

# SOCIOLOGY

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SCOTT G. MCNALL • SALLY A. MCNALL

# **SOCIOLOGY**

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and

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University of Toledo



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# PREFACE

Why does anyone write an introductory sociology textbook? Our reason was our commitment to the principles of a liberal education. We want students to learn to think critically about the world they live in, and to do so throughout their lives. Because many students may never take another course in the discipline, introductory sociology books must give students a broad overview of sociology's connected discoveries and insights, and show how sociology fits into a general liberal arts curriculum.

In many college courses, students receive a topic-to-topic and concept-to-concept vision of the world, with no effort made to explain how these fragments make up a whole. Introductory texts are too often no more than extended exercises in defining concepts, so that taking an introductory course becomes the rote memorization of new definitions. Sociology may be particularly disconnected from students' previous or future learning, unless the text and the teacher really do give students critical insights that are useful in a wide variety of settings and circumstances outside the classroom.

This text seeks to integrate social reality and individual life experiences. We do this by introducing significant historical examples, usually from U.S. history, so that students can link their lives with the society of which they are a part. We show that human actors have created the world that surrounds, constrains, and challenges them. Students come to understand how people have and can make a difference in shaping the world.

We work to overcome the view that reality is fragmented because this view can lead to despair and retreatism. Too often students come away from classes and other texts feeling angry and frustrated that they have little impact on the world, and that a

detached cynicism is the safest approach to contemporary reality, so a major objective of this text is to present the world as a whole. Fortunately the groundwork for this task has been laid down. For over a decade sociologists have worked on a similar project—grounding their concepts, studying the dynamics of change, and incorporating historical and cross-cultural materials into their work. Unfortunately, until now, nobody has systematically attempted to present these new insights from the discipline in an introductory book.

Each chapter begins with a historical example of the topic that is regularly referred back to in the chapter as it unfolds. Each story shows how individuals have *created* society. It is crucial that students come away from a sociology class understanding not only that there are other societies in the world besides their own, but also how these societies affect their lives. To achieve this, we incorporate many comparative and historical examples throughout the text, and we present students with maps so that they can locate the areas under discussion.

This work presents sociology in the tradition of the liberal arts. It allows students to understand how their individual lives are shaped by the world around them, as well as how they have affected and can affect the world. It is rich in examples; it is theoretically diverse; it combines classical sociological research with that which is fresh and new; and it is written in a narrative style so that students are encouraged to see the continuity of experience. Each chapter can stand alone, but the book flows from topic to topic. Finally, questions are posed throughout the text, asking students to pause and reflect.

**Part I**, “The Sociological Imagination,” introduces students to the first rule of sociology: Things are not always what we take them to be. Students come to see that sociology is both a science and a perspective that allows us to look “behind the scene” and see how human behavior is patterned. Chapter 1 begins with a story about a lynching in a nineteenth-century American town, which we use to introduce students to the kind of questions that sociologists ask about social life, and the major theoretical frameworks sociologists use to interpret the world and ask questions about it. Chapter 2, which begins with a story about Durkheim’s friend’s suicide, takes students step-by-step through the research process and shows them how to go about answering questions that interest them. The chapter also introduces students to the tools of research that are at the disposal of the sociologist and explains why sociology is a distinct science, dealing with human values.

**Part II**, “Human Interaction and the Creation of Society,” seeks to demonstrate that human beings actively create the social world in which they live, and shows how people’s actions and behavior are constrained by the world they create. The tensions between individual freedom and autonomy, and those posed by a society with both stated and unstated rules and regulations for behavior, are explored. Chapter 3 begins with a story about the last member of a California Indian tribe. Here we introduce the central concept of culture and show its mutability, as well as its range and diversity. Chapter 4 introduces the concept of socialization, closely linked to the concept of culture. The chapter begins with a discussion of Cotton Mather’s child-rearing practices, and goes on to show how socialization practices differ from one society to another, how we think about the process of socialization, and how it varies over the life course. Why we think of men and women as different, and how and why men and women are socialized differently, are the subjects of Chapter 5, which begins with a discussion of women and higher education in the nineteenth century. The chapter makes it clear that our gender is not given or biologically determined, but socially created. Humans distinguish themselves from other members of the animal kingdom by the complexity of their ability to communicate. Chapter 6 explores the elaborate means by which humans communicate with and symbolically relate to one another. Here, the trial of a woman in nineteenth-century Kansas is used to illustrate the ways in which a

society shapes communication, and creates — and attributes value to — various symbol systems. Human beings *are* human because they are linked to other people: We form groups, some to accomplish a specific task, some for support or comfort. We begin Chapter 7 with a discussion of the growth and development of the McDonald’s franchise operations because they represent a form of complex group behavior that has become common: the modern bureaucracy. The benefits, as well as the limits, of bureaucracies are identified. In addition, we compare and contrast the Japanese bureaucracies with those in the United States and note the extent to which our culture limits the possibility of adopting Japanese models, even if we wanted to. Chapter 8, which completes this section, begins with the story of the murder of Ken Rex McElroy, who was gunned down in broad daylight in front of dozens of witnesses, though no one was ever tried or convicted of the crime. The story of how a town was able to keep this secret is used to introduce the concept of community. We consider community as a place as well as an idea, and talk about how it is maintained in virtually all human settings. Chapter 9 is a unique feature of this work. Its purpose is to show how people actually create the societies in which they live, and how the societies we create constrain us. We commence with a detailing of the life of a nineteenth-century London housewife, and then move to an examination of three societies: Canada, the Soviet Union, and China. We explore their social institutions in detail, looking at crime, education, and the economy. We consider the possibilities and limits of change in both the Soviet Union and China.

**Part III**, “Inequalities and Social Issues,” deals with the main divisions in contemporary society and the problems that flow from those divisions. In Chapter 10, we tell the story of Andrew Carnegie’s rise to power and later compare it to the success of other immigrants. The causes of stratification are traced and the American class system is outlined. The scope of discussion widens, to consider stratification in other societies and world poverty. The story of the Puritan witch trials provides the focus for Chapter 11. Theories and types of crime are examined, and a discussion of crime in contemporary Japan is included. Chapter 12 treats the subject of ethnicity, using as a point of departure the struggle of Native Americans to retain ancient fishing rights in the state of Washington. The experiences and characteristics of selected ethnic groups are discussed at length.

**Part IV**, “Social Institutions,” provides complete chapters on all of the social institutions that affect our lives. In Chapter 13, we begin with a true story of the family of John and Abigail Adams and



go on to consider the modern family and how and why it is changing. Chapter 14 looks first at the origins of the U.S. public school system, and asks important questions about how education serves the economic and political goals of individuals and societies. An extended discussion and comparison of the Japanese and U.S. educational systems extends the scope of those questions. Religion is the subject of Chapter 15. We discuss the Ghost Dance Movement, a Native American religious movement, in order to explore the functions that religion can serve. The chapter contains extended discussions of Islam and Christian fundamentalism. In Chapter 16, the race to build the atom bomb leads into the discussion of science and technology. Here we also look at the ethical problems presented by new technologies, the problems related to the high cost of medicine, and the growing number of people who need medical care. The Great Depression of the 1930s, and the programs instituted by Congress to deal with it, open Chapter 17. Power and politics are the focus in this chapter, which includes an analysis of the rise of the modern state, and a discussion of why Americans don't vote. Chapter 18 deals with the economy. To win the Civil War, the federal government had to raise money, stimulate industry, and conscript men to fight. By the end of War, the government seemed to be firmly on the side of industrialists and financiers, rather than on the side of working Americans. These facts are laid out at the beginning of the chapter. Socialist and capitalist economies are compared, the deindustrialization of the U.S. noted, theories of the economy presented, and the global economy analyzed.

**Part V, "The Dynamics of Change,"** explores the central dimensions of social change. Who were the first immigrants to the United States? Why did they come? The answers are found at the beginning of Chapter 19, which explores the dual topics of population growth and its impact on the environment. When Mrs. Rosa Parks refused to give up her seat on a bus in Montgomery, Alabama, she precipitated a bus boycott which some have suggested was the hallmark of the Civil Rights Movement of the 1960s. The story of Mrs. Parks is woven into Chapter 20, which deals with collective behavior and social movements. The student movement of the 1960s is examined in detail, as are the women's movements in the U.S. and Latin America. Chapter 21, on social change and revolution, shows how people, simply by living their lives, change their worlds. It opens with the example of how, in 1779, Hawaiian Islanders killed Captain James Cook for religious reasons. By obeying a traditional law, the Hawaiians forever changed their history. Concerted actions at change, such as revolutions, are

explored and detailed information is presented on the Iranian, Russian, Cuban, and Chinese revolutions.

## ■ FEATURES

Our book contains a number of features that make it distinctive: numerous comparative and historical examples; extended introductory stories; boxed inserts that deal with intriguing sociological examples and issues; maps; and other teaching aids. The chief features follow.

**POWERFUL CHAPTER INTRODUCTIONS.** We begin each chapter with an extended story, rather than a short vignette, designed to help the student think sociologically by applying the ideas in the chapter. The stories, taken from American history, provide the student with a way they can link their own lives to the larger social world. Students will read about the capture of the last "wild man" in North America, the growth of McDonald's, and the rise and fall of a "first family." They will examine a lynching in a small midwestern community and then analyze this crime from several different theoretical perspectives. They will learn how and why the great Puritan minister, Cotton Mather, socialized his children and how his methods of child-rearing differ from those of today's parents. The story of Rosa Parks will bring alive the origin of the Civil Rights movement. These stories are all integrated into the chapters, and referred back to, as sociological ideas, concepts, and research are introduced.

**ENGAGING WRITING STYLE.** The text is written by two scholars who have shared a long-term involvement in undergraduate education. Chapters are written in a narrative style, presenting an integrated, rather than fragmented, view of sociology and the world. Questions are posed throughout the text, and in the boxes, to intrigue students and encourage them to think critically. For example, *Sociology* deals with such issues as why Muslims are willing to engage in a holy war, why lower-class children fall furthest behind in school after summer vacation, why workers engage in sabotage on the job, and why men and women make different career choices.

**DIVERSE THEORETICAL PERSPECTIVES.** We use diverse theoretical perspectives (functionalist, marxian, feminist, weberian, interactionist) throughout the text. We have taken great care in outlining these perspectives, so that students can

apply them, not just in a sociology course, but in the larger world. We have not forced examples into a limited set of theoretical perspectives; students are allowed to see how each perspective has its own uses and limitations. In addition, *Sociology* covers cultural materialism, sociobiology, and exchange theory.

**CONTEMPORARY, COMPARATIVE, AND HISTORICAL PERSPECTIVES.** *Sociology* links student's lives to the past and to the larger world in which they live. The rich diversity of cultures throughout the world is presented. Each chapter contains material that compares and contrasts societies, and historical material. The historical material is always offered in a way that can help us to put our own world in perspective. More importantly, it shows how active human beings have gone about creating, changing, and structuring their worlds.

**EXCLUSIVE FEATURES.** *Sociology* is the only text to provide indepth coverage of the Japanese educational system. One full chapter is devoted to a study of China, Russia, and Canada. Limits to reform in Russia and Eastern Europe are clearly identified. An entire chapter, drawing heavily on symbolic interaction theory, is devoted to the subject of human communication. Another chapter deals with the topic of community, not just as a place, but as a system of ideas. The difficulties of creating community in America, where individualism is a dominant value, are outlined.

**WOMEN AND MEN.** *Sociology* contains a complete chapter on gender, making use of the most up-to-date research from anthropology, sociology, biology, and psychology, and focuses on issues of gender throughout the text—for example, in the chapters on the family, communication, and education. It is also a model for students in the use of non-sexist language, and focuses attention on the experiences of both men and women in a variety of contexts.

**DIVERSITY OF AMERICAN SOCIETY.** The diversity of American society is captured in specific chapters, such as ethnicity and stratification, but also is integrated throughout the text. The diversity of American historical experiences, as well as our global involvement, is highlighted in many examples. We have also paid special attention to the differences between age cohorts in America. For example, the problems of the elderly are dealt with in three different chapters that highlight their medical, eco-

nomic, and legal problems, as well as problems relating to the family and later stages of the life cycle.

**ILLUSTRATIONS.** We worked hard to select pictures for the text that would tell their own stories. As *Sociology* seeks to include comparative, historical, and contemporary materials, we selected photographs, paintings, and etchings that would emphasize the fact that we live in a global environment, and that our past shapes current and future human possibilities. We wrote the captions not only to describe the illustrations, but to tie them closely to the ideas of the text.

**BOXES.** The boxes for *Sociology* are distinctive. They serve a variety of purposes, one of which is to aid students in the development of critical thinking skills. The boxes pose questions, present intriguing sociological research, and lead students to think about the puzzles that confront them on a daily basis. In *Sociology*, students will find the answers to such questions as:

- Are Asian-American children really smarter than other children?
- Can men understand women, and vice versa?
- Must women choose between work and family?
- Why are some unions corrupt?
- Is there a pink Cadillac in your future?
- Why is bootlegging a major crime in the Soviet Union?
- Why do men kill their wives in India?
- What keeps Barbie on the market?

**CURRENT SOCIOLOGICAL RESEARCH.** Examples of classic and contemporary sociological research are offered throughout, and related to the experience of the students. We present studies in sufficient depth for students to understand how sociology can sort out the complexity of influences that touch their lives. We have drawn on our own research to enliven the text.

## ■ SUPPLEMENTS

Prentice Hall leads the publishing industry in the development of supplements for both the seasoned and beginning teacher. These are exceptional and innovative teaching aids developed by people with a strong commitment to education. We strongly encourage you to examine them.

**INSTRUCTOR'S MANUAL.** This manual, prepared by Tom and Sandra Dunn of Western Kentucky University, contains a chapter outline/chapter objectives, teaching tips with activities, lecture suggestions, discussion questions, and an integrative supplements guide, showing which transparencies, ABC Videos, and units of *Social Survey Software* to use with each chapter of the text.

**SOCIAL SURVEY SOFTWARE.** *Social Survey* is a software program that allows instructors and students alike to investigate American society with the best source of survey data available, the NORC General Social Survey. Jere Bruner (Oberlin College) has written an easy-to-understand manual to accompany the 100 data sets that correspond to the material covered in the text. *Social Survey* allows analysis of survey responses by sex, race, income level, education, age, and a host of other variables. It is executed on the CHIPendale 1 microcomputer program developed by James A. Davis (Harvard University) and is available to operate on the IBM and Apple families of personal computers.

**TEST ITEM FILE.** Prepared by Tom and Sandra Dunn and available in both printed and computerized forms, this file contains 1,575 questions. Tests are made up of multiple-choice, true/false, and essay questions. The answers are page-referenced to the text. *Prentice-Hall DataManager* is a test generator and classroom management system designed to provide maximum flexibility in producing and grading tests and quizzes. MicroTest III, MacIntosh version, is available for MacIntosh users.

**PRENTICE HALL COLOR TRANSPARENCIES: SOCIOLOGY SERIES I AND II.** There are 93 transparencies in these two series, accompanied by the *Instructor's Guide to Prentice Hall Color Transparencies: Sociology Series I and II*, a guide giving background information and suggestions for using the transparencies.

**FILM/VIDEO GUIDE: PRENTICE HALL INTRODUCTORY SOCIOLOGY.** Prepared by Peter Remender, University of Wisconsin-Oshkosh, the guide describes films and videos appropriate for classroom viewing for each text chapter (more than 160 films and videos are included). Summaries, discussion questions, and rental sources are provided for each film and video.

**CRITICAL THINKING AUDIOCASSETTE TAPE.** This 60-minute cassette shows students how to develop

their critical thinking and study skills, with an emphasis on how to ask the right questions and how to analyze what is read.

**STUDY GUIDE.** Prepared by Tom and Sandra Dunn, each chapter in this study guide offers a chapter overview, key terms with definitions, and practice tests with explanations of the correct answers.

**ABC NEWS/PRENTICE HALL VIDEO LIBRARY FOR SOCIOLOGY.** Video is the most dynamic supplement you can use to enhance a class. But the quality of the video material and how well it relates to your course still makes all the difference. Prentice Hall and ABC News are now working together to bring you the best and most comprehensive video ancillaries available in the college market.

Through its wide variety of award-winning programs—*Nightline*, *Business World*, *On Business*, *This Week with David Brinkley*, *World News Tonight*, and *The Health Show*—ABC offers a resource for feature and documentary-style videos related to the chapters in *Sociology*. The programs have extremely high production quality, present substantial content, and are hosted by well-versed, well-known anchors.

Prentice Hall and its authors and editors provide the benefit of having selected videos on topics that will work well with this course and text and include notes on how to use them in the classroom. An excellent video guide in the *Data File* carefully and completely integrates the videos into your lecture. The guide has a synopsis of each video showing its relation to the chapter, and discussion questions to help students focus on how concepts and theories apply to real-life situations.

**A YEAR THAT CHANGED THE WORLD.** This is a collection of articles from *The New York Times* covering the dramatic changes in China, the Soviet Union, Eastern Europe, and South Africa from May 1989 to July 1990. The implications of these changes are covered in specific chapters in the text, but it was also thought helpful to gather together in one place the headline articles that chronicled the events of this amazing year.

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Both of us would like to dedicate this book to all of our students, past, present, and future, and to the next generation.

SCOTT G. McNALL  
SALLY ALLEN McNALL

# ABOUT THE AUTHORS



Scott G. McNall received a B.A. from Portland State University and a Ph.D. from the University of Oregon. He has taught at the University of Minnesota, Arizona State University, and the University of Kansas, where he chaired the department of sociology and then the American Studies department. He is a past president of the Midwestern Sociological Association, and has served as a Fulbright Lecturer in Greece (1968–69), and Fulbright Scholar in New Zealand (1983). He is presently Dean of the College of Arts and Sciences at the University of Toledo.

Scott is the author of many scholarly articles and monographs, among them *The Greek Peasant* (1974), *Career of a Radical Rightist* (1975) and *The Road to Rebellion: Class Formation and Kansas Populism, 1865–1900* (1988) and, with

Sally A. McNall, *Plains Families: Exploring Sociology through Social History*. He has also edited *Theoretical Perspectives in Sociology* (1979), and several volumes of *Current Perspectives in Social Theory*, 1980–1987. He has promised his writing partner that he will not use the words “second edition” for at least nine months.

Sally Allen McNall received a M.A. in literature from the University of Oregon and a Ph.D. from Arizona State University. She has taught at the University of Minnesota and Macalester College and was an Interdisciplinary Studies Fellow at the Menninger Foundation from 1977–79, where she taught at the Topeka Institute for Psychoanalysis. Between 1980–1989 she taught writing and Women's Studies at the University of Kansas. In 1983 she served as a Fulbright Lecturer at the University of Waikato in New Zealand, and she is now teaching Honors Interdisciplinary Studies and writing at the University of Toledo.

Sally is the author of *Who Is in the House? A Psychological Study of Two Centuries of Women's Fiction in America* (1981), a number of scholarly articles, and with Scott McNall, *Plains Families*. She is also a frequently published poet and solo performer of original scripts based on American women's lives. She was born in Portland, Oregon, but has never lived for very long in any one place.

Now that this book is completed, Scott and Sally plan to spend more time visiting their children and spouses, Miles and Laura, and Amy and Francis.

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