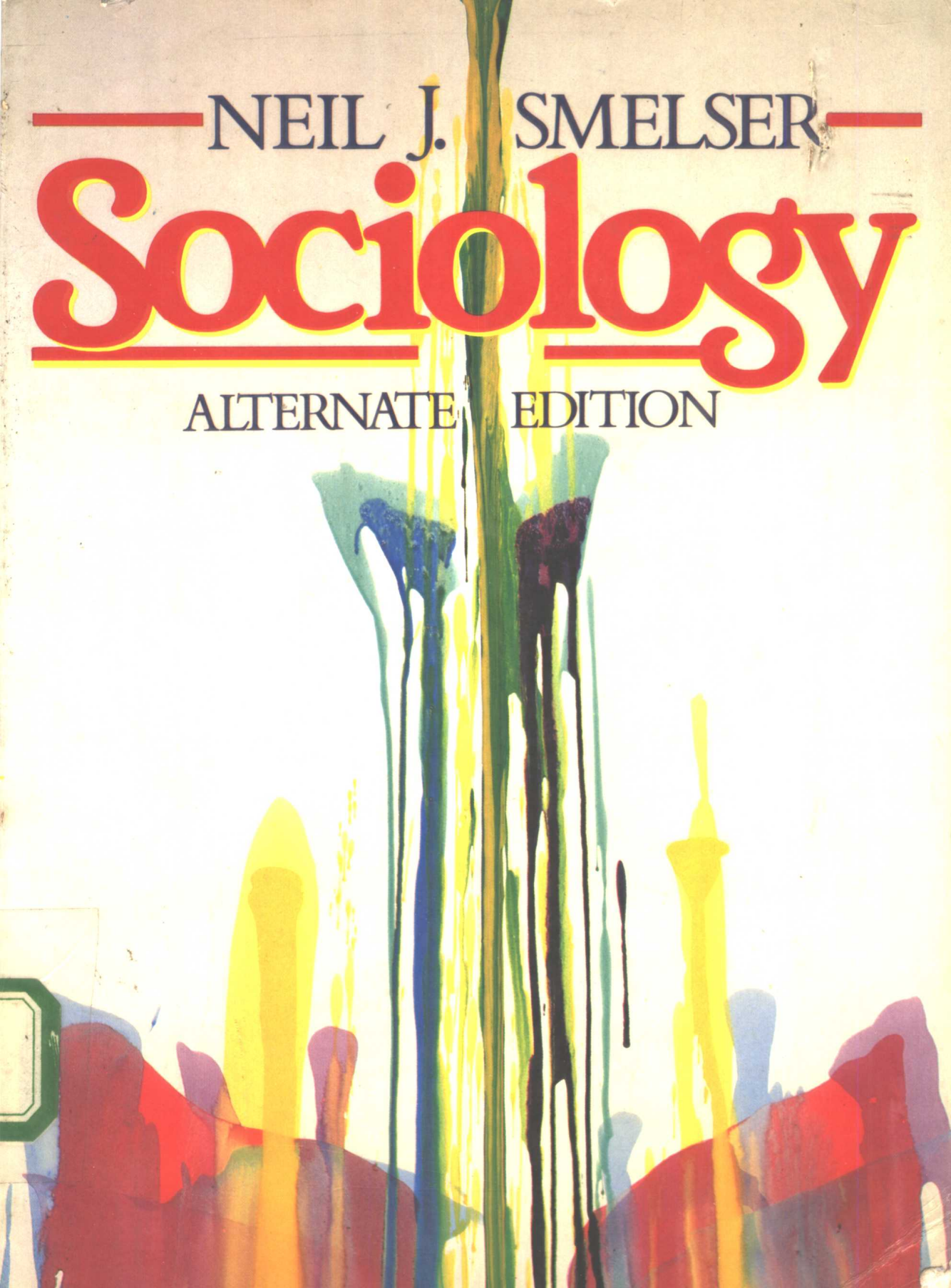


— NEIL J. SMELSER —

Sociology

ALTERNATE EDITION



SOCIOLOGY

alternate edition

NEIL J. SMELSER

University of California, Berkeley

PRENTICE-HALL, INC.

Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging in Publication Data

Smelser, Neil J.

Sociology.

Bibliography: p.

Includes index.

1. Sociology. I. Title.

HM51.S634 1984 301 83-13992

ISBN 0-13-820811-5

Development editor: Carolyn Smith

Editorial/production supervision: Marion Osterberg

Cover art: Guy Smith

Cover design: Diane Saxe

Manufacturing buyer: John Hall

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-820811-5

Prentice-Hall International, Inc., *London*

Prentice-Hall of Australia Pty. Limited, *Sydney*

Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

Prentice-Hall Canada Inc., *Toronto*

Prentice-Hall of India Private Limited, *New Delhi*

Prentice-Hall of Japan, Inc., *Tokyo*

Prentice-Hall of Southeast Asia Pte. Ltd., *Singapore*

Whitehall Books Limited, *Wellington, New Zealand*

PREFACE TO THE ALTERNATE EDITION

Sociology is a huge field. There is a sociological aspect to almost everything in the human condition, and there is a sociology of almost everything—a sociology of religion, a sociology of leisure, a sociology of architectural style. Sociologists have divided their field in a variety of ways. Some subfields of sociology are named after the social problems on which they originally focused (and still do), for example, the sociology of mental illness or poverty. Some subfields refer to the major types of social groups in society, as in the sociology of small groups or formal organizations. Some subfields refer to the major institutions of society—the sociology of religion, medicine, or education. Some subfields refer to some kind of social process, such as social movements or economic development.

From this vast array of possible ways of organizing and introducing the field of sociology, we have selected the strategy of building from the simple to the complex, from the specific to the general, and from the microscopic to the macroscopic. We follow this strategy in organizing the four major parts of the book, and we follow it, when possible, within each chapter. The introductory chapter is entitled "Introducing Sociology." Part I consists of a series of discussions on the fundamentals of social life out of which larger structures and processes are forged. In Part II we acknowledge that institutional life is invariably organized along "vertical" lines, that is, stratified by rank and reward. In this part

of the book we examine some of the ways in which inequalities develop in society. In Part III we turn to the "horizontal" organization of social structures, concentrating on the main institutions in which all members of society are involved in one way or another at some time in their lives. Finally, in Part IV we turn to a variety of processes by which the previously discussed ingredients of social life change over time.

Within each of these parts, we also make an effort to move from the small to the large. In Part I we begin with the notions of culture and social role, the most basic building blocks of institutions and societies. Next comes the topic of socialization, the process by which a person develops from a helpless, amoral, illiterate infant into a more or less responsible member of society. From there we move to the arena of personal and group interaction. Then we take up the topic of organizations, which are often characterized by very complex authority systems and divisions of labor. We then examine the occasions when individuals do not conform to the normative arrangements of some group, organization, or society—that is, deviance. Finally, we take up the study of community (a complex mix of groups, organizations, and patterns of social interaction) and include some of what we know about urban life.

Within Part II we begin at a general level, examining social inequality or stratification and the

development of social classes. We move next to one of the fundamental bases of stratification that is especially evident in heterogeneous societies like the United States: stratification by race and ethnic membership. Then we examine two of the most pervasive aspects of stratification, namely, the ranking of people according to their gender or sex and according to how old they are and where they are in the life cycle.

In Part III we begin with the most intimate of institutions, the family, and examine the processes and structures of that remarkable institution. We move next to the sociology of education and religion, both of which are intimately connected with the family as agencies of socialization and social control. Then, moving toward the macroscopic side of social life, we include chapters on economic and political life. While our discussion of these institutions involves the analysis of major structures, we are attentive to the fact that these institutions generate strain and conflict in society and are the arenas in which social struggles occur.

Finally, in Part IV we selectively study a series of changes in society. We look at the concept of population and examine some of the dynamics of population growth and transformation. Then we study the phenomena that arise when groups make more or less deliberate efforts to modify some component of the social order, efforts that manifest themselves in collective behavior and social movements. The final chapter involves the largest-scale change of all, the one that occurs when societies and cultures as a whole undergo transformation.

FEATURES

Methods and Measures. There are boxes on a number of methodological themes at appropriate points in the text. Issues covered include the ecological fallacy, unobtrusive measures, the meaning of crime statistics, participant observation, ethical issues, and measuring things in comparative contexts. A brief appendix pulls together some of the major methodological issues in sociology.

Profiles. From time to time we present a brief sketch of the work of one of the giants of the sociological tradition, someone whose work helped define the main issues with which sociologists contin-

ue to wrestle. Examples are Karl Marx, Herbert Spencer, Max Weber, Émile Durkheim, and Margaret Mead.

Basic Concepts. Key sociological concepts are highlighted in boldface and defined when they are introduced into the text.

Glossary. Definitions of the basic concepts appear in a glossary at the end of the book.

Summaries. Each chapter has a brief numbered summary to aid students in reviewing the chapter. The summaries are intended to alert the student to the most important information in the chapter.

Photographs, Tables, Graphs. The photographs have been carefully selected to enhance the text visually and add to students' understanding of the material. In addition, where appropriate, tables and graphs are used to present important data in an effective manner.

SUPPLEMENT

Accompanying the text is an *Instructor's Manual with Tests* that will undoubtedly prove to be an invaluable teaching aid. In addition to detailed outlines for all chapters, it contains suggested examples for lecture use and topics for class discussions, suggested topics for papers and research topics, a list of essay-type questions, and a set of objective questions.

ACKNOWLEDGMENTS

Publishing an introductory textbook involves more than one person. In working on this alternate edition, I have had help, criticism, and encouragement from several people in both the academic and publishing worlds.

Various chapters in the original version were reviewed critically by the following sociologists, specialists in their areas and many with good experience in teaching introductory courses:

Stan L. Albrecht
Brigham Young University

Therese L. Baker
DePaul University

Jeanne Ballantine
Wright State University

William P. Bridges
University of Illinois, Chicago

William T. Clute
University of Nebraska, Omaha

Robert DeLeoire
Baruch College

Norman K. Denzin
University of Illinois

John E. Farley
Southern Illinois University, Edwardsville

Michael P. Farrell
State University of New York, Buffalo

Henry C. Finney
University of Vermont

Paul S. Gray
Boston College

Warren Handel
Southern Illinois University, Edwardsville

Jon Hendricks
University of Kentucky

Christopher Hewitt
University of Maryland

Randy Hodson
University of Texas

Janet G. Hunt
University of Maryland

Mark Hutter
Glassboro State College

Gary F. Jensen
University of Arizona

Florence Karlstrom
Northern Arizona University

Quee-Young Kim
University of Wyoming

Daniel J. Klenow
North Dakota State University

Edward O. Laumann
University of Chicago

Paul Luebke
University of North Carolina, Greensboro

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Washington State University

Howard L. Nixon II
University of Vermont

Donald L. Noel
University of Wisconsin, Milwaukee

Hubert W. Oppe
West Texas State University

Anthony M. Orum
University of Texas, Austin

Robert A. Rothman
University of Delaware

Herbert J. Rubin
Northern Illinois University

Earl Rubington
Northeastern University

John K. Schorr
Stetson University

Anson Shupe
University of Texas, Arlington

David A. Snow
University of Texas, Austin

Teresa A. Sullivan
University of Texas, Austin

Irving Tallman
Washington State University

Howard F. Taylor
Princeton University

Judith Treas
University of Southern California, Los Angeles

Elizabeth Useem
University of Massachusetts, Harbor Campus

Charles Varni
Allan Hancock College

John R. Weeks
San Diego State University

While their comments usually meant additional work for me, I am nevertheless grateful for the help I received from them.

During the laborious phases of reworking and making this edition clearer, more relevant, and more up to date, I relied heavily on the work of Judy Auerbach, my research assistant, who proved not only that she can do good detective work in the sociological literature but also that she is a fine intellectual critic. Christine Egan, my secretary and assistant, once more came through with flying colors, running nearly a thousand pages of new and revised material through our word processor, Watson, with characteristic accuracy, efficiency, and good cheer. I especially appreciated her willingness to go all out to meet recurring deadlines.

A number of publishing specialists were involved in the project. I would first like to record thanks and affection for Sue Taylor, the sociology

editor for Prentice-Hall, who demonstrated artfulness, tact, and charm in coordinating the progress of this edition and dealing with the inevitable snags and frustrations. Throughout the period of revision, I worked closely with Carolyn Smith, the development editor. For a person with no sociological training, she proved to be an excellent sociologist. Also, I know of no one who has a more critical eye when it comes to expressing oneself in the English language; when I fell short of making something clear, she would make me make it clear, or, when I failed, she would make it clear. Portions of the text also benefited from rewriting by Fran Goldstein. Editorial assistant Sara Lewis worked indefatigably to prepare the reference list, glossary, and summaries; and statistical researcher Laurie Beck ferreted out data for the tables and graphs. Finally, I wish to thank Marion Osterberg for the effectiveness with which she has handled the chores of production. While I am responsible for the content of this book, all of these people helped enormously along the way.

N.J.S.
Berkeley, California

PREFACE TO THE FIRST EDITION

Sociology is a huge field. There is a sociological aspect to almost everything in the human condition, and there is a sociology of almost everything—a sociology of religion, a sociology of leisure, a sociology of architectural style. Furthermore, sociologists have divided their field in a variety of ways. Some subfields of sociology are named after the social problems on which they originally focused and continue to focus—for example, the sociology of mental illness or poverty. Some subfields refer to the major types of social groups in society—the sociology of small groups or formal organizations. Some subfields refer to the major institutions of society—the sociology of religion, medicine, or education. Some subfields refer to some kind of social process, such as social movements or economic development.

From this vast array of possible ways of organizing and introducing the field of sociology, we have selected the strategy of building from the simple to the complex, from the specific to the general, and from the microscopic to the macroscopic. We followed this strategy in organizing the four major units of the book, and we followed it, when possible, within each chapter. The introductory chapter is entitled "The Sociological Enterprise." In the titles of the units of the book, I use the words "building blocks," "contours," and "constructions," all of which refer to working, building things, and things built. The symbolism in these

titles is deliberate. I believe that the imagery of work and accomplishment is deeply rooted in the American tradition, is likely to continue to be a preoccupation of teachers and students for the coming decade, and might well fire the imaginations of the "competitive generation." That generation has been much in evidence in the 1970s, and, given the demographic, economic, and occupational realities that we foresee in the 1980s, may continue for some time to come. Aside from this "sociological" diagnosis of the condition of youth in the next decade, I believe it is advantageous to have some kind of recurring symbolism as a basis for integrating the book as a whole.

Thus, Unit I consists of a series of discussions on the fundamentals of social life, out of which larger structures and processes are forged. In Unit II, we acknowledge that institutional life is invariably organized along "vertical" lines as well, that is, stratified by rank and reward. In this part, we examine a number of the basic ways in which rank and reward stratification, and various other inequalities, develop in society. In Unit III, we turn to the "horizontal" organization of structures in society, concentrating on a number of the main institutions in which all members of society are involved in one way or another at some time in their lives. Finally, in Unit IV we turn to a variety of processes by which the previously discussed ingredients of social life change over time. By this orga-

nization, we hope we have arranged the students' exposure to sociology in a series of ever more comprehensive circles of knowledge about society.

Within each unit as well we move from the small to the large. In Unit I, we begin with the person and examine the ways in which he or she develops from a helpless, amoral, illiterate infant into a more or less responsible member of society. We move to the arena of relations between or among persons, and we examine the fundamental processes of social interaction, social roles, and social structure. We then examine those occasions when individuals do not conform to the normative arrangements of some society or group, and examine the various kinds of efforts to control this deviance. Chapter 5 analyzes groups, which we regard as more or less organized collections of people who are capable of directed action. Then, building up to more complex concepts, we take up the topic of organizations, which are often characterized by very complex divisions of labor and authority systems. That topic leads us to the study of community (which is a complex mix of social groups, organizations, and patterns of social interaction) and to the more inclusive concept of society (which constitutes the broadest meaningful organizing principle for the coordination and control of social life). Finally, we examine the most comprehensive organizing basis for social life—the *culture*—which includes the norms, values, ideologies, and philosophies by which all of social life is cemented.

Within Unit II, we begin generally, with an examination of the contours of ranking systems, and, in particular, with the development of social classes, which are the purposeful groups that arise out of stratification systems. We move next to two of the universal and most pervasive aspects of ranking in society, namely, the ranking of people according to how old they are and where they are in the life cycle and according to which gender or sex they have received at birth. Finally, we move to another fundamental basis of stratification that is especially evident in heterogeneous societies like that of the United States: the stratification by race and ethnic membership, which a person also usually receives at birth.

In Unit III, we begin with the most intimate of institutions, the family, and examine the processes

and structures of that remarkable institution. We move next to the sociology of education and religion, both of which are intimately connected with the family as agencies of socialization and social control. Then, moving toward a more macroscopic side of social life, we include chapters on economic and political life. While our discussion of these institutions involves the analysis of major structures of their regulation, we are attentive to the fact that these institutions constitute the basis for generating strain and conflict in society and, also, constitute the arenas in which social struggles occur.

Finally, in Unit IV, we selectively study a series of changes in the society. We look at the concept of human population and examine some of the dynamics of population growth, transformation, and decline, as well as the dynamics of spatial arrangements of populations—particularly in the community and urban life. Then we study the phenomena that arise when groups make more or less deliberate efforts to modify some component of the social order, efforts that manifest themselves in episodes of collective behavior and social movements. The final chapter involves the largest scale of change of all, the one that occurs when societies and cultures as a whole undergo transformations. In that chapter, we concentrate on processes of growth and changes related to growth, but we also examine the possibilities of stagnation and the decline of societies.

FEATURES

Excerpts from Nonsociological Literature.

Throughout the book, but set off from the regular text, we have included pieces of nonsociological writing to illustrate sociological concepts. Selections include, for example, a passage on computers from Lewis Thomas's *The Medusa and the Snail*. This discusses the impossibility of ever programming a fully human computer, since we would have to give it all the information a human learns in the course of socialization. We have passages from an old etiquette handbook, *Gentlemen Behave*, to illustrate the idea of norms and social class. The paragraph dramatizing social class instructs a young gentleman on how to behave in the presence of servants. We use an excerpt from Tom Wolfe's *The Right Stuff* to illustrate group norms and val-

ues. Other selections are taken from Joseph Heller's *Something Happened*, Lillian Hellman's *Pentimento*, a short story by Isaac Asimov, and *Real Property*, by Sara Davidson.

Methods and Measures. There are boxes on a number of methodological themes at appropriate points in the text. Issues covered include: the ecological fallacy, unobtrusive measures, the meaning of crime statistics, participant observation, ethical issues, and measuring things in comparative contexts.

Eye-On. These are essays about issues that are of current interest on the American scene or of special concern to students. Subjects include: disco as a case of cultural diffusion; cleaning up toxic wastes, the issue of corporate responsibility; Jim Jones and the Peoples Temple; leaving home; regional conflict in the United States; taking the national census; and night as the new frontier.

Basic Concepts. Key sociological concepts are highlighted in color and are carefully defined when they are first introduced.

Glossaries. The definitions of the basic concepts appear again in a glossary at the end of each chapter and also in a master glossary at the end of the book.

Summaries. Each chapter has a brief summary to aid students in their review of the chapter. The summaries are intended to key the student to the most important ideas and information in the chapter.

Suggested Readings. A brief annotated bibliography follows each chapter. The sources listed should serve as good initial leads for papers or other outside assignments.

Photographs, Illustrations, Tables, Graphs. A number of photographs have been carefully selected to enhance the text visually and to add an additional context for understanding the text material. In addition, where appropriate, clear illustrations,

tables, and graphs are used to present important and interesting data in an effective manner.

SUPPLEMENTS

Accompanying the text are a *Study Guide and Workbook*, an *Instructor's Manual*, and a *Test Item File*. The *Study Guide and Workbook* enables students to review important points and to see the relationship between major concepts and ideas. And the self-test sections of the *Study Guide* enable the students to receive immediate feedback to their responses.

The *Instructor's Manual* will undoubtedly prove to be an invaluable aid to the teacher. In addition to detailed outlines for all chapters, it contains suggested examples for lecture use and topics for class discussions, suggested topics for papers and research projects, and a list of essay-type questions. A separate *Test Item File* of objective questions is also available.

ACKNOWLEDGMENTS

Publishing an introductory text involves more than one person, and indeed I have had help, criticism, and encouragement from a number of people in both the academic and publishing worlds.

Various stages of draft manuscript were critically reviewed by the following sociologists, specialists in their areas and many with good experience in teaching the introductory course:

Harold Abramson
University of Connecticut, Storrs

Stan Albrecht
Brigham Young University

John D. Baldwin
University of California, Santa Barbara

Jeanne Ballantine
Wright State University

Sarah Fenstermaker Berk
University of California, Santa Barbara

Sally Bould
University of Delaware

Brent T. Bruton
Iowa State University

Peter J. Burke
Indiana University

Frank Clemente
Pennsylvania State University

William T. Clute
University of Nebraska, Omaha

David Cooperman
University of Minnesota, Minneapolis

Edward Z. Dager
University of Maryland, College Park

John Farley
Southern Illinois University, Edwardsville

Michael P. Farrell
State University of New York, Buffalo

Joseph Faulkner
Pennsylvania State University

Don C. Gibbons
Portland State University

Norval D. Glenn
University of Texas, Austin

Marshall J. Graney
Wayne State University

Sharon Guten
Case Western Reserve University

Judith Handel
Southern Illinois University, Edwardsville

Jon Hendricks
University of Kentucky

Janet G. Hunt
University of Maryland, College Park

Gary F. Jensen
University of Arizona

H. Roy Kaplan
State University of New York, Buffalo

Joseph J. Lengermann
University of Maryland, College Park

Clark McPhail
University of Illinois, Urbana

Gregory Moschetti
University of Cincinnati

Donald L. Noel
University of Wisconsin, Milwaukee

Anthony Oberschall
University of North Carolina, Chapel Hill

Anthony M. Orum
University of Texas, Austin

Robert J. Parelius
Rutgers University, New Brunswick

Karen E. Predow
Rutgers University, New Brunswick

Charles Ragin
Indiana University, Bloomington

Wade Clark Roof
University of Massachusetts, Amherst

David Snyder
Indiana University, Bloomington

Stephan P. Spitzer
University of Minnesota, Minneapolis

Russell Stone
State University of New York, Buffalo

Russell A. Ward
State University of New York, Albany

Stephen R. Wilson
Temple University

Robert Wuthnow
Princeton University

While their comments more often than not meant additional work, I am grateful for the help I received from them.

During the laborious phases of assembling and organizing the background research necessary for the text, features, and graphics, I relied heavily on the excellent work of three research assistants: Judy Auerbach, Michelle Barbour, and Alanna Mitchell-Hutchinson, all graduate students in sociology at

the University of California, Berkeley. Christine Egan, my secretary and assistant, transcribed well over a thousand pages of manuscript and correspondence with accuracy, efficiency, and good cheer. She kept the project moving for me.

A number of publishing people were involved in the project. I would first like to record thanks and affection for my friend Edward H. Stanford, the sociology editor for Prentice-Hall, with whom I have collaborated closely for many years. I was ready to write this book, but he was the one who persuaded me to take the plunge. He showed the greatest energy and intelligence in coordinating its development at all stages.

Throughout the period of its writing, I worked closely with David Crook, the development editor, who proved to be a person of good sociological judgment as well as a master of the English language. Early drafts benefited from the writing and editorial skills of Judith Gies, Jane Barrett, Barbara Feinberg, Toni Goldfarb, Marietta Benevento,

and Del Bisdorf. Later drafts received excellent attention from Carolyn Smith, whom I thank for both her good judgment and her persistence in applying her editorial skill to the manuscript. Editorial assistant Ken Kimmel ably and eagerly assisted in all phases of the book's production, and managing editor Martha Goldstein persistently helped in solving some of the knottier problems that occurred in the book's editorial and production phases. Martin Levine provided invaluable assistance with the design and preparation of the graphic and tabular material. I want to thank Madalyn Stone for the effectiveness with which she has handled the production of the book and for extra energy expended to meet tight deadlines. While I am responsible for the content of this book, all of these people helped enormously along the way.

N.S.
Berkeley, California

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