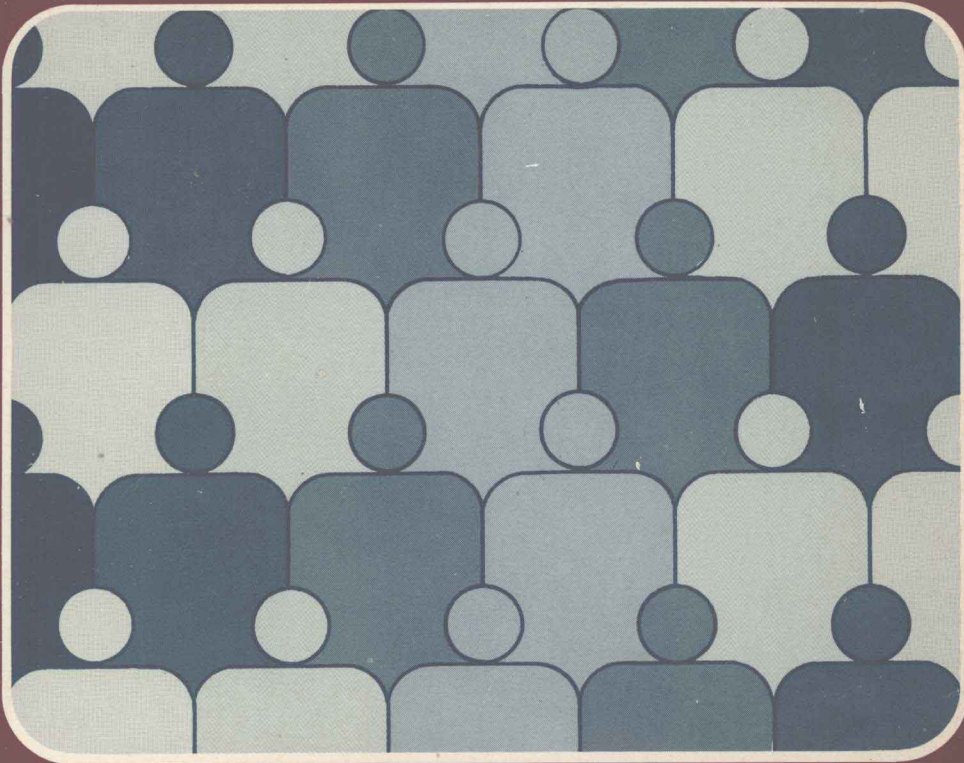


Sociology

A Text with Adapted Readings

Seventh Edition



HARPER INTERNATIONAL EDITION

Leonard Broom
Philip Selznick
Dorothy Broom Darroch

Leonard Broom

Australian National University
University of California, Santa Barbara

Philip Selznick

University of California, Berkeley

Dorothy Broom Darroch

Australian National University

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Preface

When we began to revise this book, the publisher suggested that a simpler writing style and more study aids would make the new edition accessible to a broader student population. We have taken both suggestions to heart. With the assistance of Carolyn Smith, who served as editorial consultant, we have simplified the presentation without, we believe, oversimplifying the sociology. Our basic goals in writing this text remain the same as in earlier editions: (1) to present a book with a clear-cut, readily understandable structure, (2) to enliven analysis with in-depth descriptive sociology, (3) to relate sociological ideas to current issues, (4) to introduce classic theories and theorists, and (5) to be comparative both across societies and over time.

■ The structure of this new edition is different from earlier editions. It is divided into five parts, not three, and nineteen rather than seventeen chapters. More motivating subject matter is introduced at the outset, and materials of varying difficulty are distributed more evenly throughout the book.

■ Our comparative emphasis has been significantly expanded with added coverage of Third World countries as well as industrial societies. We feel it is never too soon for students of sociology to be aware of the force of Durkheim's

statement that "Only comparison affords explanation" (1897/1951:41).

■ Several kinds of study aids have been added. Each part opens with a brief description of the approach to be followed and the subject matter to be covered. Each chapter begins with an outline that includes first- and second-level headings and adaptation titles. Each concludes with a summary, a list of key terms introduced in the chapter, and a short list of easily accessible suggested readings. A glossary and a list of references are found at the end of the book, along with name and subject indexes.

■ There is extensive discussion of current concerns such as ecology, population growth, equality, and the new popular awareness of Islam. In addition, there are entirely new chapters on aging and the sexes.

■ We continue to give the students a sense of basic theory by presenting careful restatements both in text and in the adaptation format. This edition includes summary interpretations of Durkheim on religion and on suicide, Goffman on rituals of interaction, Marx on alienation and on social class, Mead on the self, Piaget on moral development, Tocqueville on democracy, and Weber on the Protestant ethic.

■ A number of special descriptive studies are presented that ease and illuminate the more

didactic sections, for example, "Tally's Corner," "The Invalidated Self," and "Stripping the Self." Each study was selected because it is inherently interesting, and has been edited to point up its sociological implications.

Plan of the Text

No introductory text should try to cover everything, but it should represent the field fairly, and we believe ours does. In the following chapter organization, the structure of the subject and the students' tasks are clearly laid out.

Part One, "Introducing Sociology," consists of two chapters that outline the theoretical perspectives of sociology and some simple research methods. Our objective is to introduce at the outset a few key concepts and a perspective of what the field is about. The more fully developed discussion of theory and method is presented in the context of specific topics throughout the book.

Part Two, "The Social Experience," deals with the foundations of personal and group life. In logical sequence we discuss culture in Chapter 3, socialization in Chapter 4, and in Chapter 5, interaction and group membership. Chapter 5, "Social Participation," provides a framework for analyzing a broad range of social relations, including primary groups and communities, formal organizations, and participation in mass behavior and mass society. This new approach encourages a comprehensive view of social life and lays the groundwork for a critical comparison of how people relate to one another.

Chapters 6 and 7 carry forward and apply the themes developed in Chapters 3, 4, and 5. Chapter 6, "Bureaucracy and Impersonality," analyzes a major form of group membership in modern societies. Chapter 7, "Deviance and Diversity," studies the limits and dynamics of social norms and social bonding.

Chapters 8 through 11 make up Part Three, "The Great Divides." Age, gender, ethnicity,

and class are major areas of division and conflict that strongly influence what persons achieve and how they live. Earlier editions also dealt with minorities and social class in separate chapters, but for the first time we devote whole chapters to age and sex. There are at least two reasons for grouping these four chapters together. First, age and gender are topics of rapidly growing general interest and research activity; second, they are conceptually related to the more fully researched topics of minorities and social class. To restrict the discussion of age and sex to role behavior would be, we feel, theoretically misleading. Thus, placing the topics under the broad heading of "The Great Divides" emphasizes the logical connections among the chapters in Part Three.

Part Four, "Institutions under Pressure," consists of chapters on the family, education, religion, law, and politics. The institutions are seen as shock absorbers of rapid social change and as themselves undergoing profound change.

The book closes with Part Five, "Ecology and Modernization," in which we examine the dynamics of social change. The problems of population, of cities, and of the environment and technology confront all societies. These three chapters analyze and illustrate the processes of modernization in advanced countries and in the Third World.

This edition treats social organization and collective behavior differently from earlier editions. The theoretical and somewhat difficult material formerly presented in a separate chapter on social organization has been reworked and is now distributed in several later chapters in less demanding form. New developments in sociology suggest that the study of collective behavior can be more interesting and timely when viewed as problems of social participation, social control, and mass society.

New chapter titles signal significant shifts in our thought and exposition. Primary groups and communities are now discussed in a chapter

with the more inclusive title “Social Participation,” and formal organizations are covered in a chapter called “Bureaucracy and Impersonality.” The title of the chapter “Law and Disorder” points to a different emphasis from earlier editions. The dynamic character of modern society is underscored in chapters called “Politics and Mass Society” and “Technology and Social Change.”

The Adaptations

A teaching innovation we introduced in our first edition—the adapted reading—continues to attract favorable attention. There are 34 adaptations, as we call them, of which 10 are new to this edition and several others are substantially revised. We have several objectives in setting off the adaptations from the rest of the text. In most cases they are important studies that were written for a professional audience. However, in order to highlight the most important points, it was often necessary to remove much of the technical language. Some examples of the use of the adaptation technique are the classic studies from Mead on mind, self, and society (Adaptation 4.2), Goffman on interaction rituals (5.1), Durkheim on suicide (7.1), Piaget on the child’s conception of justice (15.1), and Commoner on ecology (19.1).

Other adaptations are less analytical and more concrete. Examples of case studies that throw light on a particular social experience are Adaptation 1.1 on the dwellers in a black ghetto, Adaptation 3.2 on the experiences of the last “wild” Indian of California, Adaptation 12.1 on the family in Israel, and Adaptation 16.3 on the role of the bazaar merchants in the Iranian revolution.

In still other cases we place material in the adaptation format because we want it to stand out from the text. Adaptations 2.1 and 2.2, which are guides to interpreting tables and figures, are examples. Adaptations are fully integrated into the chapters.

The Comparative Approach

All editions of this book have emphasized a comparative perspective, and we deliberately expand comparisons in this edition. For example, Chapter 3 deals directly with how different cultures define everyday experience, Chapter 4 deals with varying forms of socialization across societies, and Chapter 9 draws on social history to give time depth to understanding the status of women. Chapter 10 shows that something very much like Jim Crow can be found in Japan and that without exception the major countries of the world contain different peoples and, consequently, minority problems. In Chapter 11 we show that elites and elite life-styles exist in communist as well as capitalist societies. Chapter 12 discusses the variety of family forms, Chapter 14 interprets the major features of the Islamic religion, and Chapter 17 discusses population trends, not only in the advanced industrial societies of North America, Europe, and Japan, but also in China and India. Chapter 18 depicts the old colonial cities in Southeast Asia as scenes of change and conflict.

The teaching objectives of such comparisons are to underscore the principle that sociological generalizations apply beyond the boundaries of any one society, to broaden the students’ outlook and their view of the world, and to throw light on our own society by providing fresh perspectives. Especially in the later chapters we contrast advanced and developing societies. We show that they differ not simply in their degree of poverty and development, but also in being fundamentally different kinds of societies that confront different problems and may follow different paths in dealing with population, the city, technology, and the environment.

A New Co-Author

In a field expanding as rapidly as sociology over the past generation, it has become increasingly difficult for two scholars to represent faithfully

the full range of the discipline. In this edition we are joined by Dorothy Broom Darroch, a sociologist whose areas of research—women's studies, the family, medical sociology—supplement those of the senior authors. We are pleased that she agreed to collaborate, and we believe that her fresh approach is a valuable contribution to this edition.

Acknowledgments

We wish to record our gratitude for the contribution of Gertrude Jaeger, whose untimely death we mourn. Her collaboration went far beyond Chapter 4 and 14 on which her name appears. Her broad learning and her dedication to teaching set standards that are a guide and challenge to us.

Gretchen N. Broom, who may know the book better than any of us, has long been a creative and unstinting collaborator. Her editorial eye does not tolerate obscurity, and her editorial pencil encourages clear writing. Although she claims not to be a sociologist, in that respect she is in error.

For generous collaboration on this or earlier editions we are indebted to a number of colleagues. Saul Geiser collaborated on Chapter 7 and contributed to several other chapters. We also extend thanks to Robert Blauner, Burton R. Clark, Donald R. Cressey, Norval D. Glenn, Helen Beem Gouldner, Paul Jacobs, F. Lancaster Jones, Yuriko Kitaoji, John I. Kitsuse, William Kornhauser, Sheldon Messinger, Richard T. Morris, Philippe Nonet, Jerome H. Skolnick, and Ralph H. Turner.

In addition to others whose help we acknowledged in previous editions, we express our appreciation for the assistance and guidance

of Robert G. Cushing, Hironobu Kitaoji, Larry H. Long, and Lawrence J. Saha.

The first four editions owed much to the high editorial standards and indefatigable efforts of Phyllis M. Barnett. We are conscious of her continuing imprint on this edition, and we shall always be grateful for her patient guidance and personal commitment.

Other debts are recorded in footnotes and credit lines, but we wish especially to express our indebtedness to the authors of the original works upon which our adaptations are based.

W. L. Parker, a wise and experienced editor, copyedited the manuscript, prepared the indexes, and in doing so taught us some things we needed to know. Claudia Wilson, Alan Spiegel, Rhonda Roth, and others at Harper & Row helped at every stage of preparation for publication. As we have already mentioned, Carolyn Smith was a most effective editorial consultant.

We are indebted to many people for academic guidance and assistance. David Alcorn provided thoughtful comments on several draft chapters. Patricia Albaugh, Franklin G. Ashburn, Peter B. Morrill, Raymond D. O'Connor, and Richard Wright also made helpful comments. We express our thanks to the students and instructors who wrote to us about their experiences in using the book. The latter includes a group of instructors who thoughtfully responded to a questionnaire and told us frankly what they liked about the book and where the faults were, what we should retain, replace, or add. We have carefully considered their suggestions and responded to them in planning and writing this edition.

Leonard Broom
Philip Selznick

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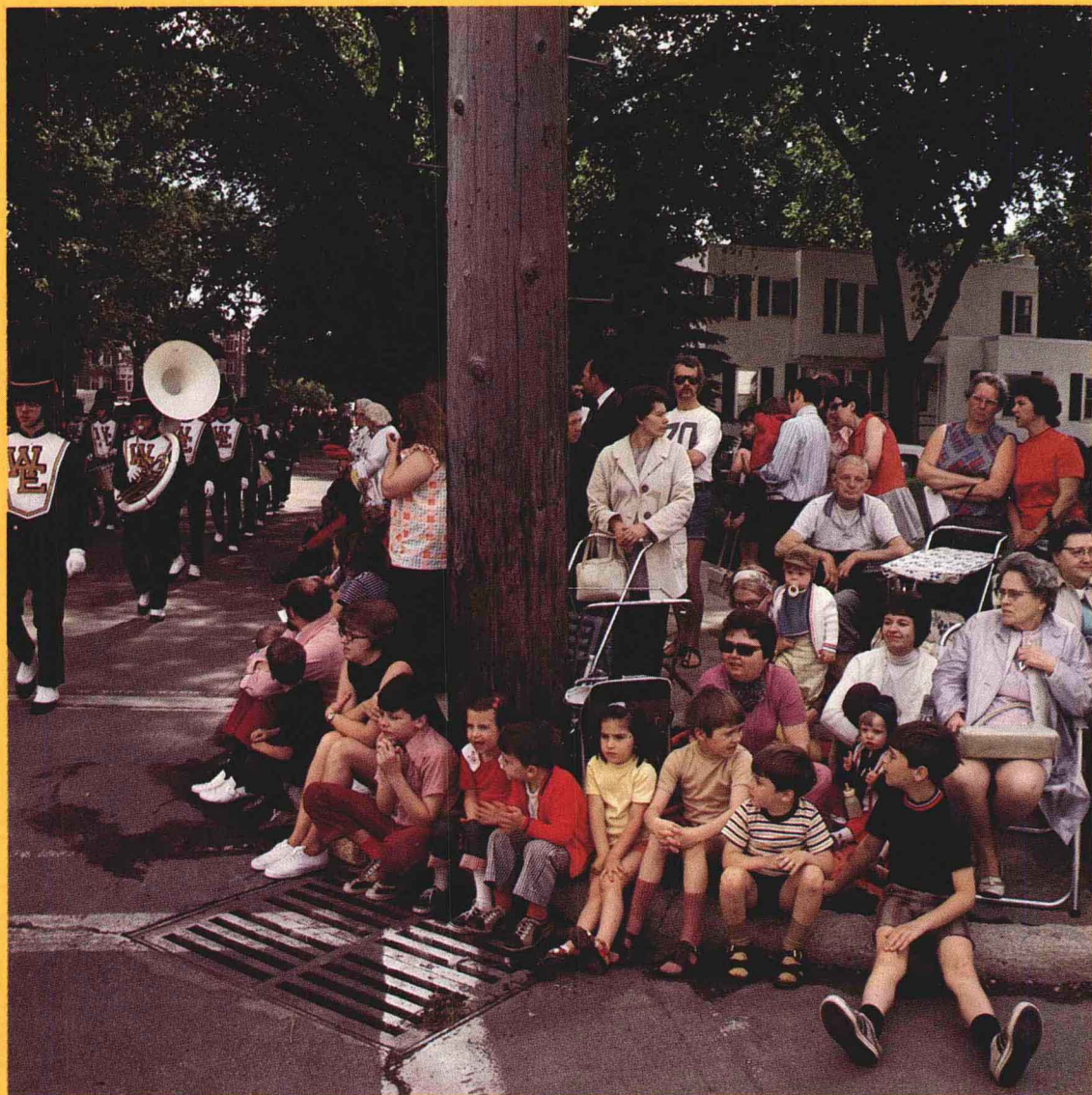
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Part One *Introducing* *Sociology*

Part One presents sociology as a science and as a humanist discipline. As a science, sociology tries to discover and explain patterns of group life. As a humanist discipline, sociology examines the values people have and their efforts to find satisfaction and fulfillment. Chapter 1 is a brief introduction to sociological theory. The levels of sociological analysis are presented, a few basic concepts are introduced, and contrasting models of society are discussed. Chapter 2 is an introduction to research methods—how sociological information is secured and interpreted. The chapter concludes with a discussion of ethical problems in social research.

Chapter 1



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