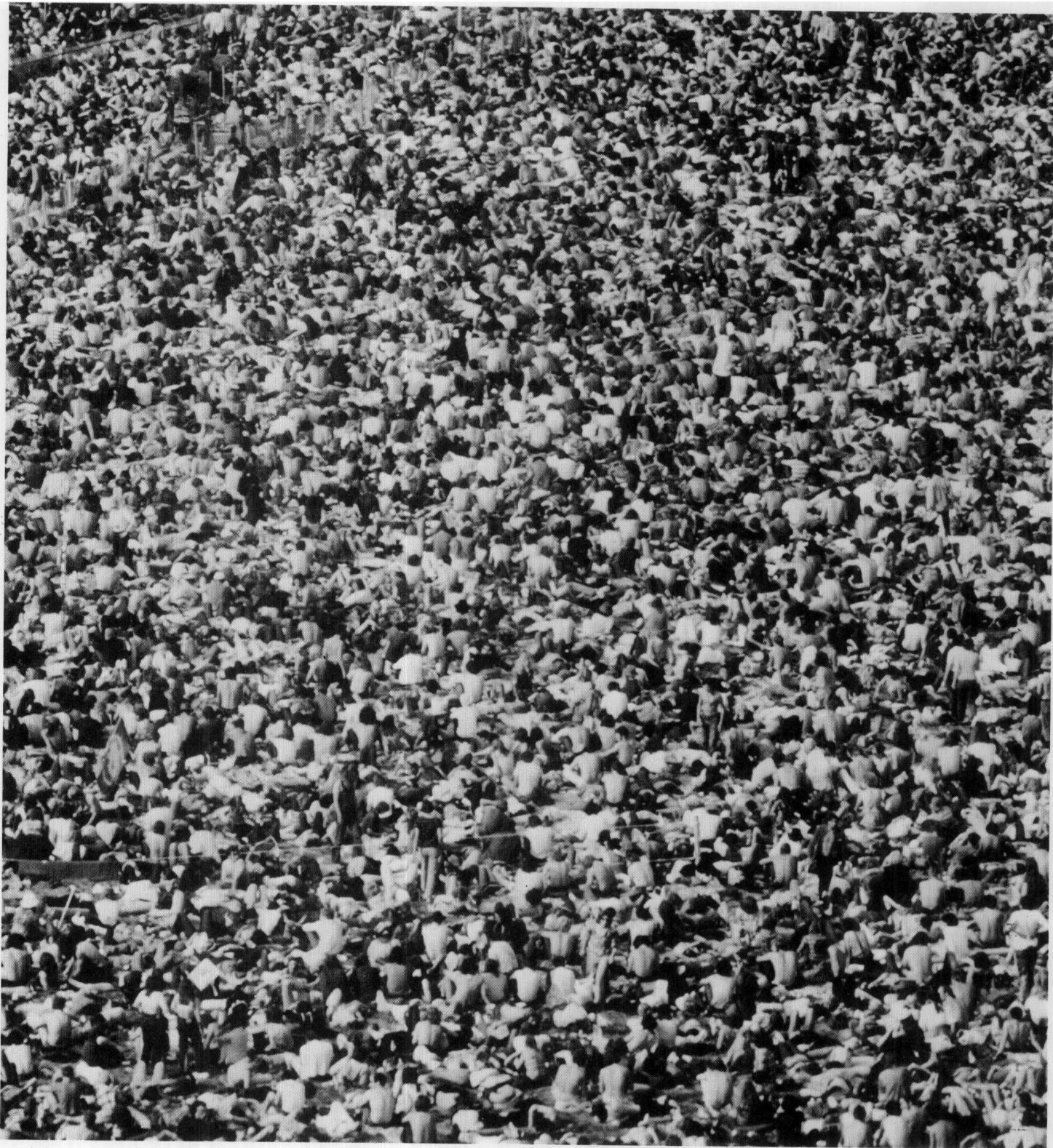
This fifth edition is the most extensive revision we have attempted. We have added new chapters on sexuality and changing sex roles; on religion; on education, science, and technology; and governmental and economic institutions. We have deleted the chapters on formal organizations; social processes; social power; and social movements, although some of the content of these chapters is retained under other headings. Unfortunately, it is not possible to incorporate new materials without some deletions.

The accompanying *Study Guide and Source Book* has again been revised by Bruce J. Cohen. Many students find it helpful during study and review, as a source of related materials and as a yardstick by which to measure their mastery of text materials.

We owe a debt of appreciation to many persons: to the research librarians at the Kalamazoo Public Library and Waldo Library at Western Michigan University; to Political Research Incorporated of Dallas, Texas; to a number of our colleagues for helpful suggestions; to the sociologist-reviewers retained by McGraw-Hill Book Company for their candid criticisms of the preliminary manuscript: Diane Barthel, George H. Benzinger, Stephen Brodt, William Egelman, Randy Grosch, Clare Heyne, Virginia G. Lees, Sarah H. Pappas, Larry Perkins, Joseph E. Ribal, Stephen R. Severin, Stephen F. Steele, and Bobbie Wright; to many McGraw-Hill staff members for their dedicated competence; to Bruce J. Cohen for his competent cooperation in the Study Guide; and to Frederick J. Ashby for his imaginative line drawings.

Paul B. Horton

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PART

ONE

SOCIOLOGY AND SOCIETY

For centuries people have pondered the societies they have developed. Some of our oldest documents, going back five thousand years or more, record their efforts to analyze and understand their social order. In this search people have sought truth from many sources by using many methods, some highly successful, some less so. Science as a method of finding dependable knowledge about society is discussed in Chapter 1, "Sociologists Study Society." All phenomena can be studied scientifically, but the techniques of study must be fitted to the materials studied. Just how sociologists use scientific methods in sociological investigation is discussed in Chapter 2, "Fields and Methods of Sociology."