

FOURTH EDITION

# SOCIOLOGY

RICHARD T. SCHAEFER ♦ ROBERT P. LAMM





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RICHARD T. SCHAEFER

*Western Illinois University*

ROBERT P. LAMM

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## SOCIOLOGY

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Acknowledgments appear on pages 694-698, and on this page by reference.




# PREFACE

After 23 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 sociological imagination can be useful in examining such public policy issues as bilingualism, the AIDS crisis, capital punishment, the feminization of poverty, censorship of schoolbooks, and affirmative action.

The first three editions of *Sociology* were aimed at instructors seeking a textbook which would be thorough, challenging, and comprehensive—and, at the same time, clear, readable, and lively. In view of the adoption of the text in more than 250 colleges and universities and the enthusiastic response of both instructors and students, I feel that *Sociology* has succeeded in this important goal. At the same time, revising the text provides an opportunity to draw on my own experiences with using it in class, as well as on the suggestions of instructors who have used it and of expert reviewers.

As in the earlier editions, I have taken great care to present the basic concepts and research methods of sociology through the use of understandable definitions and carefully chosen examples. Thus, in Chapter 2, a study of the employment patterns of Black corporate executives is described as a means of introducing the five steps of the scientific method. In Chapter 4, a recent study of college students' interactions after exams is used to explain the concept of impression management. In Chapter 6, I draw on a participant-observation study of Little League baseball teams to illustrate the use of sociograms.

Through their reading of *Sociology*, students will become familiar with the theoretical approaches of functionalism, the conflict perspective, and interactionism. Ideally, they will begin to think like sociologists and will be able to use sociological theories and concepts in evaluating human interactions and institutions. From the first pages of Chapter 1—in which I discuss how a sociologist might view the demographic profile of runners in the New York City Marathon as a reflection of the changing society we live in—the text stresses the distinctive way sociologists examine and question even the most familiar patterns of social behavior.



## ORGANIZATION

*Sociology* is divided into five parts which provide a systematic introduction to the study of human behavior. Part One focuses on sociological theories and research methods. The origins of sociology as a social science are described; and the functionalist, conflict, and interactionist approaches are clearly defined. The challenges and difficulties of sociological research are thoroughly presented; particular attention is given to ethical issues faced by sociologists in conducting research.

In Part Two, students learn how social life is organized. The basic sociological concepts of culture, society, socialization, social interaction, and social structure are defined and explored. The impact of groups and organizations on social behavior is discussed, as are conformity to and deviance from accepted social norms.

Part Three addresses the persistence of social inequality in the United States and other societies. The key sociological concepts of stratification and social mobility are introduced. Separate chapters focus on inequality based on social class, race and ethnicity, gender, and age; and a new chapter (Chapter 9) examines social inequality worldwide.

In Part Four, the critical social institutions of human societies—the family, religion, government, the economy, education, and health care—are analyzed. The discussion of each institution highlights its functions, patterns of organization, and differential treatment of individuals and groups.

Part Five emphasizes change as a characteristic aspect of human societies. Students learn about changes in human communities, the social consequences of population growth, attempts to achieve change through involvement in social movements, and theories of social change.

## SPECIAL FEATURES

### “Looking Ahead” Questions

Each chapter of *Sociology* begins with “Looking Ahead”—a set 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, students begin their work on deviance and social control (Chapter 7) by learning about the ways in which people who decide to be tattooed may be deviating from traditional social norms while at the same time conforming to the views and behavior of significant others. Students begin their work on collective behavior and social change (Chapter 20) by studying the events in late 1989 which culminated in the opening of the Berlin Wall and later the reunification of East and West Germany.

## Chapter Overview

Reflecting the positive responses to the format of the first three editions, 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 429 key terms and the page references for each term.

## Boxes

The boxes which appeared in earlier editions were praised by both adopters and students because they supplemented the text discussions so closely. The boxed material in this fourth edition is again carefully tied to the basic themes of each chapter. Certain boxes illustrate the application of sociological theories, such as the analysis of functionalist and conflict views of sports in Chapter 1. Others provide detailed analysis of sociological research, such as the examination of role exit in Chapter 5. Still other boxes focus on contemporary issues, such as the pervasive stereotype of Asian Americans as a “model minority” (see Chapter 10).

## 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 which close virtually all 20 chapters 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 child care (Chapter 4), the United States policy on immigration and refugees (Chapter 10), abortion (Chapter 11), and disability rights (Chapter 20). 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.

## 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. For the fourth edition, as before, I have included a list of sociological journals and periodicals which focus on the issues discussed in the chapter.

## References

Some 2200 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 40 percent of the references have been added especially for the fourth edition.

## CHANGES IN THE FOURTH EDITION

Among the most important changes in the fourth edition of *Sociology* are the following.

### A New Chapter: “Social Inequality Worldwide” (Chapter 9)

As we head toward the twenty-first century, it is clear that the basic sociological concepts of stratification and social inequality are relevant not only to industrial economies but to developing nations and the emerging global economy. Indeed, the war in the Persian Gulf has reinforced the fact that changes in the economy of the United States are influenced by and influence patterns of inequality beyond our national boundaries. Consequently, it seems important to teach introductory students about worldwide social inequality, including the substantial differences between rich and poor nations, as well as inequality *within* other countries based on gender, race, ethnicity, and class. The major topics examined in this new chapter include:

- Colonialism, neocolonialism, and world systems theory
- Impact of tourism on Bali (Box 9-1)
- Modernization in Kenya (case study)
- Multinational corporations
- Consequences of stratification for developing nations
- Informal economies (Box 9-2)
- Distribution of wealth and income worldwide
- Inequality in Japan (Box 9-3)
- Stratification in Brazil (an extended case study)
- Debt in the Third World (social policy section)

### A Stronger Cross-Cultural Focus

In addition to the new chapter on “Social Inequality Worldwide,” the fourth edition has new cross-cultural material throughout the text. Among the most important cross-cultural additions are:

- New box on “quality circles” in Japan and the United States (Chapter 6)
- New section on international crime rates (Chapter 7)

- New section on global perspectives on women (Chapter 11)
- New section on aging worldwide (Chapter 12)
- New box on liberation theology (Chapter 14)
- New box on the demography of Islamic nations (Chapter 19)
- New social policy section on the United States' population policy overseas (Chapter 19)

### **A Stronger Focus on Issues Affecting Women**

Earlier editions of *Sociology* have been praised by reviewers and adopters for including material on women in *all* chapters—not only in the chapter on gender stratification. This fourth edition has even more material on women throughout the text. The additions include:

- New material on early women sociologists (Chapter 1)
- New box, “A Feminist View of Public Places” (Chapter 1)
- New social policy section on sexual harassment (Chapter 6)
- New box, “Rape Is a Bias Crime” (Chapter 7)
- New section, “The Status of Brazilian Women” (Chapter 9)
- New box, “Stereotypes of Puerto Rican Women and Men” (Chapter 10)
- New section, “Minority Women: Double Jeopardy” (Chapter 11)
- New social policy section on family leave (Chapter 13)
- New box, “Management Styles of Men and Women” (Chapter 15)
- New box, “Sexism in Medical Research” (Chapter 17)

### **Combined Chapters**

Some of the chapters from the third edition have been combined, for a more concise and logical presentation:

- New chapter on “Government and the Economy” (Chapter 15) reflects a growing recogni-

tion of the interrelationship between a nation's political and economic systems—whether in the United States or in other societies.

- New chapter on “Collective Behavior and Social Change” (Chapter 20) underscores how elements of collective behavior and social movements are major factors in bringing about social change.

### **New Boxes**

The fourth edition has 22 entirely new boxes. As in the third edition, the boxes are divided into four broad categories: “Around the World,” “Speaking Out,” “Current Research,” and “Everyday Behavior.” Among the 22 new boxes are:

- Current Research: Useful Statistics (Chapter 2)
- Everyday Behavior: The Eloquence of Sign Language (Chapter 3)
- Current Research: The Process of Role Exit (Chapter 5)
- Everyday Behavior: Self-Help Groups (Chapter 6)
- Speaking Out: Blaming the Victim (Chapter 8)
- Around the World: Inequality in Japan (Chapter 9)
- Speaking Out: Motorists as Welfare Recipients (Chapter 18)
- Around the World: The Demography of Islamic Nations (Chapter 19)

### **New Social Policy Sections**

The fourth edition includes seven entirely new social policy sections:

- Sexual Harassment (Chapter 6)
- Debt in the Third World (Chapter 9)
- Catastrophic Health Care (Chapter 12)
- Family Leave (Chapter 13)
- Inequities in School Financing (Chapter 16)
- Homelessness (Chapter 18)
- United States Policy Overseas (Chapter 19)

## Other New Sections

Several chapters in the fourth edition also have other new sections:

- Testing for Journal Bias (Chapter 2)
- Culture and Sociological Perspectives (Chapter 3)
- The State as an Agent of Socialization (Chapter 4)
- The Underclass (Chapter 8)
- Gay Relationships (Chapter 13)
- School Choice Programs (Chapter 16)
- Conflict View of Urban Growth (Chapter 18)

## Updating

The fourth edition includes the most recent data and research findings. It draws on almost 825 new sources, of which some 470 were published in 1989, 1990, or 1991.

## NEW SUPPLEMENTS

### Annotated Instructor's Edition

For the fourth edition of *Sociology*, an *Annotated Instructor's Edition* (AIE) of the text offers page-by-page annotations to assist instructors in using textbook material. These include several categories: *Classroom Tips* (suggested teaching techniques); *Let's Discuss* (ideas for classroom discussions); *Student Alert* (which anticipate common misconceptions students have); *Policy Pointers* (which show tie-ins between important concepts and social policy applications); *Theory* (examples of the application of the functionalist, conflict, interactionist, and labeling perspectives); *Methods* (examples of the use of experiments, observation research, surveys, and unobtrusive measures); and *Transparencies* (cross-references to overhead transparencies available from McGraw-Hill).

The *Annotated Instructor's Edition* begins with a 152-page *Instructor's Resource Manual*. This manual provides sociology instructors with detailed

*key points*, *additional lecture ideas* (among them alternative social policy issues), *class discussion topics*, *essay questions*, *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* will be suggested for each chapter, including audiotapes, videotapes, and films. I have updated this media list in order to include the latest available sources.

The *Classroom Tips* annotations provided in each chapter of the *Annotated Instructor's Edition* will alert instructors to material in the *Instructor's Resource Manual* (front matter) which is relevant to a particular text discussion, box, or social policy section.

## Guide to Critical Thinking

A supplement entitled *Guide to Critical Thinking* is available for the first time to accompany this edition of *Sociology*. Written by Mark Kassop of Bergen Community College in New Jersey, this supplement provides a general introduction to critical thinking and contains critical thinking exercises for each of the text's 20 chapters. These exercises will be useful for instructor's lectures, small group discussions, class debates, homework assignments, or as essay examination questions.

## Guide for Non Native Speakers

Another new supplement, *Guide for Non Native Speakers*, is also available to accompany this edition of *Sociology*. Written by Laurie Blass, of San Francisco, who is a specialist on English for non native speakers, this booklet is designed as an additional aid for students for whom English is not their native language. It explains idiomatic expressions, provides assistance in determining the meaning of unfamiliar words, and offers other aids to help students who are non native speakers understand and review text material.



## OTHER SUPPLEMENTS

Also accompanying this textbook are the *Students' Guide with Readings*, the *Instructor's Resource Manual*, and two *Test Banks*. I feel it is important for all materials to be developed together, rather than written independently of each other. Consequently, as in previous editions of *Sociology*, these four supplements have been written by the same persons responsible for preparation of this textbook: myself and my coauthor, Robert P. Lamm.

The *Students' Guide with Readings* 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. In addition, the study guide includes a selected *reading* for each chapter, along with *study questions*; and a "name that sociologist" section. Perhaps the most distinctive feature is the *social policy exercise*, which is closely tied to the social policy section in the text. Finally, the "one last look" section which concludes each chapter of the study guide offers valuable study tips.

As noted above, an *Instructor's Resource Manual* is provided as the front matter for the *Annotated Instructor's Edition*. This *Manual* is available to instructors as a separate supplement. It includes chapter contents, the material in the front matter of the *Annotated Instructor's Edition*, and a list (with page references) of the annotations in the AIE.

The *Test Banks* which accompany *Sociology* can be used with computerized test-generating systems. Each contains about 1500 short-answer questions. Both *multiple-choice questions* and *true-false 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. (Multiple-choice questions in the *Test Banks* are labeled "definition," "application," or "information" questions.) Correct answers and page references are provided for all questions.

In addition to the printed format, the *Test Banks* are available in computerized form for use on IBM PCs and compatibles, Apple II and IIc computers, 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 representative can assist professors in obtaining these supplements.

Adopters of *Sociology* can also receive a set of 50 color *overhead transparencies* especially developed for this edition by Richard T. Schaefer. These transparencies include figures and tables drawn from the textbook and from other academic and governmental sources. Cross-references to these transparencies are included in the *Annotated Instructor's Edition* and in the separate *Instructor's Manual*.

Finally, McGraw-Hill also makes available to adopters videos, interactive software, classroom management software, and other materials and services. For more details, contact McGraw-Hill's main office or your local McGraw-Hill representative.

## INTRODUCING SOCIOLOGY

Some instructors who use *Sociology* in introductory classes may want to use a sociology reader as a supplement. *Introducing Sociology*, published in 1987 by McGraw-Hill, was edited by Richard T. Schaefer and Robert P. Lamm. It includes 52 selections from sociological journals and popular periodicals which illustrate both the intellectual depth and the diversity of sociology. While providing rigorous coverage, the articles are readable and present basic sociological concepts clearly. The five-part model used in *Introducing Sociology* and the sequence of the 52 articles directly correspond to the organization of this textbook.

## SOCIOLOGY UPDATE

Users of the first three editions of *Sociology* responded enthusiastically to a unique supplementary feature: the newsletter *Sociology Update*, written by Richard T. Schaefer and Robert P. Lamm. This newsletter will be continued for the fourth edition and is projected to come out in early January and early September each year. It is intended primarily for instructors but may be photocopied

or reproduced for students. It will update tables and figures with the latest data, offer sketches of newly developing policy issues, discuss contemporary research findings in the social sciences, and summarize legislative and judicial decisions that have sociological relevance. All material will be keyed to text pages, thereby aiding instructors in integrating *Update* material into lecture and class discussions.

## ACKNOWLEDGMENTS

This edition designates Robert P. Lamm as co-author. Bob has been an integral part of *Sociology* beginning with the writing of the first edition and was credited as a collaborator in the first three editions of the text. While he continues to serve in the role of professional writer, it seemed to me—10 years after our partnership began—that, in sociological terms, his achieved status should be acknowledged with the title of coauthor. This position best reflects his contributions to and refinement of the contents of *Sociology* to maximize its utility to students and sociologists alike.

Both of us are deeply appreciative of the contributions to this project made by our editors. Phillip Butcher, our sociology editor, has provided insight, constructive criticism, and consistent encouragement. Rhona Robbin, a senior editor at McGraw-Hill, has worked tirelessly as our development editor for more than 11 years. Her thoughtful, sensitive, and respectful guidance has certainly made this a better book. Susan Gamer, our editing supervisor, has helped us to produce a high-quality book and to make many difficult production deadlines.

Additional guidance and support for the fourth edition of *Sociology* were provided by Elyse Rieder, photo editor; Elsa Peterson, permissions editor; William O'Neal, copy editor; Joan O'Connor, designer; and Janelle Travers, production

supervisor. Special thanks go to Peitr Bohen and Jan Gilboy, who worked as editorial assistants on this project. Each handled a variety of administrative tasks cheerfully and reliably.

It is worth noting that *Sociology* has benefited from a continuity of editorial support staff that is unique in the rapidly changing world of college textbook publishing. Rhona Robbin, Sue Gamer, Bill O'Neal, and Joan O'Connor have worked with Bob Lamm and myself on all four editions of the textbook; Phil Butcher and Elsa Peterson have worked on the last three editions. It has greatly helped us to work with a team of talented individuals so familiar with and committed to our book.

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 edition of *Sociology* continues to reflect many insightful suggestions made by reviewers of the first, second, and third editions. The current edition has benefited from constructive and thorough evaluations provided by 55 sociologists from both two-year and four-year institutions. These academic reviewers are listed on page ii. In addition, my colleagues at Western Illinois University have been most supportive.

The preparation of the manuscript was facilitated by the typing of Janice Wells, Cindy Draughan, and Joyia Greuel.

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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