

SECOND EDITION

SOCIOLOGY

A BRIEF INTRODUCTION

RICHARD T. SCHAEFER
ROBERT P. LAMM

SOCIOLOGY

A BRIEF INTRODUCTION



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SOCIOLOGY: A Brief Introduction

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SOCIOLOGY

A BRIEF INTRODUCTION

RICHARD T. SCHAEFER

Western Illinois University

ROBERT P. LAMM

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ABOUT THE AUTHORS



Richard T. Schaefer, born and raised in Chicago, is Professor of Sociology at Western Illinois University. He received his B.A. in sociology from Northwestern University and his M.A. and Ph.D. from the University of Chicago. He has taught introductory sociology for 27 years to students in colleges, adult education programs, nursing programs, and a maximum-security prison. He is the author of *Racial and Ethnic Groups* (HarperCollins, 1996), now in its sixth edition, and *Race and Ethnicity in the United States* (HarperCollins, 1995). His articles and book reviews have appeared in many journals, including *American Journal of Sociology*, *Phylon: A Review of Race and Culture*, *Contemporary Sociology*, *Sociology and Social Research*, *Sociological Quarterly*, and *Teaching Sociology*. He served as president of the Midwest Sociological Society in 1994–1995.

Robert P. Lamm is a New York-based free-lance writer with extensive experience on social science textbooks and supplements. His essays, profiles, reviews, and fiction have appeared in three anthologies and in more than 35 periodicals in the United States, Canada, and Great Britain—among them, *Solidarity*, *Lilith*, *Journal of Popular Film and Television*, *The Jewish Veteran*, and the *Village Voice*. He received his B.A. in political science from Yale University, also studied at Sarah Lawrence College, and has taught at Yale, Queens College, and the New School for Social Research. He is a longtime activist in the National Writers Union.

Schaefer and Lamm have collaborated on both editions of *Sociology: A Brief Introduction* and on all five editions of *Sociology* (McGraw-Hill, 1995). They served as editors of the reader *Introducing Sociology* (McGraw-Hill, 1987).





To my parents, Daniel and Bernice Schaefer, for
their support and love

R.T.S.

For those who fought and died to build strong
labor unions, and for those who continue to
struggle for justice and dignity for all workers

R.P.L.



PREFACE

Sociology seeks to unravel the social factors behind the transfer of thousands of jobs from the United States to developing countries of the Third World. It assesses the ways in which the availability of computer technology and the Internet may increase inequality. Sociology investigates the social forces that promote prejudice, the persistence of slavery in the 1990s, the involvement of women in street gangs, the process of growing old in different cultures, and life in the former Soviet Union and eastern Europe after the overthrow of Communism. These issues, along with many others, are of great interest to me, but it is the sociological explanations for them which I find especially compelling. It is little surprise, then, that I have found the introductory sociology class to be the ideal laboratory in which to confront our society and our global neighbors.

After 27 years of teaching sociology to students in colleges, adult education programs, nursing programs, an overseas program based in London, and even a maximum-security prison, I am firmly convinced that the discipline can play a valuable role in teaching critical thinking skills. Sociology can help students to better understand the workings of their own society and of other cultures. Through the distinctive emphasis on social policy found in this text, students will be shown how the sociologi-

cal imagination can be useful in examining such public policy issues as multiculturalism, the AIDS crisis, domestic violence, affirmative action, and environmentalism.

The introductory course in sociology is taught in a variety of formats according to a bewildering array of academic calendars. Despite this, the first five editions of *Sociology* have been well received and used at more than 400 schools, including just about every type of institution of higher education. However, by the 1990s, it had become clear that some instructors were rarely drawing on the full 20 chapters of *Sociology* and instead were seeking a more concise overview of the discipline that would permit them to assign additional material or projects. Consequently, the present volume was developed in response to these requests for a brief introduction to sociology. The first edition was received enthusiastically; as a result, it seemed useful to offer a second brief edition with significant revisions and updating.

Sociology: A Brief Introduction, Second Edition, includes all the distinctive features that have been popular with instructors and students who use the more comprehensive volume, including three especially important focal points:

- **Comprehensive and balanced coverage of theoretical perspectives throughout the text.** The functionalist, conflict, and interactionist perspectives are in-

troduced, defined, and contrasted in Chapter 1. We explore their distinctive views of such topics as culture (Chapter 2), social institutions (Chapter 4), deviance (Chapter 5), stratification by gender (Chapter 8), education (Chapter 10), and health and illness (Chapter 12).

- **Strong coverage of issues pertaining to gender, race, ethnicity, and class in all chapters.** Examples of such coverage include social policy sections on multiculturalism (Chapter 3), mandatory sentencing (Chapter 5), universal human rights (Chapter 6), domestic violence (Chapter 9), and affirmative action (Chapter 11); boxes on women's social networks (Chapter 4), welfare reform (Chapter 6), prejudice versus Arab Americans and Muslim Americans (Chapter 7), national health insurance (Chapter 12), and technology and inequality (Chapter 13); and special sections on the treatment of women in education (Chapter 10), women in politics (Chapter 11), and the contingent or temporary work force (Chapter 11).
- **Use of cross-cultural material throughout the text.** In this edition, a major section in Chapter 6 offers a global perspective on stratification, focusing on such topics as colonialism and neocolonialism, modernization, and multinational corporations. Among the other cross-cultural topics examined are the following:

controversy over a survey about the Holocaust (Chapter 1)
resocialization in the "killing fields" of Cambodia (Chapter 3)
police power in Japan (Chapter 5)
aging around the world (Chapter 8)
North American Free Trade Agreement (NAFTA) (Chapter 11)
terrorist violence (Chapter 11)
demography of Islamic nations (Chapter 12)

As in our longer text, we take great care to introduce the basic concepts and research methods of sociology and to reinforce this material in all chapters. The most recent data are included, making this book even more current than the fifth edition of *Sociology*. Finally, the 12 social policy sections in this brief edition (beginning with Chapter 2) apply sociological principles and theories to important social and political issues that are being debated by contemporary policymakers and by the general public.

CONTENT

Sociology: A Brief Introduction is divided into 13 chapters which study human behavior concisely from the perspective of sociologists. The opening chapter ("The Sociological View") presents a brief history of the discipline and introduces the basic theories and research methods employed in sociology.

The next four chapters focus on key sociological concepts. Chapter 2 ("Culture") illustrates how sociologists study the behavior we have learned and share. Chapter 3 ("Socialization") reveals how humans are most distinctively social animals who learn the attitudes and behavior viewed as appropriate in their particular cultures. We examine interactions within small groups and large bureaucracies in Chapter 4 ("Social Structure, Groups, and Organizations"). Chapter 5 ("Deviance and Social Control") reviews how we conform to and deviate from established social norms.

In the next three chapters, we consider the social hierarchies present in societies. Chapter 6 ("Stratification in the United States and Worldwide") introduces us to the presence of social inequality; while Chapter 7 ("Racial and Ethnic Inequality") and Chapter 8 ("Gender and Age Stratification") analyze specific types of inequality.

The following chapters examine the major social institutions of human society. Marriage, kinship, and divorce are only three of the topics examined in Chapter 9 ("The Family"). The remaining social institutions are considered in Chapter 10 ("Religion and Education") and Chapter 11 ("Government and the Economy").

The final chapters of the text introduce major themes in our changing world. Chapter 12 ("Health and Population") helps us understand the impact of these issues on our society and around the world. Chapter 13 ("Looking to the Future: Social Movements and Social Change") presents sociological analysis of the process of change and has a special focus on technology and the future.

SPECIAL FEATURES

"Looking Ahead" Questions

Each chapter of *Sociology: A Brief Introduction*, Second Edition, begins with "Looking Ahead"—a se-

ries of questions designed to interest students in the most important subjects and issues that will be raised.

Chapter Introduction

Following “Looking Ahead,” a lively chapter introduction conveys the excitement of sociological inquiry. For example, the opening chapter begins with an examination of how gender, age, race, ethnicity, and class affect interactions among strangers on city streets. Chapter 9 (“The Family”) opens with a brief discussion of the nontraditional family lives of three U.S. presidents. Chapter 10 (“Religion and Education”) begins with a portrait of Islamic day schools in the United States, which offer instruction to African American and immigrant youngsters.

Chapter Overview

Reflecting the positive responses to the format of *Sociology*, the introduction is again followed by a chapter overview that describes the content of the chapter in narrative form.

Key Terms

Careful attention has been given to presenting understandable and accurate definitions of each key term. These terms are highlighted in ***bold italics*** when they are first introduced. A list of key terms and definitions in each chapter—with page references—is found at the end of the chapter. In addition, the *glossary* at the end of the book includes the definitions of the textbook’s 315 key terms and the page references for each term.

Boxes

The two boxes in each chapter supplement the text discussions and are closely tied to the basic themes of each chapter. Certain boxes illustrate the application of sociological theories, such as the analysis of functionalist, conflict, and interactionist views of sports in Chapter 1. Others provide detailed analysis of sociological research, such as the study of impression management by students after exams (see Box 3-1). Still other boxes focus on contemporary issues, such as prejudice against Arab Americans and Muslim Americans (see Box 7-1).

Illustrations and Tables

Like the boxes, the *photographs*, *cartoons*, *figures*, and *tables* are closely linked to the themes of the text, and their captions make the links explicit.

Social Policy Sections

The social policy sections play a critical role in helping students to think like sociologists. These sections focus on current and often controversial issues of public policy such as abortion (Chapter 8), school choice programs (Chapter 10), and the “right to die” (Chapter 12). In all cases, students are shown the utility of sociological theory and research in understanding and resolving major political issues confronting policymakers and the general public. To help students appreciate the relevance of sociology in studying policy issues, each section begins with a set of questions designed to underscore the connection.

Chapter Summaries

Each chapter includes a brief numbered summary to aid students in reviewing the important themes.

Critical Thinking Questions

After the summary, three critical thinking questions are presented to help students learn to critically analyze the social world in which they participate. Such critical thinking is an essential element in the sociological imagination.

Additional Readings

An annotated list of additional readings concludes each chapter. These works have been selected because of their sociological soundness and their accessibility for introductory students.

References

More than 1,500 books, articles, government documents, scholarly presentations, dissertations, and pamphlets are included in the list of references at the end of the book. These materials have been listed with complete bibliographic information so that they can be retrieved easily by instructors or students. Almost 500 of these references were published in 1993, 1994, or 1995.

CHANGES IN THE SECOND EDITION

New Focus on the Changing U.S. Economy

The nature of the U.S. economy is changing in important ways, in part because the nation’s economy

is increasingly intertwined with and dependent upon the global economy discussed in Chapter 6. Consequently, with this in mind and in response to requests from adopters, we have revised the chapter on “Government and the Economy” (Chapter 11) and have added significant new sections on two developments in the U.S. economy which have interested sociologists: deindustrialization and the rise of a contingency (or temporary) work force. As these discussions underscore, any change in the nation’s economy inevitably has social and political implications and soon becomes a concern of policymakers.

New Material on Technology and the Future

When viewed from a sociological perspective, individuals, institutions, and societies will face unprecedented adaptive challenges in adjusting to the technological advances soon to come. As part of our chapter on “Looking to the Future: Social Movements and Social Change” (Chapter 13), we have added new sections on sex selection, genetic engineering, telecommuting, the Internet, computers and privacy, virtual reality, and technological accidents. Moreover, Box 13-2 examines how technological advances may intensify inequality based on gender, race, and class, as well as the inequality between industrial core nations and the developing world.

New Sections on Korean Americans and Cuban Americans

As part of our examination of the diverse population of the United States, we have added new sections on two important minority groups, Korean Americans and Cuban Americans, in Chapter 7 (“Racial and Ethnic Inequality”).

New Boxes

Twenty of this edition’s 26 boxes are new to the brief edition. Among the new boxes are:

- Framing Survey Questions About the Holocaust (Chapter 1)
- Sign Language and Deaf Culture (Chapter 2)
- The Heavy Metal Subculture (Chapter 2)
- Resocialization in the “Killing Fields” of Cambodia (Chapter 3)

- Disability as a Master Status (Chapter 4)
- Women in Street Gangs (Chapter 5)
- Prejudice Against Arab Americans and Muslim Americans (Chapter 7)
- Male Nurses in a Traditional “Women’s Job” (Chapter 8)
- The Increase in Stepfamilies (Chapter 9)
- Fundamentalists and the Schools (Chapter 10)
- The Soviet Bloc after Communism (Chapter 11)
- Terrorist Violence (Chapter 11)
- National Health Insurance (Chapter 12)

New Social Policy Sections

Six of the 12 social policy sections are new to this edition:

- Mandatory Sentencing (Chapter 5)
- Universal Human Rights (Chapter 6)
- Regulating Immigration (Chapter 7)
- School Choice Programs (Chapter 10)
- The Right to Die (Chapter 12)
- Environmentalism (Chapter 13)

Updating

The second brief edition includes the most recent data and research findings. It draws on close to 750 new sources, of which almost 500 were published in 1993, 1994, or 1995. The results of the 1990 census are fully integrated into figures, tables, and text discussions. More recent data from the Bureau of the Census have been incorporated as well, as have recent data from *Current Population Reports*, the Centers for Disease Control, the World Bank, and the Population Reference Bureau.

SUPPLEMENTS

Accompanying this textbook are the *Students’ Guide*, the *Instructor’s Resource Manual*, the *Test Bank*, and *Overhead Transparencies*.

The *Students’ Guide*, written by Richard T. Schaeffer and Robert P. Lamm, includes standard features such as detailed *key points*, definitions of *key terms*, *multiple-choice questions*, *fill-in questions*, and *true-false questions*. All are keyed to specific pages in the textbook. Perhaps the most distinctive feature is the *social policy exercise*, which is closely tied to the social policy sections in the text.

The *Instructor’s Resource Manual*, written by Richard

T. Schaefer, provides sociology instructors with *additional lecture ideas* (including alternative social policy issues), *class discussion topics*, *topics for student research* (along with suggested research materials for each topic), and suggested *additional readings* (unlike those in the text itself, these are meant for instructors rather than students). Finally, *media materials* are suggested for each chapter, including audiotapes, videotapes, and films.

The *Test Bank*, written by sociologist Mark Kassop of Bergen Community College in New Jersey and Robert P. Lamm, can be used with computerized test-generating systems. *Multiple-choice* questions are included for each chapter; they will be useful in testing students on basic sociological concepts, application of theoretical perspectives, and recall of important factual information. (All questions in the *Test Bank* are labeled as “definition,” “application,” or “information” questions.) Correct answers and page references are provided for all questions.

In addition to the printed format, the *Test Bank* is available in computerized form for use on IBM PCs and compatibles and the Apple Macintosh. Tests can also be prepared by our customized test service. The telephone number for Customized Tests is 800-888-EXAM. McGraw-Hill’s local representatives can assist professors in obtaining these supplements.

Adopters of *Sociology: A Brief Introduction*, Second Edition, can also receive a set of 80 color *Overhead Transparencies* especially developed for this edition by Richard T. Schaefer. These transparencies include figures, tables, and maps drawn from the textbook and from other academic and governmental sources.

Finally, McGraw-Hill makes available to adopters the Points of Departure Videodisc, videos, interactive software, and other materials and services. For more details, contact McGraw-Hill’s main office or your local McGraw-Hill representative.

ACKNOWLEDGMENTS

Robert P. Lamm serves as coauthor of this book and has been an integral part of my writing with McGraw-Hill since the first edition of *Sociology*.

Both Bob and I are deeply appreciative of the contributions to this project made by our editors. Rhona Robbin, a senior editor at McGraw-Hill, has worked tirelessly as our development editor since this project began more than 15 years ago. Rhona

has continually challenged us to make each edition *better* than its predecessor; her talent, commitment, and sensitivity have helped us to achieve that goal.

We have received strong support and encouragement from Phillip Butcher, our publisher; Jill Gordon, our sponsoring editor; Curt Berkowitz, editing manager; and Carl Leonard, marketing manager. Additional guidance and support were provided by Kathy Blake, associate editor; Joan O’Connor, designer; Wanda Siedlecka, layout designer; Elyse Rieder, photo editor; Elsa Peterson, permissions editor; Carol Dean, copy editor; and Elizabeth Strange, production supervisor. Special thanks go to Amy Smeltzley and Matt Zimbelmann, editorial assistants, whose work made our lives easier.

I have had the good fortune to be able to introduce students to sociology for many years. These students have been enormously helpful in spurring on my own sociological imagination. In ways I can fully appreciate but cannot fully acknowledge, their questions in class and queries in the hallway have found their way into this textbook.

This second brief edition continues to reflect many insightful suggestions made by reviewers of the first edition as well as reviewers of the five editions of *Sociology*. The current volume particularly incorporates many useful comments and criticisms made by 16 sociologists who offered constructive and thorough evaluations: Chet Ballard, Valdosta State University; Michael E. Delaney, Des Moines Area Community College; Susan A. Farrell, Kingsborough Community College; Michael Givant, Adelphi University; Tim Jacobs, Naugatuck Valley Community Technical College; Meighan G. Johnson, Shorter College; Janet E. Kroon, University of South Dakota; Purna C. Mohanty, Paine College; Donna Niemeyer, Northeast Community College; Ronald A. Penton, Sr., Gulf Coast Community College; Anne R. Peterson, Columbus State Community College; Jon A. Schlenker, University of Maine at Augusta; Joan Sokolovsky, Georgia Institute of Technology; George F. Stine, Millersville University; Nancy Terjesen, Kent State University; and Jo Wayne, Gordon College.

As is evident from these acknowledgments, the preparation of a textbook is truly a team effort. The most valuable members of this effort continue to be my wife, Sandy; and my son, Peter. They provide the support so necessary in my creative and scholarly activities.

Richard T. Schaefer



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