

MAPPING THE SOCIAL READINGS IN SOCIOLOGY

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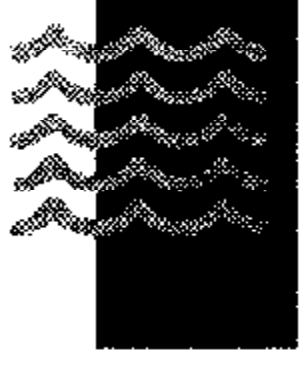
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LANDSCAPE





Mapping the Social Landscape

Readings in Sociology

Second Edition

SUSAN J. FERGUSON

Grinnell College



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MAPPING THE SOCIAL LANDSCAPE

Readings in Sociology

With love to my grandmother, Edna Catherine Clark, who always believed that an education would open the doors of the world to me. She was right.

Preface

As the title suggests, *Mapping the Social Landscape* is about exploration and discovery. It means taking a closer look at a complex, ever-changing social world in which locations, pathways, and boundaries are not fixed. Because sociology describes and explains our social surroundings, it enables us to understand this shifting landscape. Thus, sociology is about discovering society and discovering ourselves. The purpose of this anthology is to introduce the discipline of sociology and to convey the excitement and the challenge of the sociological enterprise.

Although a number of readers in introductory sociology are already available for students, I have yet to find one that exposes students to the broad diversity of scholarship, perspectives, and authorship that exists within the field of sociology. This diversity goes beyond recognizing gender, racial-ethnic, and social class differences to acknowledging a plurality of voices and views within the discipline. Like other anthologies, this one includes classic works by authors such as Karl Marx, Emile Durkheim, Max Weber, W. E. B. Du Bois, C. Wright Mills, and Talcott Parsons; in addition, however, I have also drawn from a wide range of contemporary scholarship, some of which provides newer treatments of traditional concepts. This diversity of viewpoints and approaches should encourage students to evaluate and analyze the ideas and research findings presented.

In addition, because I find it invaluable in my own teaching to use examples from personal experiences to enable students to see the connection between “private troubles and public issues,” as Mills phrased it, I have included in this collection a few personal narratives to help students comprehend how social forces affect individual lives. Thus, this anthology includes classic as well as contemporary writings, and the voices of other social scientists who render provocative sociological insights. The readings also exemplify functionalist, conflict, and symbolic interactionist perspectives and different types of research methodology. Each article is preceded by a brief headnote that sets the context within which the reader can seek to understand the sociological work. Thus, the selections communicate an enthusiasm for sociology while illustrating sociological concepts, theories, and methods.

During the last twenty-five years, sociology has benefited from a rich abundance of creative scholarship, but many of these original works have not been adequately presented in textbooks or readers. I believe an introduc-

tory anthology needs to reflect the new questions concerning research and theory within the discipline. Moreover, I find that students enjoy reading the actual research and words of sociologists. This anthology, therefore, includes many “cutting edge” pieces of sociological scholarship and some very recent publications by recognized social analysts. Current issues are examined, including the tattoo subculture, the mythopoetic men’s movement, the effects of globalization, the political influence of corporate PACs, the anti-abortion movement, the rise of paramilitary subcultures, and environmental degradation. In essence, I have attempted, not to break new ground, but to compile a collection that provides a fresh, innovative look at the discipline of sociology.

Changes to the Second Edition

With this second edition, I maintain a balance of classical and contemporary readings. In addition to the classic pieces that appear in the first edition, I have added a few more classics, including Emile Durkheim’s discussion of social facts, Max Weber’s classic work on the protestant ethic and the spirit of capitalism, Talcott Parsons’ view of the institution of medicine, and William Ogburn’s theory of cultural lag. I also have added nineteen new selections of contemporary cutting-edge sociological research that illustrate analyses of timely social issues and the intersection between race, social class, and gender. Another new feature in the second edition is the development of a separate section on the social institution of health and medicine. In addition to the Talcott Parsons’ reading mentioned above, this section also includes an article by Steven Epstein on AIDS and social activism, and a piece by David Karp on the experience of illness and taking anti-depressant drugs. Of course, for all of the readings, I have tried to choose selections that are interesting and accessible to students. Please note that I welcome feedback from professors and students on this edition of *Mapping the Social Landscape: Readings in Sociology*.

Printed Test Bank

I also have written an accompanying test manual that contains numerous examination and discussion questions for each reading. As the editor of this anthology, I developed these items with the goal of helping instructors test students’ understanding of key sociological concepts and themes.

Acknowledgments

The completion of this book involved the labor and support of many people. I would like to begin by acknowledging the support of my colleagues in the sociology department at Grinnell College. I also am indebted to the Carnegie

secretaries, Faun Black, Vicki Bunell, Patty Dale, and Karen Groves, for their time typing and xeroxing portions of the manuscript. My student library assistants, Alice Gates, Sarah Staveteig, and Adrienne Van der Valk, also need to be commended for carrying innumerable pounds of books between my office and the library. Moreover, I appreciate the help of Bertha Camacho, Heather Farber, Stephanie Jaros, Betsy McCallon, Michelle McManus, Emily Morse, Holly Pfitsch, Amy Reiter, and Sacha Steenhock in reading the page proofs. I also am grateful to Grinnell College for its generous research support.

Many sociologists reviewed earlier drafts of the manuscript and provided me with valuable observations. First and foremost, I want to acknowledge the early insights of Agnes Riedmann, who suggested several key pieces in the first draft. I also appreciate the suggestions for selections made by Joan Ferrante, Annette Lareau, and Michael Messner.

My special thanks go to Arnold Arluke, Northeastern University; Joanne M. Badagliacco, University of Kentucky; Gary L. Brock, Southwest Missouri State University; Tom Gerschick, Illinois State University; Thomas B. Gold, University of California at Berkeley; Jack Harkins, College of DuPage; Paul Kamolnick, East Tennessee State University; Peter Kivisto, Augustana College; Fred Kniss, Loyola University; Diane E. Levy, University of North Carolina at Wilmington; Peter Meiksins, Cleveland State University; Roslyn Arlin Mickelson, University of North Carolina at Charlotte; and Carol Ray, San Jose State University, for their feedback on the first edition of the manuscript. As a team of reviewers, your detailed comments were enormously helpful in the tightening and refining of the manuscript. And more important, your voices reflect the rich and varied experiences with teaching introductory sociology.

For the second edition, I would like to thank the following team of reviewers: Angela Danzi, State University of New York at Farmingdale; Diane Diamond, State University of New York at Stony Brook; Yvonne Downs, State University of New York at Fredonia; Kay Forest, Northern Illinois University; Bob Granfield, University of Denver; Susan Greenwood, University of Maine; Kate Hausbeck, University of Nevada at Las Vegas; Arthur J. Jipson, Miami University; James Jones, Mississippi State University; Carolyn A. Kapinus, Penn State University; J. Richard Kendrick, Jr., State University of New York at Cortland; M. Kris McIlwaine, University of Arizona; Kristy McNamara, Furman University; Tracy Ore, University of Illinois at Urbana; Denise Scott, State University of New York at Geneseo; Maynard Seider, Massachusetts College of Liberal Arts; Tom Soltis, Westmoreland Community College; Martha Thompson, Northeastern Illinois University; Huiying Wei-Arthus, Weber State University; Adam S. Weinberg, Colgate University; Amy S. Wharton, Washington State University; and John Zipp, University of Wisconsin at Milwaukee.

At Mayfield Publishing Company, I would like to recognize the creative and patient efforts of several individuals, including Mary Johnson, Amy

Reiter, Kimberly Russell, Jeanne M. Schreiber, Linda Toy, Pamela Trainer, and April Wells-Hayes. I also want to acknowledge the detailed work of the copyeditor, Pam Suwinsky, and the production management skills of Vicki Moran. My highest appreciation goes to Serina Beauparlant, the acquisitions editor. Serina, if I am a clutch hitter, then you are the phenomenal batting coach. I could not have asked for a more thoughtful and attentive sociology editor. Thank you.

About the Contributors

Nancy Abelman (Reading #33) is an associate professor of anthropology at the University of Illinois, Urbana-Champaign. She and her co-author, John Lie, wrote *Blue Dreams: Korean Americans and the Los Angeles Riots* (1995), which is excerpted in this volume.

Elijah Anderson (Reading #8) is the Charles and William L. Day Professor of the Social Sciences, professor of sociology, and director of the Philadelphia Ethnography Project at the University of Pennsylvania. An expert on the sociology of black America, he is the author of the highly regarded sociological work *A Place on the Corner: Study of Black Streetcorner Men* (1978); numerous articles on the black experience, including "Of Old Heads and Young Boys: Notes on the Urban Black Experience" (1986), commissioned by the National Research Council's Committee on the Streets of Black Americans; "Sex Codes and Family Life among Inner-City Youth" (1989); and *The Code of the Streets*, which was the cover story in the May 1994 issue of the *Atlantic Monthly*. For his ethnographic study, *Streetwise: Race, Class, and Change in an Urban Community* (1990), he was honored with the Robert E. Park Award of the American Sociological Association. He has also won the Lindback Award for Distinguished Teaching at the University of Pennsylvania.

Dallas A. Blanchard (Reading #43) obtained his Ph.D. in the sociology of religion and social ethics from Boston University. Blanchard is a retired United Methodist minister, who pastored churches in racially changing communities in Alabama, Kentucky, Tennessee, and Rhode Island. During his seventeen years as a minister, Blanchard experienced the Selma–Montgomery March, the merging of white and black congregations, and numerous Ku Klux Klan confrontations. Blanchard has also served on the Alabama Advisory Committee to the U.S. Commission on Civil Rights. Currently, he is professor and chair of sociology at the University of West Florida.

Kathleen M. Blee (Reading #17) is professor of sociology at the University of Pittsburgh. Blee hopes that her research on the politics of racial hatred and religious bigotry might help in the development of effective strategies to counteract the growth of organized racism in the United States. She is presently studying the involvement of women in modern-day white supremacist movements, including the Ku Klux Klan and neo-Nazi and racist skinhead groups.

Philippe Bourgois (Reading #21) is a research fellow at the San Francisco Urban Institute and associate professor of anthropology at San Francisco State University. He is the author of *Ethnicity at Work: Divided Labor on a Central American Banana Plantation* (1989), and also has co-edited two volumes on poverty and social unrest in Latin America.

Robert D. Bullard (Reading #55) is a Ware Professor of Sociology and director of the Environmental Justice Resource Center at Clark Atlanta University. He is the author of *Dumping in Dixie: Race, Class, and Environmental Quality* (1990), *Confronting Environmental Racism: Voices from the Grassroots* (1993), *Unequal Protection: Environmental Justice and Communities of Color* (1994), and *Residential Apartheid: The American Legacy* (1994).

Mary Beth Caschetta (Reading #28) is a treatment advocate for low-income HIV-positive women in New York City. A medical sociologist and lesbian feminist, she has published articles concerning women's health in the *Journal of the American Medical Women's Association*, the *Sex Information and Education Council of the U.S. Report*, the *New England Journal of Medicine*, and the *Encyclopedia of Childbirth*.

Mark Chaves (Reading #42) is an associate professor of sociology at the University of Arizona. He is the author of *Ordaining Women: Culture and Conflict in Religious Organizations* (1997). Most of Chaves' work spans the boundary between the sociology of religion and the sociology of organizations. He is currently working on the National Congregations Study, a survey sample of nationally representative religious congregations.

Dan Clawson (Reading #36) is a professor of sociology at the University of Massachusetts at Amherst. Clawson began studying campaign finance in the early 1980s in an attempt to figure out why and how politics shifted so decisively to conservatism. Business actions, he feels, are usually politically decisive but are generally neglected by students, the media, and many scholars. He is co-author of *Money Talks: Corporate PACs and Political Influence* (1992), which is excerpted in this volume.

Patricia Hill Collins (Reading #51) received her B.A. and Ph.D. degrees from Brandeis University and an M.A.T. degree from Harvard University. While her specialties in sociology include such diverse areas as sociology of knowledge, organizational theory, social stratification, and work and occupations, her research and scholarship have dealt primarily with issues of gender, race, and social class, specifically relating to African American women. Her first book, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (1990), has won many awards, including the C. Wright Mills Award. Her second book, *Race, Class, and Gender: An Anthology* (edited with Margaret Andersen) is widely used in undergraduate courses in the United States.

Peter W. Cookson, Jr. (Reading #48) is associate provost at Adelphi University. His current work centers on education reform and applying sociological principles to school policy. He is currently writing a book about education policy for Yale University Press.

Mary Crow Dog, nee Mary Brave Bird (Reading #47) grew up fatherless in a one-room cabin without plumbing or electricity, on a Sioux reservation in South Dakota. Her autobiography, *Lakota Woman* (1990), records her memories of growing up female and Native American on the impoverished margins of a racist mainstream America; it also celebrates her liberation from this legacy of despair through activist politics, Native American religion, and childbirth during the occupation of Wounded Knee in 1973. Her life history shows her determination against all odds to save herself in a world that has been hostile to America's First Peoples for centuries.

G. William Domhoff (Reading #23) received his education at Duke University, Kent State University, and the University of Miami. Domhoff says he never had any interest in politics or power in his mid-20s, when he already had finished a Ph.D. in psychology on the topic of dreams. He later became interested in the topic of the ruling class in America. He thinks studying both dreams and power is a nice counterbalance, and he teaches both subjects at the University of California, Santa Cruz, where he has been since 1965. Four of his books, *Who Rules America?* (1967), *The Higher Circles* (1970), *The Powers That Be* (1979), and *Who Rules America Now?* (1983), are among the top fifty best-sellers in sociology over the past forty years.

W. E. B. Du Bois (1868–1963) (Reading #31) was born in Great Barrington, Massachusetts. He studied at Fisk University before receiving his Ph.D. from Harvard in 1895. Du Bois was a leading social theorist on race issues in the United States, and his study, *The Philadelphia Negro* (1899), is considered to be a classic empirical sociological work. Another of his works, *Souls of Black Folk* (1903), stirred up controversy within the African American community. Du Bois went on to organize the Niagara Movement (1905–1910), which developed into the NAACP, and he also was active in the Pan-African movement. Du Bois moved to Ghana in 1961, where he died on August 27, 1963, the day of the civil rights march on Washington, D.C.

Emile Durkheim (1858–1917) (Reading #4) was born in Lorraine, France. He studied cultural anthropology before he began teaching pedagogy and social science at the University of Bordeaux in 1887. In 1902, he was appointed to the Sorbonne in Paris. Durkheim designed early courses around the concept of social solidarity, and he founded the *Année Sociologique* in 1896 and served as its editor until 1913. His famous works include his dissertation, *The Division of Labor in Society* (1893), *Suicide* (1898), and *The Elementary Forms of the Religious Life* (1912). An excerpt from Durkheim's work, *Rules of Sociological Method* (1895), is in this volume. Durkheim's premature death in 1917, at the age of 59, was attributed to his grief from losing his son two years earlier.

Gwynne Dyer (Reading #14) is a freelance journalist who is the author and narrator of the PBS National Television Series, *War*. "Anybody's Son Will Do" is an excerpt from the book based on that series.

Kathryn Edin (Reading #26) is assistant professor of sociology at the University of Pennsylvania. She co-authored with Laura Lein, *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work* (1997), which is excerpted in this volume.

Friedrich Engels (1820–1895) (Reading #38) was born in Barmen, Germany. During his youth he studied mercantilism, jurisprudence, religion, and history. In 1842, Engels moved to Manchester where, during the 1840s, he published several articles that criticized social and political conditions in England. It was through his writing that he met Karl Marx; after corresponding, the two met in Paris during the fall of 1844. This meeting was the beginning of a loyal friendship and fruitful scholarly collaboration. Marx and Engels were co-authors of numerous works, including *The German Ideology* (1845–1846), and the *Manifesto of the Community Party* (1848); an excerpt of the latter work is included in this volume. Engels' most important work, *The Origin of the Family, Private Property, and the State* (1884), is a critical examination of the history of private property, the family, and the subjugation of women. As such, it is considered a fundamental work in feminist theory. Before dying of esophageal cancer in 1895, Engels devoted his last years to editing and defending Marx's final works, including *Capital*.

Steven Epstein (Reading #45) is an associate professor of sociology at the University of California, San Diego. The excerpt in this volume is from Epstein's book, *Impure Science: AIDS, Activism, and the Politics of Knowledge* (1996). This book is based upon Epstein's dissertation work, which won the American Sociological Association's award for best dissertation of the year. The book also is the winner of the C. Wright Mills Award of the Society for the Study of Social Problems (1997) and the Robert K. Merton Award of the American Sociological Association (1997).

Richard Erdoes (Reading #47) is the co-author of *Lame Deer: Seeker of Visions* (1972), *American Indian Myths and Legends* (1984), and the author of more than twenty other titles. His most recent work is *A.D. 1000: Living on the Brink of Apocalypse* (1995). He is an Austrian-born historian, ethnographer, and artist, and has contributed illustrations to many periodicals, including *Time*, *Life*, *Fortune*, *The New York Times*, *Smithsonian*, and *The Saturday Evening Post*. He was a finalist for the 1981 best Western nonfiction award by Western Writers of America for *Saloons of the Old West*. Erdoes has pursued the protection of indigenous people in North America throughout his life.

Yen Le Espiritu (Reading #30) is professor of ethnic studies at the University of California, San Diego, where she teaches Race and Ethnic Relations and Asian American Studies. She is the author of *Asian American Panethnicity:*

Bridging Institutions and Identities (1992), *Filipino American Lives* (1995), and *Asian American Women and Men: Labor, Laws, and Love* (1997). She also has served as the president of the Association of Asian American Studies and is a review editor of the *Journal of Asian American Studies*.

Joe R. Feagin (Reading #34) is a professor of sociology at the University of Florida. He does research mainly on gender and racial discrimination. He has completed a major research project on the discrimination faced by successful Black Americans, a major portion of which was published in 1994 as *Living with Racism: The Black Middle Class Experience*. He also has published a book, *White Racism: The Basics* (1995), with co-author Professor Hernan Vera, and has served as scholar-in-residence at the U.S. Commission on Civil Rights. For the 1998–1999 year, Feagin served as the president of the American Sociological Association.

Richard Flacks (Reading #56) is a professor of sociology at the University of California at Santa Barbara. As a graduate student, he participated in the founding of Students for a Democratic Society—the leading organization of the white new left. He did path-breaking research on the family backgrounds and socialization of student activists; among his many writings on the student movement of the sixties is the book, *Youth and Social Change* (1973). His study, with Jack Whalen, of the political fate of the sixties generation is described in their book, *Beyond Barricades* (1989). The article reprinted here continues his long-term effort to understand the potentials for radical democratic movement in the United States (an effort discussed in his book, *Making History: The American Left and the American Mind*, 1988).

Donna Gaines (Reading #2) is a journalist, cultural sociologist, and New York state certified social worker. As a features writer she has published in *Rolling Stone*, *Long Island Monthly*, *Spin*, *Newsday*, and *Contemporaries*. Her first book, *Teenage Wasteland: Suburbia's Dead-End Kids* (1990), is internationally acclaimed and required reading for university course lists in several disciplines. *Rolling Stone* declared *Teenage Wasteland* “the best book on youth culture.” Gaines received her doctoral degree in sociology at the State University of New York at Stony Brook, December 1990. She is currently a senior fellow at the Institute for Cultural Studies in New York City.

Herbert J. Gans (Reading #25) states: “I came to America in 1940 as a refugee from Nazi Germany, and for the first few years here, my family and I were very poor: events that help to explain my later work. Being an immigrant evoked my lifelong curiosity about America and made me a sociologist; being a political refugee stimulated my concern with social injustice; and living in poverty helped create my enduring interest in doing something about it. This interest was furthered by the research done for my first book, *The Urban Villagers* (1962), which remains a popular undergraduate text; it is expressed once more in my ninth and latest book, *The War on the Poor: The Underclass and Antipoverty Policy* (1995).”

J. William Gibson (Reading #9) teaches sociology at California State University, Long Beach. He is the author of two books, *The Perfect War: Technowar in Vietnam* (1986) and *Warrior Dreams: Paramilitary Culture in Post-Vietnam America* (1994), which is excerpted in this volume. He also is the co-editor of *Making War/Making Peace: Social Foundations of Violent Conflict* (1989).

Robert Granfield (Reading #13) graduated from Northeastern University in 1989 and has been in the Department of Sociology at the University of Denver for six years. He developed an interest in the legal profession while he was in graduate school and initiated research on legal education that led to his dissertation and a book, *Making Elite Lawyers: Visions of Law at Harvard and Beyond* (1992). In addition to this work, he has published articles on the sociology of drugs, the products liability law, and social theory.

William Greider (Reading #37) is the national editor of *Rolling Stone* magazine. His books include *The Education of David Stockman and Other Americans* (1986); *Secrets of the Temple: How the Federal Reserve Runs the Country* (1987), which won the *Los Angeles Times* Book Prize; and *Who Will Tell the People: The Betrayal of American Democracy* (1992), which was nominated for a National Book Award. Greider's most recent book, *One World, Ready or Not: The Manic Logic of Global Capitalism* (1997), is excerpted in this volume. Greider lives in Washington, D.C.

C. Kirk Hadaway (Reading #42) is minister for research and evaluation at the United Church Board for Homeland Ministries (United Church of Christ) in Cleveland, Ohio. He is a sociologist (Ph.D. University of Massachusetts, Amherst) who conducts institutional and social research for the UCC. His current research involves studies of religious affiliation, church membership, and participation in several Western nations. He is the author of *What Can We Do about Church Dropouts?* (1990), and co-editor of *The Urban Challenge* (1982), a book on city churches. His most recent book is *Rerouting the Protestant Mainstream* (1995).

Arlie Russell Hochschild (Reading #52) is professor of sociology at the University of California at Berkeley. She has written extensively on the topic of gender, work, and family life. She is the author of *The Managed Heart: The Commercialization of Human Feeling* (1978), *The Second Shift: Working Parents and the Revolution at Home* (1989), and *The Time Bind: When Work Becomes Home and Home Becomes Work* (1997), which is excerpted in this volume.

Robert A. Hummer (Reading #22) is assistant professor of sociology at the University of Texas at Austin. His work currently centers on how social inequality influences the health and mortality levels of different populations. Outside of sociology, he loves to travel with his wife and three-year-old daughter, enjoys fishing, and tries to work in an occasional-to-regular dose of ESPN.

Martin Sanchez Jankowski (Reading #16) is a professor of sociology at the University of California at Berkeley. He authored *City Bound: Urban Life and Political Attitudes among Chicano Youth* (1986), and co-authored *Inequality by Design: Cracking the Bell Curve Myth* (1987). His most recent work, *Islands in the Street: Gangs and American Urban Society* (1991), is excerpted in this volume.

David A. Karp (Reading #46) is a professor of sociology at Boston College. Karp's book, *Speaking of Sadness: Depression, Disconnection, and the Meanings of Illness* (1996), is the winner of the 1996 Charles Horton Cooley Award from the Society for the Study of Symbolic Interaction. This work is excerpted in this volume.

Donald B. Kraybill (Reading #15) is a professor of sociology at Elizabethtown College in Elizabethtown, Pennsylvania. In addition to the excerpt in this volume from his book, *The Riddle of Amish Culture* (1989), Kraybill has published other books, including *Our Star-Spangled Faith* (1976) and *Perils of Professionalism, Facing Nuclear War* (1982). Kraybill's most recent book, *The Upside-Down Kingdom* (1990), is the winner of the National Religious Book Award.

Robin Leidner (Reading #40), associate professor of sociology at the University of Pennsylvania, was once a *Jeopardy!* champion. While researching *Fast Food, Fast Talk* (1993), she not only put in her time at McDonald's, but also found herself chanting, "I feel healthy! I feel happy! I feel TERRIFIC!" with a group of life insurance sales trainees. Before becoming a sociologist, she spent several years acting and writing for RIFT, the Rhode Island Feminist Theater.

Laura Lein (Reading #26) is senior lecturer in the Department of Anthropology and senior lecturer and research scientist in the School of Social Work at the University of Texas at Austin. She co-authored with Kathryn Edin, *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work* (1997), which is excerpted in this volume.

John Lie (Reading #33) is professor of sociology at the University of Illinois, Urbana-Champaign. He and his co-author, Nancy Abelmann, wrote *Blue Dreams: Korean Americans and the Los Angeles Riots* (1995), which is excerpted in this volume.

Judith Lorber (Reading #11) has taught courses in gender for twenty-five years at Brooklyn College and the Graduate Center, City University of New York, starting with *Courtship and Marriage* and ending with the *Sociology of Gender*. She is the author of *Women Physicians: Careers, Status and Power* (1984), and *Paradoxes of Gender* (1994), which is excerpted in this volume. In 1986 she founded a journal, *Gender & Society*, which is still going strong.

Penny Long Marler (Reading #42) is associate professor of religion and philosophy at Samford University in Birmingham, Alabama where she teaches

sociology of religion, sociological theory, and congregational studies. She received her B.A. from Auburn University, her M.Div. and Ph.D. from Southern Baptist Theological Seminary, and her M.S.S.W. from the University of Louisville. She is co-author of *Being There* (1997), an ethnographic study of two American seminaries. Her current research deals with religious nominalism and an ecological approach to the transmission of religious belief and belonging.

Patricia Yancey Martin (Reading #22) teaches the sociology of gender, organizations, and work at Florida State University. Her interest in undergraduate student culture includes the social, service, and political organizations to which students belong. She has studied services provided for rape victims in 130 organizations in Florida and is currently interviewing men and women about gender and race-ethnicity in Fortune 500 companies that compete for markets, growth, and profits in a global capitalist economy.

Karl Marx (1818–1883) (Reading #38) was born in Trier in the Prussian Rhineland. He was a prodigy, receiving his doctorate in philosophy from the University of Jena at the age of twenty-three. Marx could not obtain a university position in Germany because of his association with the Young Hegelians, who were considered heretics. He left Germany in 1843, and after living in exile in Paris, Brussels, and Cologne, he moved his family to London. Marx devoted his life to the study of law, history, mortality, and the political economy. His scholarly work and brief employment as a journalist did not provide much income, so for most of his life, Marx was dependent on the financial help and friendship of Friedrich Engels. Together they collaborated on many works, including the *Manifesto of the Communist Party* (1848). Marx is known for his contributions to socialist thought, his synthesis of philosophical knowledge, and his theory of society and history. From his early works, such as the *Economic and Philosophic Manuscripts* (1844) to *Capital* (1867–1879), Marx has left a rich legacy of social thought.

Penelope A. McLorg (Reading #20) is a doctoral student in anthropology at Southern Illinois University at Carbondale. She is interested in the interplay between social and biological factors. Her recent publications involve eating disorders, infant feeding practices, and bone anatomy and measurement.

Michael Messner (Reading #12) played high school basketball, but then discovered as a college freshman that he was too short to play forward, too slow to play guard, but just the right size to warm the bench as his teammates played. Though today he still shoots some hoops, he spends the majority of his working hours as associate professor in the Department of Sociology and the Program for the Study of Women and Men in Society at the University of Southern California. Messner is the author of *Power at Play: Sports and the Problem of Masculinity* (1992), co-author of *Sex, Violence, and Power in Sports:*