

sociology

the core

6th edition



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James W. Vander Zanden

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SOCIOLOGY: THE CORE

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about the authors

Michael Hughes is Professor of Sociology at Virginia Polytechnic Institute and State University (Virginia Tech) and currently serves as editor of the *Journal of Health and Social Behavior*. He received his Ph.D. in sociology from Vanderbilt University in 1979. He has taught introductory sociology for 29 years and also regularly teaches courses in minority group relations, deviant behavior, the sociology of mental illness, and data analysis. He has held positions as research fellow at the University of Michigan's Institute for Social Research (1992–1994) and research associate at Vanderbilt University (1980–1982). With Walter R. Gove he is the author of the book *Overcrowding in the Household*. His research interests in mental health and mental illness, race and ethnicity, and crowding and living alone have resulted in over 60 professional articles published in a variety of journals.

Carolyn J. Kroehler is a professional writer and editor who has received her sociological education “on the job.” She has contributed to criminology and criminal justice textbooks and is currently working with Kay Oehler and Michael Hughes on a social problems text to be published by McGraw-Hill. She edited and

helped with the writing of a guide to academic success for college students, *Straight A's: If I Can Do It, So Can You*. Her writing experience also includes several years in a college public relations office and writing and editing for the *Lancaster Independent Press*. At the Virginia Water Resources Research Center, she wrote public education and technical materials about water quality and other environmental issues, including a book on drinking water standards. She earned her Ph.D. in botany at Virginia Tech and has published in the *Canadian Journal of Botany*, *Plant and Soil*, and *Oecologia*.

Mike and Carrie live in Blacksburg, Virginia, with their children Edmund and Camilla.

James W. Vander Zanden is Professor Emeritus in the College of Social and Behavioral Sciences at the Ohio State University and previously taught at Duke University. He holds a Ph.D. degree from the University of North Carolina at Chapel Hill. Professor Vander Zanden was the sole author of the first four editions of *Sociology: The Core*. His other published works include eight books and more than 20 professional articles.

The education that students receive should allow them to live fuller, richer, and more fruitful lives. Such a goal is ultimately the bedrock upon which we build and justify our careers as educators and sociologists. Students today face the challenges presented by the transformation to an information and global economy, the growth of biotechnology and cloning, the ever-expanding human population, and the environmental problems associated with population growth. To understand and live in this rapidly changing social environment, they need a solid foundation in sociological concepts and perspectives.

Sociology encourages us to examine aspects of our social environment that we might otherwise ignore, neglect, or take for granted, and it allows us to look beneath the surface of everyday life. The introductory course in sociology gives students the opportunity to use this sociological imagination in understanding and mastering their social world, and *Sociology: The Core* provides the information they need to do so.

Providing the Core

A course in sociology should broaden students' horizons, sharpen their observational skills, and strengthen their analytical capabilities. *Sociology: The Core* aims to make the introductory course manageable for instructors and students alike. The sixth edition returns to the core concept with a tighter, more readable text that provides the essentials. Although it has fewer total pages, it retains all the major sections of the fifth edition, with streamlined feature boxes, figures that present data critical to an introductory text, and a stick-to-the-basics approach. It provides the core of sociology—the basic foundations of the discipline.

The coverage of many key topics in *Sociology: The Core*—theory, culture, socialization, groups, formal organizations, deviance, social

stratification, race, gender, power, the family, religion, and social change—is equal to, and in many cases exceeds, that found in most other introductory textbooks. The **functionalist, conflict, and interactionist perspectives** are introduced in the first chapter and applied throughout the book. This helps students to develop a solid understanding of these major sociological perspectives and their contributions to the topics covered here, and it provides something for everyone in departments where all faculty members are required to use the same introductory textbook.

It would be presumptuous for any sociologist to program another sociologist's course. Instead, we hope that *Sociology: The Core* provides a solid resource—a common intellectual platform—that each instructor can use as a sound foundation in developing an introductory course. As a coherent presentation of sociological materials, a core text is an aid to pedagogy. Instructors can supplement the text with papers, readers, or monographs that meet their unique teaching needs. Likewise, students can use *Sociology: The Core* as a succinct source of information.

Bringing Students In

In *Sociology: The Core*, we seek to make sociology come alive as a vital and exciting field, to relate principles to real-world circumstances, and to attune students to the dynamic processes of our rapidly changing contemporary society. The study of a science can captivate student interest and excite their imagination. In this edition, we capitalize on students' desires to read about issues of interest to them with **new feature boxes on campus rape, binge drinking, and gender-norm violations**. Because students live and will work in an increasingly diverse and global world, we have **increased coverage of global issues** with a new box on

income inequality within societies around the world **and cross-cultural comparisons** integrated in various chapters. We continue to **emphasize issues of race, ethnicity, and gender** as a regular part of most topics in sociology, incorporating data and studies where appropriate throughout the book.

Pedagogical Aids

In selecting pedagogical aids for the text, we decided to use those that provide the most guidance with the least clutter and to focus on those that students are most likely to actually use.

Chapter Outline

Each chapter opens with an outline of its major headings; this allows students to preview at a glance the material to be covered.

Cross-Reference Icons

Referrals to material in other chapters are highlighted with “cross-reference” icons that provide specific page references, making it easy for students and instructors to find such material.

Key Terms

The terms most essential to the core of sociology are set in boldface type and are defined as they are presented in the text. These key terms appear in the chapter summaries, again in boldface type to emphasize their importance and to reinforce the student’s memory. At the end of each chapter, a **Glossary** lists the key terms included in the chapter and provides their definitions. All key terms appear in the index, along with an indication of where they are first defined.

Chapter Summary

Each chapter concludes with a **Chapter in Brief** summary that uses the same outline of major headings used in the chapter opener. The

summary recapitulates the central points, allowing students to review what they have read in a systematic manner. The use of major headings allows students to return to the appropriate section in the chapter for more information. The Chapter in Brief includes all of the glossary terms, boldfaced to remind students that they are key terms.

Internet Exercises

Each chapter concludes with an **Internet Connection** that provides students with an opportunity to explore sociological data and information on the Internet and hone their critical thinking abilities.

Boxes

The sixth edition includes four types of boxes, all of which add to the concepts and theories discussed in the chapter in which they appear, and many of which add insights to other chapters as well.

Doing Social Research boxes focus on how social scientists approach various research problems; topics discussed have been chosen to illustrate or enhance the topics discussed in the chapter.

Sociology around the World boxes focus on sociological research that extends beyond the United States, on research done with subjects from outside the United States, on cross-cultural sociological research, and on illustrations of sociological concepts in a variety of cultural settings.

Issues in Focus boxes explore from a sociological perspective controversial research findings, current events, and themes of interest to students.

Students Doing Sociology boxes summarize the experience of students who were asked to think like sociologists: to interpret certain events with sociological concepts and principles or to perform sociological research.

Additional *Students Doing Sociology* boxes are available in the Instructor's Manual. Instructors may wish to use them to create their own classroom exercises or assignments.

Figures and Tables

The data presented in the figures and tables throughout *Sociology: The Core* are as up-to-date as possible—and as accessible as we could make them. The figures and tables feature a new, more user-friendly design. Whenever possible, we have created figures from published data instead of simply presenting percentages and numbers from statistical sources. In some cases, we have generated original analyses from publicly available data sets. Sources for figures and tables include the U.S. Census Bureau, the National Center for Health, the General Social Survey, the Statistical Abstract of the United States, and the Survey on Consumer Finances.

Photographs and Cartoons

Photographs and cartoons serve both to draw the students in and to illustrate important concepts and principles. The sixth edition includes new and bigger photos and some new cartoons. Photo captions tie the photographs to the text, and cartoons, in addition to adding a light touch to the text and reinforcing important ideas, make points that can't be made any other way.

References

The sixth edition of *Sociology: The Core* presents new data and references throughout, including major updates in race and ethnicity; gender inequality; welfare reform and poverty; crime; wealth and income; and more. It includes hundreds of new references to major sociological journals, books, government documents and data sets, and popular media, most to sources published in 1998, 1999, 2000, and 2001. Full citations appear at the end of the text.

Changes in the Sixth Edition

While the sixth edition retains all the core information of the fifth edition, there are a number of significant additions and enhancements. The sixth edition:

- Strengthens the focus on gender stratification as a structural feature of society and adds a consideration of feminism in the sociological perspectives section of the **gender** chapter.
- Includes a discussion of the new Harvard School of Public Health College Alcohol Study in the **deviance** chapter and assesses the declining **crime** rate.
- Updates the debate on marriage and the value of the traditional family in the **family** chapter.
- Provides recent evidence on achievement in public schools in the United States and worldwide and a contemporary discussion of **education** as affected by school vouchers, private schools, and home schooling.
- Updates the discussion of **stratification** with new wealth data from the 1998 Federal Reserve Survey of Consumer Finances, and adds a box on income inequality around the world.
- Includes the new data from the 2000 report on the Sexual Victimization of College Women from the National Institute of Justice, Bureau of Justice Statistics in the **gender** chapter.
- Revises the discussion of social mobility to reflect differences in **status attainment** for women and African Americans.
- Adds a new table on subcultural slang (featuring kitchen workers and kayakers) in the **culture** chapter.
- Uses recent research findings on church attendance and on the importance of religion

to individuals to illustrate the role **religion** plays in U.S. society.

- Discusses the changing organization of health care in the United States and its effect on **medicine**.
- Strengthens the presentation of race, ethnicity, and gender in **political and economic power**.
- Incorporates all-new **population** pyramids, population data, and a focus on differential population growth in various parts of the world.
- Emphasizes the technological and communications revolution in the **social change** chapter.
- Includes a consideration of the effect of the Internet on **organizations**, including a discussion of virtual offices and virtual companies.
- While retaining separate sections, strengthens the connections between the discussions of cities, population, and the **environment**.

Sociology: The Core was originally conceived and written by James W. Vander Zanden, and much of his work is retained in this sixth edition. However, he did not participate in this revision and is not responsible for any new material, changes, or additions in the sixth edition. Michael Hughes and Carolyn J. Kroehler are responsible for all of the revisions and changes in both the fifth and sixth editions.

Ancillary Materials

The sixth edition of *Sociology: The Core* is accompanied by a number of supplementary learning and teaching aids.

For the Student

Student Study Guide

For each chapter, the study guide offers major learning objectives; matching and multiple-

choice practice test items to help students grasp the key concepts; short essay questions; a list of selected readings; and a list of related references and useful websites.

Student's Online Learning Center (OLC)

This is a Web-based, interactive study guide featuring URLs relevant to each topic, Internet exercises, chapter quizzes, chapter overviews, learning objectives, key-term flashcards, and more for each chapter. Please visit at www.mhhe.com/hughes6.

PowerWeb

Available as *an option*. PowerWeb is a password-protected website developed by Dushkin/McGraw-Hill giving students:

- Web links and articles.
- Study tools—quizzing, review forms, time management tools, Web research.
- Interactive exercises.
- Weekly updates with assessment.
- Informative and timely world news.
- Material on how to conduct Web research.
- Daily news feed of topic-specific news.
- Access to the *Northern Lights Research Engine*.

For further information, visit the PowerWeb site at <http://mhhe/NewMedia/dushkin/index.html#powerweb>.

For the Instructor

Instructor's Manual

Each chapter in the Instructor's Manual offers techniques for reinforcing the material in the corresponding chapter in the text. Each offers a series of core quotes from the text, followed by a list of instructional objectives inferred from these quotes; focus questions; practice quizzes; sugges-

tions for lectures and handouts; suggestions for projects, activities, and writing assignments, including critical thinking exercises, Internet exercises, and “Students Doing Sociology” boxes. There are also annotated lists of films/videos and reading resources.

Test Bank

The printed test bank offers 70 multiple-choice, 25 true-false, and 12 essay questions for each chapter. It is **also available as a computerized test bank**.

PowerPoint Slides

A collection of tables and figures from the text, augmented by a number of additional graphics provided by the authors, allows instructors to add visual content to their classes and Web sites.

Instructor’s Online Learning Center (OLC)

Password-protected, the Instructor’s OLC contains a variety of resources, activities, and classroom tips. The Instructor’s Manual, PowerPoint slides, and more can be accessed electronically on this site, www.mhhe.com/hughes6.

PageOut

The Course Website Development Center. Designed for the professor just beginning to ex-

plore Web options, or the professor needing to save time and simplify this process. In less than an hour, even a novice computer user can create a course website with a template provided by McGraw-Hill (no programming knowledge required). PageOut lets you offer your students instant access to your syllabus, lecture notes, and original material. Students can even check grades on-line. And, you can pull any of the McGraw-Hill content from the Hughes OnLine Learning Center (OLC) into your website. PageOut also provides a discussion board where you and your students can exchange questions and post announcements, as well as an area for students to build personal Web pages. To find out more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

PowerWeb

Available as *an option*. See the description under “For Students” above. For further information, visit the PowerWeb site at <http://mhhe/NewMedia/dushkin/index.html#powerweb>.

Videos

Please contact your McGraw-Hill sales representative to learn about videos that are available to adopters of McGraw-Hill introductory sociology textbooks.

acknowledgments

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Michael Hughes
Carolyn J. Kroehler

visual preview


Sociology encourages us to examine aspects of our social environment that we might otherwise ignore, neglect, or take for granted and allows us to look beneath the surface of everyday life. The introductory course in sociology gives students the opportunity to use the sociological imagination in understanding and mastering their social world, and *Sociology: The Core* provides the information they need to do so.

The sixth edition returns to the core concept with a compact, more readable, and more affordable text that presents the essentials. It provides the core of sociology—the basic foundations of the discipline—for the student.

Chapter Opener and Outline

Each chapter opens with an outline of its major headings, allowing students to preview at a glance the material to be covered.

chapter 4



Social Groups and Formal Organizations

Group Relationships

- Primary Groups and Secondary Groups
- In-Groups and Out-Groups
- Reference Groups

Group Dynamics

- Group Size
- Leadership
- Social Loafing
- Social Dilemmas
- Groupthink
- Conformity

Formal Organizations

- Types of Formal Organization
- Bureaucracy: A Functional Approach to Organizations
- Characteristics of Bureaucracies
- Problems of Bureaucracy
- Conflict and Interactionist Perspectives
- Humanizing Bureaucracies

Box 4.1 Issues in Focus: Bias Can Be Blind or Almost Nothing

Box 4.2 Students Doing Sociology: The Prisoner's Dilemma Game

Box 4.3 Doing Social Research: How Far Will People Go to Obey?

We often do not appreciate the part groups play in our lives until we are separated from them. When we leave home to attend college, get married, or take a job, many of us experience "homesickness"—nostalgia for a group from which our immediate ties suddenly have been severed. Groups provide the structure by which we involve ourselves in the daily affairs of life. Groups are so important that living alone may actually be hazardous to your physical health. Heart attack patients living alone are nearly twice as likely to suffer another heart attack—and more likely to die of an attack—within 6 months. Additionally, accidents, suicides, alcoholism, and even tuberculosis are more common among socially isolated individuals (Gove and Hughes, 1980).

When we confront difficulties, the social support and feedback of others can be of immense help. For example, cancer patients who enjoy the strong emotional support of family, friends, or spouses typically survive substantially longer than those who lack such support. Cancer specialists at Stanford University found that support groups added an average of 18 months to the lives of women in advanced stages of cancer, appreciably longer than any of the chemotherapy medications they might take (Goldman, 1991a). Even your success or failure at college may depend upon your involvement in groups. After 5 years of study, researchers at Harvard University concluded that the most effective strategy that undergraduates can pursue is to make alliances with fellow students, faculty members, and advisers and not try to brave the educational experience alone (DePalma, 1991).

As we discussed in Chapter 2, a group consists of two or more people who are bound together in relatively stable patterns of social interaction and who share a feeling of unity. Groups are not tangible things; rather, they are products of social definitions—sets of shared ideas. As such they constitute constructed realities. In

Cross-Reference System

New References in the text to concepts discussed in previous chapters are highlighted with cross-reference icons with page numbers, making it easy for students and instructors to find and review the earlier material.

Thematic Boxes

The sixth edition includes four types of boxes, all of which add to the concepts and theories discussed in the chapter in which they appear, and many of which add insights to other chapters as well: *Doing Social Research*; *Sociology around the World*; *Issues in Focus*; *Students Doing Sociology*

1. Each office or position has clearly defined duties and responsibilities. In this manner, the regular activities of the organization are arranged within a clear-cut division of labor.
2. All offices are organized in a hierarchy of authority that takes the shape of a pyramid. Officials are held accountable to their superiors for subordinates' actions and decisions in addition to their own.
3. All activities are governed by a consistent system of abstract rules and regulations that define the responsibilities of the various offices and the relationships among them. They ensure the coordination of essential tasks and uniformity in performance regardless of changes in personnel.
4. All offices carry with them qualifications and are filled on the basis of technical competence, not personal considerations. Presumably, trained individuals do better work than those who gain an office on the basis of family ties, personal friendship, or political favor. Competence is established by certification (e.g., college degrees) or examination (e.g., civil service tests).
5. Incumbents do not "own" their offices and cannot use offices for personal ends. Positions remain the property of the organization, and office-holders are supplied with the items they require to perform their work.
6. Employment by the organization is defined as a career. Promotion is based on seniority or merit, or both. After a probationary period, individuals gain the security of tenure and are protected against arbitrary dismissal. In principle, this feature makes officials less susceptible to outside pressures.
7. Administrative decisions, rules, procedures, and activities are recorded in written documents preserved in permanent files.

Figure 4.1 Characteristics of Weber's Ideal Bureaucracy

cies, the degree and forms of bureaucratization vary (Perrow, 1986). In addition, globalization, rapid social change, and the introduction of new technologies are producing much innovation in real-world organizations, and this is changing how social scientists think about organizations (Liker, Haddad, and Karlin, 1999; Goshal and Bartlett, 1999; Jaffee, 2001).

Characteristics of Bureaucracies

The German sociologist Max Weber (1864–1920) was impressed by the ability of bureaucracies to rationalize and control the process by which people collectively pursue their goals. He developed a description of bureaucracy as an ideal type of organization. As pointed out in [Figure 4.1](#) = Chapter 1, an ideal type is a concept constructed by sociologists to portray the principal characteristics of a phenomenon. Such an analysis of bureaucracies extracts common elements from organizations as diverse as a gov-

ernment agency, the Roman Catholic Church, the Teamsters' Union, IBM, and Yale University and arrives at a model for describing and analyzing organizational arrangements. Perhaps no social organization is exactly like the model in all respects, but the model isolates the important elements of organizational structure in contemporary society, which are presented in [Figure 4.1](#).

At first glance, the abstract description presented in [Figure 4.1](#) seems pretty irrelevant to our daily lives. But it does outline the kind of organizational structure most of us would like to be able to take for granted. Though we dislike bureaucracy and can feel alienated by it, most of us expect that the organizations we encounter will work the way Weber described, and we feel mistreated if they do not.

For example, we wish those holding positions in our schools, government, and corporations to gain these sports and exercise power because of their ability and competence, not

3.2 ISSUES IN FOCUS



What Happens to Adolescent Girls—and Why?

In the elementary school years, boys and girls are similar in terms of academic achievement, mental health, self-confidence, and interest in their future success. But as girls enter adolescence, their self-confidence and expectations for the future drop precipitously.

How big is the difference between boys and girls?

science at a higher rate than boys, and at age 15 even the girls who like math and science are half as likely as boys to feel competent in these subjects (Orenstein, 1994). Others have noted similar trends. A study of 15- and 16-year-olds found that girls reported significantly higher levels of distress than boys (Sourander, Halstela,

- At every age after seventh grade, twice as many girls as boys reported at least one suicide attempt.
- Girls experience high emotional stress at a rate much higher than boys. (Harris, Blum, and Resnick, 1991).

Why does all this happen to girls? While no one seems to have a definitive answer,

5.2 DOING SOCIAL RESEARCH



What Explains College Binge Drinking?

Close to half of the college students who drink say that they usually binge when they drink—five drinks at a sitting for males, four for females—and that getting drunk is a good reason for drinking (Wechsler, Lee et al., 2000). Why is binge drinking so common among college students? No carefully designed studies have been done to answer this question, but available evidence supports both control theory and differential association theory.

And for those who live in fraternity or sorority houses, the percentage of binge drinking is even higher (Wechsler, Lee et al., 2000). Differential association is even more important for underage drinkers, who are six times more likely to binge drink if they live in a fraternity or sorority house than if they live in a traditional single-sex dormitory (Wechsler, Kuo et al., 2000). Fraternal relationships are not the only

college athletes are more likely than other students to have friends who are binge drinkers, who value partying and sports, and who spend a great deal of time socializing.

What about control theory? Students who are married are far less likely to binge drink, and control theory explains this by pointing to the process of commitment. People who are married have strongly invested in social relationships that could be

6.1 SOCIOLOGY AROUND THE WORLD



The Indian Caste System and Race in America

The traditional caste system in India is both a system of stratified social inequality and a system of interdependence. The Brahmins, the most pure, serve as priests and have privileges other members of Indian society do not. The Kshatriyas protect society; they hold top military and political positions. Farmers, livestock production, and commerce are jobs filled by the Vaisyas, and the last caste, the Sudras, serves those above it. The

1. Membership in a caste is hereditary.
2. Marriage within one's caste is mandatory.
3. Mobility is nearly impossible.
4. Occupation is strongly related to caste.

In short, one is born into one's caste, one must marry within one's caste, one cannot move out of one's caste, and one does the work dictated by one's caste position.

The first, that membership in a caste is hereditary, obviously applies to race. In practice, people are sometimes able to move up in the caste system in India by "marrying up." In the United States, in contrast, the racial status of biracial children born of black and white parents is governed by what is often referred to as the "one drop rule" (Davis, 1991): In the South during the era of slavery and Jim Crow laws, a

7.2 STUDENTS DOING SOCIOLOGY



Institutional Discrimination

The institutions of modern societies are often structured in ways that deny equal opportunities to the members of certain ethnic and racial groups. Students in introductory sociology classes used archival and observational research techniques to see how institutional discrimination restricts the entrance of African Americans to major state universities. They found that although African

school years that shaped their later academic opportunities. Suburban school systems, overwhelmingly white in composition, provide solid preparation in mathematics. Students from these schools are given the training essential for attacking premed, engineering, and accounting careers. In contrast, students in inner-city schools with large African-American enrollments typically have had access to less rigorous programs in

for winning financial support for the institution from state legislators, alumni, and corporate contributors. As a result universities feel it necessary to field winning football and basketball teams. Significantly, the football and basketball programs—the two principal and most financially remunerative sports—are carried disproportionately by African-American youths (in contrast, swimming, golf, and tennis—"country-club" type

Chapter in Brief

Each chapter concludes with a summary that uses the same outline of major headings used in the chapter opener, recapitulating the central points and allowing students to review in a systematic manner what they have read.

The Chapter in Brief: *Developing a Sociological Consciousness*

The Sociological Perspective

Sociology is the scientific study of social interaction and social organization.

■ **New Levels of Reality.** The sociological perspective encourages us to examine aspects of our social environment in ways that delve beneath the surface. As we look beyond the outer appearances of our social world, we encounter new levels of reality.

■ **The Sociological Imagination.** The essence of the **sociological imagination** is the ability to see our private experiences and personal difficulties as entwined with the structural arrangements of our society and the times in which we live.

■ **Microsociology and Macrosociology.** **Microsociology** is the detailed study of what people say, do, and think moment by moment as they go about their daily lives.

Macrosociology focuses upon large-scale and long-term social processes of organizations, institutions, and broad social patterns.

and was among the first to do systematic, scientifically based, social research. Her comparative analysis of slavery and the position of women in the Western world paved the way for feminist scholarship and the further pursuit of gender equality.

■ **Herbert Spencer and Social Darwinism.** Herbert Spencer depicted society as a system, a whole made up of interrelated parts. He also set forth an evolutionary theory of historical development. **Social Darwinism** is Spencer's application of evolutionary notions and the concept of survival of the fittest to the social world.

■ **Karl Marx: The Role of Class Conflict.** Karl Marx focused his search for the basic principles of history on the economic environments in which societies develop. He believed that society is divided into those who own the means of producing wealth and those who do not, giving rise to **class conflict**. **Dialectical materialism** is Marx's theory that development depends on the clash of

Glossary

bilineal An arrangement based on reckoning descent and transmitting property through both the father and the mother.

complementary needs Two different personality traits that are the counterparts of each other and that provide a sense of completeness when they are joined.

egalitarian authority An arrangement in which power and authority are equally distributed between husband and wife.

endogamy The requirement that marriage occur within a group.

exchange theory The view proposing that people involved in a mutually satisfying relationship will exchange behaviors that have

family Traditionally defined as a social group whose members are related by ancestry, marriage, or adoption and who live together, cooperate economically, and care for the young.

family life course Changes and realignments related to the altered expectations and requirements imposed on a husband and a wife as children are born and grow up.

family of orientation A nuclear family that consists of oneself and one's father, mother, and siblings.

family of procreation A nuclear family that consists of oneself and one's spouse and children.

group marriage The marriage of two or more

lifestyle The overall pattern of living that people evolve to meet their biological, social, and emotional needs.

marriage A socially approved sexual union between two or more individuals which is undertaken with some idea of permanence.

matching hypothesis The notion that we typically experience the greatest payoff and the least cost when we select partners who have a degree of physical attractiveness similar to our own.

matriarchal authority A family arrangement in which power is vested in women.

matrilineal An

Glossary

Each chapter includes a Glossary of the key terms. In addition, to reinforce the importance of these terms, the Chapter in Brief includes all of the glossary terms in bold face.

Internet Connection

New An exercise at the end of each chapter encourages students to go online to analyze topics and issues relevant to the chapter content.

Internet Connection



www.mhhe.com/hughes8

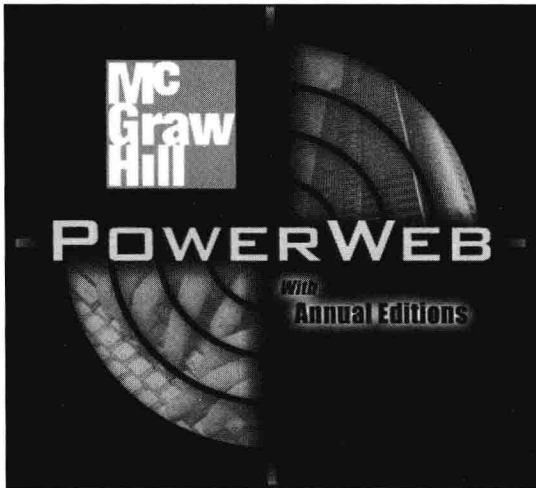
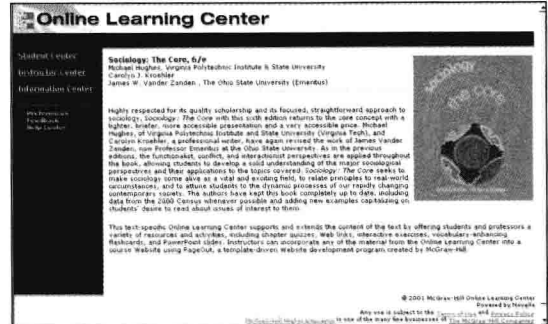
Open this Web page: <http://leweb.loc.gov/global/executivefed.html>. This site, maintained by the Library of Congress, provides a set of links to the executive branch of the U.S. government. Explore these sites looking for evidence that the executive branch of the U.S. government conforms to Weber's model of bureaucracy. Write a short report

on the evidence you have found. Which aspects of Weber's model are revealed here? Which aspects are not? Thinking about the information in these sites and information from other sources, including news reports over the past several years, does the executive branch conform to Weber's ideal type of bureaucracy? Why or why not?

media resources

Online Learning Center

The Online Learning Center is a text-specific website (www.mhhe.com/hughes6) that offers students and professors a variety of resources and activities. Material from this website can be used in creating the PageOut website.



PowerWeb

Available as an option, PowerWeb is a password-protected website developed by McGraw-Hill/Dushkin that provides instructors and students with course-specific materials, Web links and articles, student study tools, and more.

PageOut: The Course Website Development Center

Designed for the instructor just beginning to explore Web options, PageOut allows even the most novice computer user to create a course website with a template provided by McGraw-Hill.



contents in brief

List of Boxes	xvii	chapter seven	
Preface	xxi	Inequalities of Race and Ethnicity	208
Acknowledgments	xxvii	chapter eight	
Visual Preview	xxviii	Gender Inequality	244
chapter one		chapter nine	
Developing a Sociological Consciousness	2	Political and Economic Power	278
chapter two		chapter ten	
Culture and Social Structure	40	The Family	318
chapter three		chapter eleven	
Socialization	66	Religion, Education, and Medicine	356
chapter four		chapter twelve	
Social Groups and Formal Organizations	98	Population and Environment	398
chapter five		chapter thirteen	
Deviance and Crime	130	Social Change	434
chapter six		<i>References</i>	466
Social Stratification	170	<i>Photo Credits</i>	509
		<i>Name Index</i>	510
		<i>Subject Index</i>	518

contents

<i>List of Boxes</i>	xvii
<i>Preface</i>	xxi
<i>Acknowledgments</i>	xxvii
<i>Visual Preview</i>	xxviii

chapter one

Developing a Sociological Consciousness 2

The Sociological Perspective	4
<i>New Levels of Reality</i>	4
<i>The Sociological Imagination</i>	5
<i>Microsociology and Macrosociology</i>	7
The Development of Sociology	8
<i>Auguste Comte: The Founder of Sociology</i>	8
<i>Harriet Martineau: Feminist and Methodologist</i>	9
<i>Herbert Spencer and Social Darwinism</i>	9
<i>Karl Marx: The Role of Class Conflict</i>	10
<i>Émile Durkheim: Social Integration and Social Facts</i>	11
<i>Max Weber: Subjectivity and Social Organization</i>	13
<i>American Sociology</i>	14
<i>Contemporary Sociology</i>	15
Theoretical Perspectives	18
<i>The Functionalist Perspective</i>	18
<i>The Conflict Perspective</i>	20
<i>The Interactionist Perspective</i>	21
<i>Using the Three Perspectives</i>	23
Conducting Research	24
<i>The Logic of Science</i>	25
<i>How Do Sociologists Collect Data?</i>	25
<i>Steps in the Scientific Method: A Close-up Look</i>	30

<i>Research Ethics</i>	35
<i>The Chapter in Brief</i>	36
<i>Glossary</i>	38
<i>Internet Connection</i>	39



Box 1.1 Issues in Focus:
*The Reality in the Lives of Inner-City
Men* 6



Box 1.2 Doing Social Research:
Finding Out about Nannies 32

chapter two

Culture and Social Structure 40

Components of Culture	42
<i>Norms</i>	43
<i>Values</i>	45
<i>Symbols and Language</i>	45
Cultural Unity and Diversity	47
<i>Cultural Universals</i>	48
<i>Cultural Integration</i>	49
<i>Ethnocentrism</i>	49
<i>Cultural Relativism</i>	49
<i>Subcultures and Countercultures</i>	50
Social Structure	54
<i>Statuses</i>	55
<i>Roles</i>	56
<i>Groups</i>	58
<i>Institutions</i>	59
<i>Societies</i>	59

<i>The Chapter in Brief</i>	61
<i>Glossary</i>	62
<i>Internet Connection</i>	64