

# UNDERSTANDING SOCIAL PROBLEMS



*Linda A. Mooney   David Knox   Caroline Schacht*

# Understanding Social Problems

Linda A. Mooney

David Knox

Caroline Schacht

East Carolina University

West Publishing Company

Minneapolis/St. Paul New York Los Angeles San Francisco

# Understanding Social Problems

*To Our Parents*

*Thomas and Margaret Mooney*

*Dave and Jeannette Knox*

*Herb and Emily Schacht*

# Preface

Crime, violence, homelessness, illiteracy, divorce, and inadequate health care are some of the “high visibility” social problems in the United States. This text emphasizes that understanding social problems—their causes, consequences, and solutions—requires an understanding of the social structure and culture of the society in which they exist. In addition, the text reflects an integrative theoretical approach, i.e., an approach that utilizes various theoretical perspectives to best understand the respective social problem under consideration.

## Academic Features

Specific academic features of the text include the following:

- *Strong theoretical foundation.* The three major sociological approaches, structural functionalism, symbolic interactionism, and conflict theory, are introduced in the first chapter and discussed, where appropriate, throughout the text. Specific theories of social problems, as well as feminist approaches, are also presented where appropriate.
- *Emphasis on the structure and culture of society.* As noted above, the text emphasizes how the social structure and culture of society contribute to and maintain social problems, as well as providing the basis for alternative solutions.
- *Review of basic sociological terms.* An overview of basic sociological terms and concepts is presented in the first chapter. This overview is essential for students who have not taken an introductory course and is helpful, as a review, for those who have.
- *Unique organization.* The sixteen chapters are organized around four major areas of social problems today: problems of individual well-being, problems of human diversity, problems of inequality and power, and problems of modernization. The order of topic presentation reflects a progression from a micro to a macro level of analysis, focusing first on problems of health care, drug use, and crime and then broadening to the wider concerns of science and technology, population and the environment, and global conflict.

Two chapters merit special mention: Sexual Orientation (Chapter 7) and Science and Technology (Chapter 14). Whereas traditional texts discuss sexual orientation under the rubric of “deviance,” this



topic is examined in the section on problems of human diversity along with the related issues of age, gender, and racial and ethnic inequality.

The chapter on Science and Technology includes such topics as biotechnology, the computer revolution, and the information highway. This chapter emphasizes the transformation of society through scientific and technological innovations, the societal costs of such innovations, and issues of social responsibility.

- *Unique chapter format.* Each chapter follows a similar format: the social problem is defined, the theoretical explanations are discussed, the consequences of the social problem are explored, and the alternative solutions and policies are examined. A concluding section assesses the current state of knowledge for each problem.
- *Standard and cutting edge topics.* In addition to problems that are typically addressed in social problems courses and texts, new and emerging topics are examined. These include affirmative action and welfare reform, multicultural education, the economic conversion of excess military production, diversity training in the workplace, information warfare, and the militia movement.

## Pedagogy

In addition to the various academic features of the text, we have tried to present the material in a “user friendly” format. Pedagogical features include the following:

- *National and international data.* Official statistics and research data from nationally representative samples are presented in marginal inserts called “National Data.” Similar inserts called “International Data” present national data from other countries around the world.
- *Consideration sections.* Sections labeled “Consideration” provide unique examples, insights, implications, explanations, and applications of material presented in the text. These sections are designed to illuminate a previous point in a thought-provoking way.
- *Self and Society.* Each chapter includes a social survey designed to help students assess their own attitudes, beliefs, knowledge, or behavior regarding some aspect of a social problem. Students may also compare their responses with those from a larger sample. Examples include a Criminal Activities Survey, an Abusive Behavior Inventory, and an AIDS Knowledge Scale.
- *The Human Side.* To personalize the information being discussed, each chapter includes a feature entitled “The Human Side.” These features illustrate how individuals experience the social problem under discussion. Examples include personal experience with homelessness, racism, drug abuse, and mental illness.
- *In Focus.* Offset boxes called “In Focus” contain expanded discussions of some aspect of the social problem under consideration. For

example, “Female Genital Mutilation” is highlighted in Chapter 8 (Gender Inequality), and “Indoor Air Pollution” is the *In Focus* topic in Chapter 15 (Population and the Environment).

- *Is It True?* Each chapter begins with five true-false items to stimulate student interest and thinking.
- *Critical Thinking*. Each chapter ends with a brief section called “Critical Thinking” that raises several questions related to the chapter topic. These questions invite the student to use critical thinking skills in applying the information discussed in the chapter.
- *Worldwide Web Home Page*. As an additional pedagogical tool, *Understanding Social Problems* has its own home page on the Worldwide Web! Students and faculty can access relevant research studies, statistics, and theoretical links conveniently listed by chapter topic. For example, under Crime and Violence (Chapter 4), students can enter the Federal Bureau of Investigation and the U.S. Department of Justice Home Pages. Students and faculty can also send questions, comments, or suggestions directly to the authors and contact West Publishing Company concerning book adoption. *Understanding Social Problem's* Home Page is located on the Web at <http://ecuvax.cis.ecu.edu/~somooney/undersp.html>.

## Acknowledgments

This text reflects the work of many people. Peter Marshall, as executive editor, provided information from teachers about the qualities of a textbook they would like for their social problems courses. Jane Bass, as developmental editor, provided quick turnaround on five sets of reviews. Pat Lewis copyedited the manuscript. Angela Musey secured permissions and Kara ZumBahlen served as production editor. All were superb in their respective roles.

We would also like to acknowledge the support and assistance of Blair Carr, Betty Petteway, Richard Caston, Jim Mitchell, Emily Boyce, Ruth Katz, Ken Wilson, Christa Reiser, Bob Hummer, Jasper Register, Sarah Brabant, Bob Gramling, Pat Seitz, Brian Crisp, Kim Harris, Laurin Gipson, Tracie Gardner, and Joe Reid. To each we are grateful.

Additionally, we are indebted to those who read the manuscript in its various drafts and provided valuable insights and suggestions, many of which have been incorporated into the final manuscript:

David Allen  
University of New Orleans  
Patricia Atchison  
Colorado State University  
Roland Chilton  
University of Massachusetts  
Barbara Costello  
Mississippi State University

Robert Gliner  
San Jose State University  
Millie Harmon  
Chemeketa Community College  
Sylvia Jones  
Jefferson Community College  
Judith Mayo  
Arizona State University

Madonna Harrington-Meyer  
University of Illinois

Clifford Mottaz  
University of Wisconsin—  
River Falls

Ed Ponczek  
William Rainey Harper College

Rita Sakitt  
Suffolk County Community College

Lawrence Stern  
Collin County Community College

John Stratton  
University of Iowa

Joseph Trumino  
St. Vincent's College of St. John's  
University

Joseph Vielbig  
Arizona Western University

Oscar Williams  
Diablo Valley College

Finally, we are interested in ways to improve the text and invite your feedback and suggestions for new ideas and material to be included in subsequent editions.

Linda A. Mooney  
David Knox  
Caroline Schacht  
Department of Sociology  
East Carolina University  
Greenville, NC 27858

E-mail addresses:  
SOMOONEY@ECUVM.CIS.ECU.EDU  
SOKNOX@ECUVM.CIS.ECU.EDU  
SOSCHACHT@ECUVM.CIS.ECU.EDU



Copyediting:  
Text Design:

Composition and Artwork:  
Index:  
Cover Image:

Patricia A. Lewis  
Michelle Webb,  
Hespenheide Design  
Carlisle Communications  
Schroeder Indexing  
*The Fight between Carnival  
and Lent* by Pieter Brueghel  
the Elder, Kunsthistorisches  
Museum, Vienna/  
©SuperStock, Inc.

British Library Cataloging-in-Publication Data. A catalogue  
record for this book is available from the British Library.

COPYRIGHT © 1997 By WEST PUBLISHING COMPANY  
610 Opperman Drive  
P.O. Box 64526  
St. Paul, MN 55164-0526

All rights reserved

Printed in the United States of America

04 03 02 01 00 99 98            8 7 6 5

Library of Congress Cataloging-in-Publication Data

Mooney, Linda A.  
Understanding social problems / Linda A. Mooney, David  
Knox, Caroline Schacht.  
p. cm.

Includes bibliographical references and index.

ISBN 0-314-06717-5 (soft : alk. paper)

1. Social problems—United States. 2. United States—  
Social conditions—1980-. I. Knox, David, 1943-. II. Schacht,  
Caroline. III. Title.  
HN59.2.M66 1997  
361.1'0973—dc20

96-2132  
CIP

## WEST'S COMMITMENT TO THE ENVIRONMENT

In 1906, West Publishing Company began recycling materials left over from the production of books. This began a tradition of efficient and responsible use of resources. Today, 100% of our legal bound volume are printed on acid-free, recycled paper consisting of 50% new paper pulp and 50% paper that has undergone a de-inking process. We also use vegetable-based inks to print all of our books. West recycles nearly 27,700,000 pounds of scrap paper annually—the equivalent of 229,300 trees. Since the 1960s, West has devised ways to capture and recycle waste inks, solvents, oils, and vapors created in the printing process. We also recycle plastics of all kinds, wood, glass, corrugated cardboard, and batteries, and have eliminated the use of polystyrene book packaging. We at West are proud of the longevity and the scope of our commitment to the environment.

West pocket parts and advance sheets are printed on recyclable paper and can be collected and recycled with newspapers. Staples do not have to be removed. Bound volumes can be recycled after removing the cover.

Production, Prepress, Printing and Binding by West  
Publishing Company.



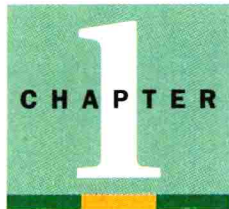
## Photo Credits

3 © Robert A. Digiacoia/Comstock; 4 © Michael Gallacher/  
Gamma-Liaison; 13 © Bernard Boutrit/Woodfin Camp;  
21 Courtesy of *World Health Magazine*, World Health  
Organization; 40 © Lauren Goodsmith/The Image Works;  
45 © Carlos Angel/Gamma-Liaison; 52 © J. Berndt/Stock,  
Boston; 56 © Mark Richards/PhotoEdit; 65 © Georges  
Merillon/Gamma-Liaison; 71 DOONESBURY © 1996 G. B.  
Trudeau. Reprinted with permission of UNIVERSAL PRESS  
SYNDICATE. All rights reserved; 78 © Alan S. Weiner/  
Gamma-Liaison; 82 © Michael Newman/PhotoEdit; 95 © P.  
Chauvel/Sygma; 106 © W. Campbell/Sygma; 108 © A.  
Ramey/PhotoEdit; 112 © Paul Morse/Sygma; 114 © Brooks  
Kraft/Sygma; 127 © Corbis-Bettmann; 129 © Dale C.  
Spartas/Gamma-Liaison; 136 © B. Bachmann/The Image  
Works; 137 © Jim Whitmer/Stock, Boston; 163 © Tom  
Miner/The Image Works; 164 © D. Fineman/Sygma; 165 ©  
David Falconer/David R. Frazier Photolibrary; 172 © Tony

Freeman/PhotoEdit; 173 © Wally McNamee/Woodfin Camp;  
181 © Nathan Benn/Woodfin Camp; 195 © Reuters/Corbis-  
Bettmann; 198 © Shumsky/The Image Works; 208 From the  
authors' files: Used with permission; 209 © Elena Olivo/  
Brooklyn Image Group; 223 © Brown Brothers; 224 © Leroy  
Cath/SIPA Press; 232 © David Young-Wolff/PhotoEdit; 234 ©  
M. Abramson/Woodfin Camp; 241 © UPI/Corbis-Bettmann;  
249 (top) © AP/Wide World Photos; 249 (bottom) © Franklin  
Avery/Gamma-Liaison; 255 © Giboux/Liaison; 257 © Corbis-  
Bettmann; 261 © UPI/Corbis-Bettmann; 267 © AP/Wide  
World Photos; 290 © Charles Nes/Gamma-Liaison; 291 ©  
AP/Wide World Photos; 298 © UPI/Corbis-Bettmann; 312 ©  
Rob Crandall/Stock, Boston; 317 © Steve Allen/Gamma-  
Liaison; 324 © Peter Menzel/Stock, Boston; 328 © AP/Wide  
World Photos; 343 © AP/Wide World Photos; 349 © Gerd  
Ludwig/Woodfin Camp; 350 © Yvonne Hemsey/Gamma-  
Liaison; 355 © Donald Dietz/Stock, Boston; 369 © Karen  
Kasmauski/Woodfin Camp; 372 © Allan Tannenbaum/  
Sygma; 379 © AP/Wide World Photos; 388 © Momatiuk/

(continued after index)

# Contents



## *Thinking about Social Problems* 1

<b>WHAT IS A SOCIAL PROBLEM?</b>	<b>2</b>	<b>GOALS OF THE TEXT</b>	<b>24</b>
Objective and Subjective Elements of Social Problems	2	Provide an Integrated Theoretical Background for Understanding Social Problems	25
Variability in Definitions of Social Problems	4	Provide Research Support and Documentation for Theories of Social Problems	25
<b>ELEMENTS OF SOCIAL STRUCTURE AND CULTURE</b>	<b>5</b>	Encourage the Development of a Sociological Imagination	25
Elements of Social Structure	5	Emphasize the Human Side of Social Problems	25
Elements of Culture	6	<i><b>Self and Society: Personal Beliefs about Various Social Problems</b></i>	<i><b>26</b></i>
<b>THE SOCIOLOGICAL IMAGINATION</b>	<b>9</b>	Provide Students an Opportunity to Assess Personal Beliefs and Attitudes	26
<b>THEORETICAL PERSPECTIVES</b>	<b>10</b>	Encourage Individuals to Take Prosocial Action	26
Structural-Functionalist Perspective	10	<b>UNDERSTANDING SOCIAL PROBLEMS</b>	<b>28</b>
Structural-Functionalist Theories of Social Problems	12	<b>CRITICAL THINKING</b>	<b>28</b>
Conflict Perspective	12	<b>KEY TERMS</b>	<b>29</b>
Conflict Theories of Social Problems	13	<b>REFERENCES</b>	<b>29</b>
Symbolic Interactionist Perspective	15		
Symbolic Interactionist Theories of Social Problems	15		
<b>SOCIAL PROBLEMS RESEARCH</b>	<b>17</b>		
Stages of Conducting a Research Study	18		
Methods of Data Collection	21		

# 2

## CHAPTER

### Illness and Health Care

35

#### THE SOCIAL CONTEXT: GLOBAL HEALTH CONCERNS

AIDS and Other Sexually Transmissible Diseases	36
	37

#### *Self and Society: AIDS Knowledge Scale*

Maternal Mortality	38
Infant Mortality and Low-Birthweight Babies	39
Reproductive and Sexual Health Interventions	39

#### SOCIOLOGICAL THEORIES OF ILLNESS

<b>AND HEALTH CARE</b>	41
Structural-Functionalist Perspective	41
Conflict Perspective	41
Symbolic Interactionist Perspective	42

#### HEALTH IN THE UNITED STATES

Health Status Indicators	43
The American Lifestyle	44

#### MENTAL ILLNESS AS A SOCIAL PROBLEM

#### *In Focus: Social and Cultural Barriers to Physical Activity and Exercise*

The Nature of Mental Illness	46
Prevalence of Mental Illness in the United States	47

#### *The Human Side: The Experience of Mental Illness*

	48
--	----

#### SOCIAL CORRELATES OF PHYSICAL AND MENTAL HEALTH PROBLEMS

Social Class	50
Race and Ethnicity	50
Gender	51
Marital Status	52

#### THE AMERICAN HEALTH CARE SYSTEM

High Cost of Medical Care	53
Unequal Access to Medical Care	54

#### UNDERSTANDING ILLNESS

AND HEALTH CARE	57
-----------------	----

#### CRITICAL THINKING

	58
--	----

#### KEY TERMS

REFERENCES	58
------------	----

# 3

## CHAPTER

### Alcohol and Other Drugs

63

#### THE SOCIAL CONTEXT: DRUG USE AND ABUSE

Drug Use and Abuse in Other Societies	64
Drug Use in the United States	64

#### THEORIES OF DRUG USE AND ABUSE

Structural-Functionalist Perspective	67
Conflict Perspective	67
Symbolic Interactionist Perspective	68
Biological Theories	69
Psychological Theories	69

#### FREQUENTLY USED LEGAL

#### AND ILLEGAL DRUGS

Alcohol	70
Tobacco	70

#### *Self and Society: Alcohol Attitude Test*

Marijuana	74
Cocaine	74
Crack Cocaine	75
Other Drugs	75

#### *The Human Side: An Excerpt from The Cocaine Kids (1990)*

	76
--	----

#### SOCIETAL CONSEQUENCES OF DRUG

#### USE AND ABUSE

Family Costs	77
Crime Costs	77
Economic Costs	78
Health Costs	79

#### *In Focus: Drug Testing*

	80
--	----

#### TREATMENT ALTERNATIVES

Twelve-Step Programs	81
Therapeutic Communities	81
Behavioral Approaches	82

#### AMERICA RESPONDS: SOCIAL POLICY

#### AND COLLECTIVE ACTION

Government Regulations	83
Legalization	83
Arguments against Legalization	85
Deregulation	85
Collective Action	86



UNDERSTANDING ALCOHOL		KEY TERMS	88
AND OTHER DRUGS	87	REFERENCES	89
CRITICAL THINKING	88		

## CHAPTER 4

### *Crime and Violence* 93

<b>THE SOCIAL CONTEXT: INTERNATIONAL CRIME AND VIOLENCE</b>	<b>94</b>	Gender and Crime	108
<b>SOURCES OF CRIME STATISTICS</b>	<b>95</b>	<i>In Focus: Female Gang Members</i>	<b>109</b>
Official Statistics	95	Age and Crime	109
Victimization Surveys	96	Race, Social Class, and Crime	110
Self-Report Offender Surveys	96	Region and Crime	111
<b>SOCIOLOGICAL THEORIES OF CRIME AND VIOLENCE</b>	<b>96</b>	<b>COSTS OF CRIME AND VIOLENCE</b>	<b>111</b>
Structural-Functionalist Perspective	97	Economic Costs of Crime and Violence	111
<i>Self and Society: Criminal Activities Survey</i>	<b>98</b>	Social and Psychological Costs of Crime and Violence	112
Conflict Perspective	100	<b>RESPONDING TO CRIME AND VIOLENCE: POLICIES AND PROGRAMS</b>	<b>113</b>
Symbolic Interactionist Perspective	101	Youth Programs	113
<b>TYPES OF CRIME</b>	<b>102</b>	Community Programs	114
Violent Crime	102	Media Violence	115
Property Crime	104	Criminal Justice Policy	115
Vice Crimes	104	<i>The Human Side: Witness to an Execution</i>	<b>116</b>
Organized Crime	105	<b>UNDERSTANDING CRIME AND VIOLENCE</b>	<b>119</b>
White-Collar Crime	105	<b>CRITICAL THINKING</b>	<b>120</b>
Computer Crime	106	<b>KEY TERMS</b>	<b>120</b>
Juvenile Delinquency	107	<b>REFERENCES</b>	<b>121</b>
<b>DEMOGRAPHIC PATTERNS OF CRIME</b>	<b>108</b>		

## CHAPTER 5

### *Family Problems* 125

<b>THE SOCIAL CONTEXT: AMERICAN FAMILIES IN TRANSITION</b>	<b>126</b>	Violence and Abuse in Marriage and Cohabiting Relationships	132
Effects of the Industrial Revolution on the Family	127	Child Abuse	132
Variations in U.S. Families and Households	128	Parent, Sibling, and Elder Abuse	133
<b>SOCIOLOGICAL THEORIES OF THE FAMILY</b>	<b>130</b>	<i>Self and Society: Abusive Behavior Inventory</i>	<b>134</b>
Structural-Functionalist Perspective	130	Effects of Domestic Violence and Abuse	135
Conflict Perspective	130	Factors Contributing to Domestic Violence and Abuse	137
Symbolic Interactionist Perspective	131	Domestic Violence and Abuse: Prevention Strategies	139
<b>VIOLENCE AND ABUSE IN THE FAMILY</b>	<b>132</b>		

<i>In Focus: Healthy Families America: A Child Abuse/Neglect Prevention Program</i>	<b>141</b>	<b>UNMARRIED AND TEENAGE PARENTHOOD</b>	<b>147</b>
<b>DIVORCE</b>	<b>142</b>	Social Factors that Encourage Unmarried Parenthood	147
Individual and Relationship Factors that Contribute to Divorce	142	Social Problems Related to Unmarried Parenthood	148
Social Factors Conducive to Divorce	142	Unmarried Parenthood: Social Strategies and Interventions	149
<i>The Human Side: One Man's Determination to Stop His Abusive Behavior</i>	<b>143</b>	<b>UNDERSTANDING FAMILY PROBLEMS</b>	<b>150</b>
Consequences of Divorce	144	<b>CRITICAL THINKING</b>	<b>151</b>
Strengthening Postdivorce Families	146	<b>KEY TERMS</b>	<b>152</b>
		<b>REFERENCES</b>	<b>152</b>

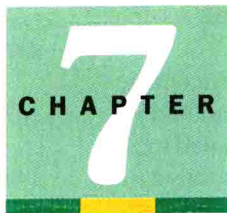
## Section Two: Problems of Human Diversity 158



### *Youth and Aging* 161

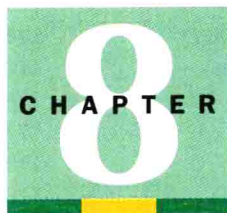
<b>THE SOCIAL CONTEXT: YOUTH, AGING, AND AGEISM</b>	<b>162</b>	Age and Gender	175
Childhood, Adulthood, and Elderhood	163	Age and Social Class	175
Age—A Matter of Definition	164	<b>PROBLEMS OF THE ELDERLY</b>	<b>175</b>
Ageism	164	Lack of Employment	176
The Young and the Old: A Cross-Cultural Look	165	Retirement	176
<b>THEORIES OF AGE INEQUALITY</b>	<b>167</b>	Poverty	177
Structural-Functionalist Perspective	167	Health Issues	178
Conflict Perspective	167	Quality of Life	178
Symbolic Interactionist	168	<i>Self and Society: Alzheimer's Quiz</i>	<b>179</b>
<b>PROBLEMS OF YOUTH IN AMERICA</b>	<b>170</b>	Living Arrangements	180
Children and the Law	170	Victimization and Abuse	182
Economic Discrimination	170	<b>THE ELDERLY RESPOND</b>	<b>182</b>
<i>In Focus: Children's Rights in America</i>	<b>171</b>	<i>The Human Side: Old, Ill, and Alone: A Glimpse of an Elderly Woman</i>	<b>183</b>
Growing Up in the Nineties	172	Collective Action—Gray Panthers and the AARP	183
<b>DEMOGRAPHICS: THE "GRAYING OF AMERICA"</b>	<b>173</b>	Political Power	184
Age Pyramids	174	Economic Power	184
Age and Race/Ethnicity	174	Health Care Reform	185
		<b>UNDERSTANDING YOUTH AND AGING</b>	<b>185</b>
		<b>CRITICAL THINKING</b>	<b>186</b>
		<b>KEY TERMS</b>	<b>187</b>
		<b>REFERENCES</b>	<b>187</b>





## *Sexual Orientation* 191

<b>THE SOCIAL CONTEXT:</b>	
<b>SEXUAL ORIENTATION</b>	<b>192</b>
Definitions of Homosexuality, Heterosexuality, and Bisexuality	192
Prevalence of Homosexuality and Heterosexuality	194
<b>THEORIES OF SEXUAL ORIENTATION</b>	<b>195</b>
Sociological Theories	195
Biological Theories	198
Beliefs about the Causes of Homosexuality	199
<b>HETEROSEXISM AND HOMOPHOBIA</b>	<b>200</b>
Homophobia	200
Origins of Homophobia	201
<i>Self and Society: Index of Attitudes toward Homosexuals (IAH)</i>	<i>202</i>
Gay Oppression: A Global View	205
<b>SOCIAL PROBLEMS ASSOCIATED WITH HOMOSEXUALITY</b>	<b>205</b>
Prejudice against Homosexuals	205
Discrimination against Homosexuals	205
Antigay Violence	209
<i>The Human Side: Excerpts from a Gay Pride Parade Flier</i>	<i>210</i>
<b>THE "GAY AGENDA"</b>	<b>210</b>
Coming Out and Outing	211
The Role of the Gay Subculture	212
Lesbian and Gay Rights Movement	212
Conservative Backlash	213
<i>In Focus: Campus Policies Regarding Homosexuality</i>	<i>214</i>
<b>UNDERSTANDING SEXUAL ORIENTATION</b>	<b>215</b>
<b>CRITICAL THINKING</b>	<b>216</b>
<b>KEY TERMS</b>	<b>216</b>
<b>REFERENCES</b>	<b>216</b>



## *Gender Inequality* 221

<b>THE SOCIAL CONTEXT: THE STATUS OF WOMEN AND MEN</b>	<b>223</b>
Inequality in the United States	223
A Cross-Cultural View of Inequality	224
<b>GENDER STRATIFICATION: STRUCTURAL SEXISM</b>	<b>225</b>
Sociological Theories of Gender Stratification	225
<i>In Focus: Female Genital Mutilation</i>	<i>226</i>
Education and Structural Sexism	227
Income and Structural Sexism	228
Work and Structural Sexism	229
Politics and Structural Sexism	231
Civil Rights and Structural Sexism	231
<b>THE SOCIAL CONSTRUCTION OF GENDER</b>	
<b>ROLES: CULTURAL SEXISM</b>	<b>232</b>
Family Relations and Cultural Sexism	232
The School Experience and Cultural Sexism	233
Media Images and Cultural Sexism	234
Language and Cultural Sexism	235
Religious Beliefs and Cultural Sexism	236
<b>SOCIAL PROBLEMS ASSOCIATED WITH TRADITIONAL GENDER ROLE</b>	
<b>SOCIALIZATION</b>	<b>236</b>
Poverty	237
Social-Psychological Costs	237
Health Costs	238
Relationship Costs	238
<b>TOWARD GENDER EQUALITY?</b>	<b>238</b>
Feminism and the Conservative Backlash	238
<i>The Human Side: It Takes a Real Man to Admit He's Unmanly</i>	<i>239</i>
Changes in the Workplace	241
Political Strategies	242
<b>UNDERSTANDING GENDER INEQUALITY</b>	<b>242</b>
<b>CRITICAL THINKING</b>	<b>243</b>
<b>KEY TERMS</b>	<b>243</b>
<b>REFERENCES</b>	<b>243</b>

# 9

CHAPTER

## Racial and Ethnic Relations

247

<b>THE SOCIAL CONTEXT: RACIAL AND ETHNIC DIVERSITY</b>	<b>248</b>	Institutional Discrimination	260
The Social Meaning of Race and Ethnicity	248	<b>SOCIAL PROBLEMS RELATED TO RACIAL AND ETHNIC GROUP RELATIONS</b>	<b>261</b>
Patterns of Majority-Minority Interaction	251	Employment and Income Discrimination	261
Race and Ethnic Relations Worldwide	252	Educational Discrimination	262
Race and Ethnic Relations: An American Dilemma	252	Housing Discrimination	263
<b>SOCIOLOGICAL THEORIES OF RACE AND ETHNIC RELATIONS</b>	<b>253</b>	<i>The Human Side: Growing Up in the Other America</i>	<b>265</b>
Structural-Functionalist Perspective	253	Political Discrimination	266
<i>In Focus: Immigration Policy in the United States</i>	<b>254</b>	Hate Crime Victimization	266
<i>Self and Society: Becoming a U.S. Citizen: Could You Pass the Test?</i>	<b>256</b>	Health and Quality of Life	268
Conflict Perspective	256	<b>STRATEGIES DESIGNED TO REDUCE PREJUDICE, DISCRIMINATION, AND RACISM</b>	<b>269</b>
Symbolic Interactionist Perspective	257	Multicultural Education	269
<b>PREJUDICE AND DISCRIMINATION</b>	<b>258</b>	Political Strategies	270
Sources of Prejudice	258	Affirmative Action	270
Racism	259	Diversity Training	272
Individual Discrimination	260	<b>UNDERSTANDING RACIAL AND ETHNIC RELATIONS</b>	<b>272</b>
		<b>CRITICAL THINKING</b>	<b>274</b>
		<b>KEY TERMS</b>	<b>274</b>
		<b>REFERENCES</b>	<b>274</b>

## Section Three: Problems of Inequality and Power

278

# 10

CHAPTER

## Work 281

<b>THE SOCIAL CONTEXT: THE GLOBAL ECONOMY</b>	<b>282</b>	Job Dissatisfaction	287
Industrialization and Postindustrialization	282	<i>The Human Side: One Couple's Experience with Unemployment</i>	<b>288</b>
The Changing Nature of Work	283	Alienation	290
Capitalism, Socialism, and the Global Economy	283	Health and Safety Hazards in the Workplace	291
<b>SOCIOLOGICAL PERSPECTIVES ON WORK AND THE ECONOMY</b>	<b>285</b>	<i>Self and Society: Student Alienation Scale</i>	<b>292</b>
Structural-Functionalist Perspective	285	Unemployment and Underemployment	293
Conflict Perspective	286	<b>THREATS TO JOB SECURITY</b>	<b>295</b>
Symbolic Interactionist Perspective	287	Automation	295
<b>PROBLEMS EXPERIENCED BY WORKERS</b>	<b>287</b>	Foreign Competition	295
		Job Exportation	296
		Corporate Multinationalism	296

Declining Labor Union Representation	297	<i>In Focus: Health Promotion Programs in the Workplace</i>	300
<b>RESPONSES TO WORKERS' CONCERNS: GOVERNMENT AND CORPORATE POLICIES AND PROGRAMS</b>	<b>298</b>	More Options in Work Schedules	302
Displaced Workers Programs	299	Welfare Corporatism	303
Health and Safety Regulations	299	Employee Stock Ownership Plans	303
Work-Family Policies and Programs	299	<b>UNDERSTANDING WORK</b>	<b>303</b>
		<b>CRITICAL THINKING</b>	<b>305</b>
		<b>KEY TERMS</b>	<b>306</b>
		<b>REFERENCES</b>	<b>306</b>

# 11

## CHAPTER

## Wealth and Poverty 311

<b>THE SOCIAL CONTEXT: THE HAVES AND THE HAVE-NOTS</b>	<b>312</b>	<b>CONSEQUENCES OF POVERTY</b>	<b>323</b>
Inequality in the United States and around the World	312	Individual Consequences of Poverty	323
Social Stratification	313	Societal Consequences of Poverty	325
The Components of Inequality	313	Homelessness—Personal Disaster and Societal Embarrassment	325
<i>Self and Society: Occupational Prestige Rankings</i>	<i>314</i>	<i>The Human Side: Diary of a Homeless Man</i>	<i>326</i>
Life Chances and Lifestyles	315	<b>RECTIFYING INEQUALITY</b>	<b>328</b>
<b>THEORIES OF STRATIFICATION</b>	<b>315</b>	Minimum Wage Increase?	328
Structural-Functionalism	315	Government Public Assistance and Welfare Programs in the United States	329
<i>In Focus: Who Are the Affluent?</i>	<i>316</i>	Welfare Reform	330
Conflict Theory	317	The Failure of U.S. Poverty Programs	331
<b>POVERTY IN AMERICA</b>	<b>318</b>	International Responses to Poverty	333
Definitions and Measurement of Poverty	318	<b>UNDERSTANDING WEALTH AND POVERTY</b>	<b>334</b>
Demographic Variations	319	<b>CRITICAL THINKING</b>	<b>336</b>
Variations by Employment Status	321	<b>KEY TERMS</b>	<b>336</b>
The New Poor	322	<b>REFERENCES</b>	<b>337</b>
<b>THEORIES OF POVERTY</b>	<b>322</b>		
Structural Explanations of Poverty	322		
Cultural Explanations of Poverty	323		

# 12

## CHAPTER

## Urban Decline and Growth 341

<b>THE SOCIAL CONTEXT: THE URBAN ENVIRONMENT</b>	<b>342</b>	Urbanization and Sociological Theories	345
A World View of Urbanization	342	<b>URBANISM AS A WAY OF LIFE</b>	<b>346</b>
History of Urbanization in the United States	343	Anti-urban Bias	346
Suburbanization	344	<i>The Human Side: The Idiocy of Urban Life</i>	<i>347</i>
Metropolitan Growth in the United States	345	The Effects of Urban Living on Social Relations	348



<b>CITIES AND SOCIAL PROBLEMS</b>	<b>350</b>	Private Investors	359
Crime and Violence	350	Community-Based Development Programs	359
Deindustrialization and Blue-Collar Unemployment	351	Repopulating the Cities	359
Inadequate City Services	352	<i>In Focus: Baltimore: A Case Study in Central-City Renewal through Human Investment Programs</i>	<b>360</b>
Deteriorating Schools	352	Regionalization	361
Overburdened Transportation Systems	353	Strategies for Alleviating Urban Growth in Less Developed Countries: Population Control and Redistribution	361
Segregation	353	<b>UNDERSTANDING URBAN DECLINE AND GROWTH</b>	<b>362</b>
Inadequate Housing	354	<b>CRITICAL THINKING</b>	<b>363</b>
Immigration and Migration	355	<b>KEY TERMS</b>	<b>364</b>
<i>Self and Society: Housing Costs in U.S. Cities</i>	<b>356</b>	<b>REFERENCES</b>	<b>364</b>
Urban Poverty and the Cycle of Decay	356		
<b>SAVING OUR CITIES</b>	<b>358</b>		
Federal Programs	358		

# 13 CHAPTER

## *Crisis in Education* 367

<b>THE SOCIAL CONTEXT: CROSS-CULTURAL VARIATION IN EDUCATION</b>	<b>368</b>	Social Class and Family Background	381
<b>SOCIOLOGICAL THEORIES OF EDUCATION</b>	<b>369</b>	Race and Ethnicity	383
Structural-Functionalist Perspective	369	Gender	384
<i>In Focus: Monoculturalism or Multiculturalism in the Public Schools?</i>	<b>371</b>	<i>Self and Society: Chicano Intelligence Scale of Cultural Orientation (CISCO)</i>	<b>386</b>
Conflict Perspective	372	<b>TRENDS AND INNOVATIONS IN AMERICAN EDUCATION</b>	<b>388</b>
Symbolic Interactionist Perspective	373	Moral and Interpersonal Education	388
<i>The Human Side: "They Think I'm Dumb"</i>	<b>374</b>	Micro-Society Schools	389
<b>PROBLEMS IN THE AMERICAN EDUCATIONAL SYSTEM</b>	<b>375</b>	National Educational Standards	390
Student Alienation	376	Computer Technology in Education	391
Illiteracy and Low Academic Achievement	376	Alternative School Choices	391
High Truancy and Dropout Rates	377	Privatization	392
Student Violence	378	<b>UNDERSTANDING THE EDUCATIONAL CRISIS</b>	<b>393</b>
Inadequate School Facilities and Personnel	379	<b>CRITICAL THINKING</b>	<b>394</b>
<b>WHO SUCCEEDS? THE INEQUALITY OF EDUCATIONAL ATTAINMENT</b>	<b>381</b>	<b>KEY TERMS</b>	<b>394</b>
		<b>REFERENCES</b>	<b>394</b>