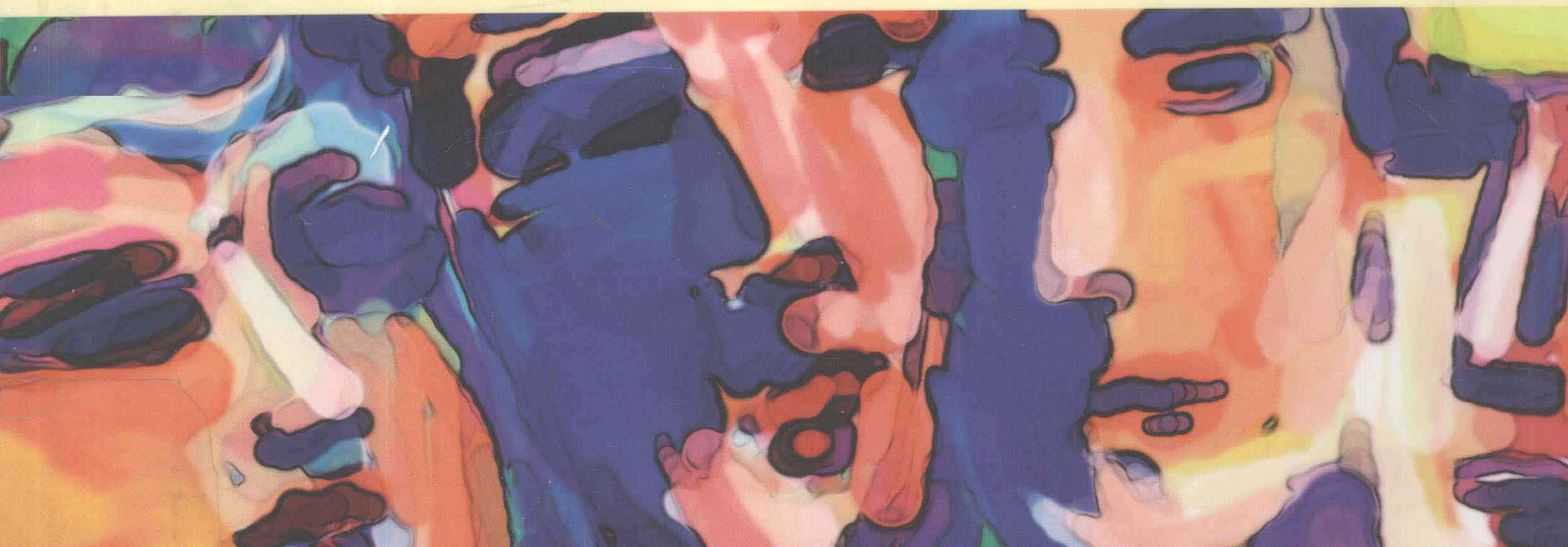


Richard T. Schaefer

SOCIOLOGY

A Brief Introduction

SIXTH EDITION



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A Brief Introduction

Richard T. Schaefer

DePaul University



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Dedication

To my son, Peter

The **McGraw-Hill** Companies



Higher Education

SOCIOLOGY: A BRIEF INTRODUCTION, SIXTH EDITION

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This book is printed on acid-free paper.

4 5 6 7 8 9 0 DOW/DOW 0 9 8 7 6

ISBN 13: 987- 0-07-296158-4 (student edition)

ISBN 10: 0-07-296158-9 (student edition)

ISBN 0-07-296161-9 (annotated instructor's edition)

Publisher: *Phillip A. Butcher*

Sponsoring editor: *Sherith H. Pankratz*

Director of development and media technology: *Rhona Robbin*

Senior marketing manager: *Daniel M. Loch*

Producer, media technology: *Jessica Bodie Richards*

Senior project manager: *Diane M. Folliard*

Senior production supervisor: *Carol A. Bielski*

Design manager: *Laurie J. Entringer*

Lead media project manager: *Marc Mattson*

Photo research coordinator: *Nora Agbayani*

Art editor: *Emma C. Ghiselli*

Photo researchers: *PhotoSearch, Inc.*

Cover and interior design: *Kiera Pohl*

Cover credit: *Diana Ong/SuperStock*

Typeface: *10/12 Minion*

Compositor: *Prographics*

Printer: *Quebecor World Versailles*

Library of Congress Cataloging-in-Publication Data

Schaefer, Richard T.

Sociology: a brief introduction/Richard T. Schaefer.— 6th, annotated instructor's ed.
p. cm

Includes bibliographical references and index.

ISBN 0-07-296158-9 (softcover : alk. paper) — ISBN 0-07-296161-9 (AIE : alk. paper)

1. Sociology. 2. United States—Social conditions—1980- I. Title. I.

HM585.S324 2006

301—dc22

2004055973

Preface

Without a doubt, you have thought about sociological issues before opening this book. Have you or a childhood friend ever spent time in day care? Are your parents or a friend's parents divorced? Do you know someone who owns a gun? Is plagiarism a problem on your campus? Have you participated in an antiwar protest? Chances are you have been touched by most or all of these issues. If you are like most students, you've also spent a great deal of time thinking about your future career. If you major in sociology, what occupations can you choose from?

These are just some of the topics of immediate personal interest that are dealt with in this book. Sociologists also address broader issues, from bilingual education to the existence of slavery in the 21st century. Sociology includes the study of immigration, homelessness, overpopulation, and the process and problems of growing old in different cultures. In the aftermath of September 11, 2001, sociology has been called on to explain the social consequences of the attacks—how people coped following the disasters, how they reacted to minority group members. These issues, along with many others, are of great interest to me, but it is the sociological explanations for them that I find especially compelling. The introductory sociology class provides the ideal laboratory in which to study our own society and those of our global neighbors.

After more than 30 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 lives as well as of their society and other cultures. The distinctive emphasis on social policy found in this text shows students how to use the sociological imagination in examining such public policy issues as sexual harassment, the AIDS crisis, welfare reform, the death penalty, and privacy and censorship in an electronic age.

My hope is that through their reading of this book, students will begin to think like sociologists and will be able to use sociological theories and concepts in evaluating human interactions and institutions. From the introduction of the concept of sociological imagination in Chapter 1—which draws on C. Wright Mills's analysis of divorce as a societal concern—this text stresses the distinctive way in which sociologists examine and question even the most familiar patterns of social behavior.

The first nine editions of *Sociology* have been well received; the book is currently used in more than 500 colleges and universities. But some instructors have sought a more concise view of the discipline that would permit them to assign additional material or projects. This brief introduction to sociology was developed to meet that need. *Sociology: A Brief Introduction*, Sixth Edition, brings the research into the 21st century and introduces a number of features designed to appeal to today's students. One thing that remains unchanged, however, is the steady focus on three especially important points:

- **Comprehensive and balanced coverage of theoretical perspectives throughout the text.** Chapter 1 introduces, defines, and contrasts the functionalist, conflict, and interactionist perspectives. We explore these distinctive views of such topics as social institutions (Chapter 5), deviance (Chapter 8), the family (Chapter 12), education (Chapter 13), and health (Chapter 15). In addition, the feminist perspective is introduced in Chapter 1. Other theoretical approaches particular to certain topics are presented in later chapters.
- **Strong coverage of issues pertaining to gender, age, race, ethnicity, and class in all chapters.** Examples of such coverage include social policy sections on bilingualism (Chapter 3), welfare (Chapter 9), immigration (Chapter 10), and affirmative action (Chapter 14); a chapter opener on the "beauty myth" (Chapter 11); boxes on urban

poverty and joblessness (Chapter 9), prejudice against Arab Americans and Muslim Americans (Chapter 10), and domestic violence (Chapter 12); and sections on the social construction of race (Chapter 10) and gender equity in education (Chapter 13).

- **Integrated coverage of cross-cultural and global material throughout the text.** Chapter 9 treats the topic of stratification from a global perspective. This chapter introduces world systems analysis and dependency theory, and examines multinational corporations and the global economy. Every chapter presents global material and makes use of cross-cultural examples. Among the topics examined are:

The controversy over the ban on Muslim headscarves in French public schools (Chapter 4)

The global “McDonaldization of society” (Chapter 6)

The status of women around the world (Chapter 11)

Issues of aging around the world (Chapter 11)

Transmission of cultural values through education (Chapter 13)

Affirmative action in Malaysia and Brazil (Chapter 14)

Population policy in China (Chapter 15)

Global social change (Chapter 16)

I take great care to introduce the basic concepts and research methods of sociology and to reinforce this material in all chapters. The most recent data are included, making this book more current than all previous editions.

SPECIAL FEATURES

Integrated Learning System

The text, its accompanying CD-ROM, *Reel Society 2.0*, and the Online Learning Center website work together as an integrated learning system to bring the theories, research findings, and basic concepts of sociology to life for students. Offering a combination of print, multimedia, and web-based materials, this comprehensive system meets the needs of instructors and students with a variety of teaching and learning styles. The material that follows describes the many features of the text, CD-ROM, and Online Learning Center, as well as the supplementary materials that support those resources.

Poster Art

Each chapter opens with a reproduction of a poster or piece of graphic art that illustrates a key theme or concept of the chapter. Accompanying captions help readers to grasp the relevance of the artwork to the chapter.

Chapter-Opening Excerpts

The chapter-opening passages convey the excitement and relevance of sociological inquiry by means of lively excerpts from writings of sociologists and others who explore sociological topics. These openers are designed to expose students to vivid writing on a broad range of topics and to stimulate their sociological imaginations. For example, Chapter 1 opens with Barbara Ehrenreich’s account of her experiment in survival as a low-wage worker, drawn from her best-selling book *Nickel and Dimed*. Chapter 3 begins with J. A. English-Lueck’s sketch of a typical morning for an immigrant software engineer in California’s multicultural Silicon Valley. Chapter 5 opens with a description of Philip Zimbardo’s now-classic mock prison study. And in the opening to Chapter 16, Howard Rheingold connects the fall of President Joseph Estrada of the Philippines to the invention of text messaging.

Chapter Overview

The chapter-opening excerpt is followed by a chapter overview that provides a bridge between the excerpt and the chapter content. In addition, the overview poses questions and describes the content of the chapter in narrative form.

Key Terms

I have given careful attention to presenting understandable and accurate definitions of each key term. These terms are highlighted in bold italics when they are introduced. A list of key terms and definitions—with page references—follows the end of each chapter. In addition, the glossary at the end of the book includes the definitions of the textbook’s key terms and the page references for each term.

Research in Action

These sections present sociological findings on topics such as divorce, political apathy among young people, and prejudice against Arab Americans and Muslim Americans.

Sociology in the Global Community

These sections provide a global perspective on topics such as aging, domestic violence, and the “offshoring” of service jobs.

Social Inequality

These sections illustrate various types of social stratification. Featured topics include discretionary justice, the Latino middle class, and the “stained glass ceiling” that hovers over female clergy.

Taking Sociology to Work

These sections profile individuals who majored in sociology and use its principles in their work. While these people are employed in a variety of occupations and professions, they share a conviction that their background in sociology has been valuable in their careers.

Sociology on Campus

New to this edition, these sections apply the sociological perspective to issues of immediate interest to today’s students. Title IX, plagiarism, and antiwar protests are among the featured topics.

Use Your Sociological Imagination

In the spirit of C. Wright Mills, these short, thought-provoking sections encourage students to apply the sociological concepts they have learned to the world around them. Through open-ended “what-if” questions, students step into the shoes of researchers, famous sociologists, and people of other cultures and generations.

Illustrations

The photographs, cartoons, figures, and tables are closely linked to the themes of the chapters. The maps, titled Mapping Life Nationwide and Mapping Life Worldwide, show the prevalence of social trends. A world map highlighting those countries used as examples in the text appears on pages ii–iii.

Think About It

Selected tables and figures include stimulating questions that prompt students to interpret the data and think about their deeper meaning. Students search for trends in the data, wonder about the underlying reasons for the trends, and apply the implications to their own lives.

Photo Essays

Six photo essays—three of them new—enliven the text. Each begins with a question that is intended to prompt students to see some part of everyday life with new eyes—those of a sociologist. For instance, the essay in Chapter 1 asks “Are You What You Own?” and the essay in Chapter 8 asks “Who Is Deviant?” The photos and captions that follow suggest the answer to the question.

Social Policy Sections

The social policy sections that close all but one of the chapters play a critical role in helping students to think like sociologists. They apply sociological principles and theories to important social and political issues being debated by policymakers and the general public. New to this edition are sections on gun control (Chapter 8), gay marriage (Chapter 12), and financing health care (Chapter 15). All the social policy sections now present a global perspective. All close with a postscript called “Getting Involved,” which directs students who are interested in the issue to the Online Learning Center. There they will find a list of relevant websites, as well as survey data on U.S. public opinion regarding the issue.

Cross Reference Icons

When the text discussion refers to a concept introduced earlier in the book, an icon in the margin points the reader to the exact page.

Chapter Summaries

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

Critical Thinking Questions

After the summary, each chapter includes critical thinking questions that will help students analyze the social world in which they participate. Critical thinking is an essential element in the sociological imagination.

Key Terms

Each chapter includes a list of key terms and their definitions. For ease of use, the definitions are followed by cross-references to the text discussions where the terms are first mentioned.

Internet Connection Exercises

Exercises in each chapter take students online to analyze social issues relevant to chapter topics. Throughout the text an icon signals where more information and/or updates are available on the book's website.

Online Learning Center with PowerWeb

These sections give students and instructors an overview of the wide array of resources available on the website that accompanies this book.

Reel Society Interactive Movie CD-ROM 2.0

These sections identify scenes on the CD that pertain to relevant topics in each chapter.

Inside Covers

The inside front cover showcases several components of the Online Learning Center. The page facing the inside front cover presents a table that summarizes the book's applications of sociology's major theoretical perspectives. The inside back cover features a visual guide to the *Reel Society* Interactive Movie CD-ROM 2.0. The page facing the inside back cover highlights the book's coverage of race and ethnicity, gender, and social class.

WHAT'S NEW IN THE SIXTH EDITION?

The most important changes in this edition include the following (refer as well to the chapter-by-chapter list of changes on pages xxiv–xxvii and to the *Visual Preview* on pages xxxi–xxxvi):

Content

- Three new case studies provide a closer look at the social worlds of three different countries, illustrating the impact of globalization on each. In Chapter 9, "Stratification in Mexico" discusses the economic importance of the "migradollars" Mexican immigrants to the United States send home to their families. In Chapter 13, "Religion in India" takes a closer look at several religions and their role in Indian politics. In Chapter 14, "Capitalism in China" describes China's transition from managed socialism to a more open system that embraces free enterprise and investment by multinational corporations. Another short case study, "Bureaucracy and

the Space Shuttle *Columbia*," illustrates the dangers of bureaucratic decision making in Chapter 6.

- "Sociology on Campus" boxes apply the sociological perspective to several issues of immediate interest to today's students.
- A new section in Chapter 14, "War and Peace," examines war and terrorism as means of resolving international conflicts through the exertion of power. The section describes the governmental decision-making process that precedes a declaration of war in the United States, and traces the evolution of U.S. public opinion on war and the changing composition of the U.S. military. It also considers potential deterrents to war, including international trade and the activities of nongovernmental organizations (NGOs).
- Three new chapter-opening excerpts, drawn from sociological writings, convey the excitement and relevance of sociological inquiry: *Cultures@silicon valley* by J. A. English-Lueck (Chapter 3), *No Shame in My Game* by Katherine S. Newman (Chapter 9), and *Smart Mobs* by Howard Rheingold (Chapter 16).
- Material in several chapters provides a sociological analysis of the aftermath of September 11, 2001. Topics covered include the impact of regime change in Iraq and other countries, continuing distrust of Muslim and Arab Americans, and the issue of the individual's right to privacy versus government's need for intelligence on terrorist activities.

Pedagogy

- Twenty Summing Up tables help to pull together coverage of the major theoretical perspectives.
- Seven new U.S. maps illustrate important sociological trends and developments.
- At the end of every social policy section, a new feature, "Getting Involved," directs interested students to the Online Learning Center, where they will find a list of relevant websites and survey data on U.S. public opinion regarding the featured issue.

Supplements

- **Reel Society Interactive Movie CD-ROM 2.0**
Available on request as a separate package option with *Sociology: A Brief Introduction*, Sixth Edition, *Reel Society* 2.0 is a two-CD-ROM video set designed to demonstrate key topics in sociology through episodes typical of campus life. Featuring almost two hours of video, *Reel Society* 2.0 includes all the footage from *Reel Society* 1.0 plus new video

involving additional characters and episodes. These movie scenes are augmented by a robust array of review, assessment, and reporting features.

Students can follow the storyline from start to finish using “Story Mode” or choose only those scenes that apply to a given chapter or topic with “Study Mode.” In either case, they can take advantage of several review and assessment features, including explanatory screens, a glossary, self-quizzes, and homework assignments. The “Scorecard” feature tracks a student’s completion of CD-ROM assignments and reports it to the instructor using e-mail and print features. Additional activities and assignments are found on the *Reel Society* website (www.mhhe.com/reelsociety).

Instructors receive their own version of the CD, which allows them to set the viewing options and choose the displayed assignments. A detailed 75-page Instructor’s Manual (available on the Instructor’s Resource CD-ROM) helps instructors to integrate *Reel Society* 2.0 into their courses. Test questions related to the movie can also be found on the Instructor’s Resource CD.

- **New Online Learning Center** This website features interactive quizzes; video clips with accompanying essay questions; interactive maps; three interactive games (Name That Sociologist, What Perspective Am I? and What Concept Am I?); diagnostic midterm and final exams; Getting Involved: annotated links to sites of organizations that study or take a position on policy issues discussed in the text; links to additional information about the chapter-opening excerpts and their authors; and SurveyTutor, software that allows students to construct and electronically disseminate their own polls for class research projects.
- **New NBC Lecture Launcher Videotape, Vol. 3** This 60-minute VHS videotape features brief clips (3–8 minutes each) from *NBC News* and the *Today Show* that dramatize sociological concepts, serve as lecture launchers, and generate class discussion. This videotape is accompanied by a guide that is available on the Online Learning Center website (www.mhhe.com/schaefer6).

This edition has been thoroughly updated. It includes the most recent data and research findings from the Census Bureau, Bureau of Labor Statistics, Current Population Reports, the Population Reference Bureau, the World Bank, the United Nations Development Programme, and the Centers for Disease Control. A more complete, chapter-by-chapter listing of the most significant new material in this edition follows.

WHAT’S NEW IN EACH CHAPTER?

Chapter 1: Understanding Sociology

- Expanded, reader-friendly introduction to the definition of sociology
- New examples of the sociological imagination
- Discussion of approaches to the death penalty in different social sciences
- Discussion (in the interactionist section) of tattoo symbols of the terrorist attacks of September 11, 2001
- Discussion of how sociologists’ research can influence public policy decisions

Chapter 2: Sociological Research

- Chapter-opening poster: “There Are Still Traditional Families”
- Research in Action box: “Polling in Baghdad,” with photo
- Sociology on Campus box: “Does Hard Work Lead to Better Grades?”
- Taking Sociology to Work box: “Dave Eberbach, Research Coordinator, United Way of Central Iowa”
- Section on the ethics of research funding
- Discussion of experimental research on the effectiveness of treatment programs for men charged repeatedly with domestic assault
- Two-part Mapping Life Nationwide map: “Educational Levels and Household Income in the United States”
- Summing Up table: “Major Research Designs”
- Updated social policy section on the study of human sexuality, with discussions of (a) recent attempts to deny funding for NIH research on sexuality and (b) changing sexual behavior in China

Chapter 3: Culture

- Chapter-opening excerpt from *Cultures@Silicon Valley* by J. A. English-Lueck
- Photo essay: “Are You What You Eat?”
- Sociology on Campus box: “A Culture of Cheating?”
- Discussion of the trend toward observance of Christmas in non-Christian societies as an example of globalization
- Expanded section on nonverbal communication, with examples of cultural differences in touching and hand signals

- Expanded section on acceptance of norms, with discussion of security searches in postwar Iraq as a violation of norms governing touching
- Discussion of the Phishhead subculture
- Expanded section on ethnocentrism, with discussion of how cultural differences between Americans and Iraqis have complicated U.S. efforts at democratic reform
- Summing Up table: “Major Theoretical Perspectives on Culture”

Chapter 4: Socialization

- Discussion of the controversy over Muslim headscarves in French schools as an example of children’s use of symbolic communication, with photo
- Summing Up table: “Theoretical Approaches to Development of the Self”
- Expanded discussion of the life course approach, including table, “Milestones in the Transition to Adulthood”
- Discussion of the gender gap in technological training
- Discussion of gender differences in high school students’ paths to popularity
- Updated discussion of children’s exposure to television and the Internet

Chapter 5: Social Interaction and Social Structure

- Photo essay: “Why Do We Gather Together?”
- Revised Research in Action box: “Social Networks among Low-Income Women”
- Discussion of *diwanis*, traditional Kuwaiti men’s groups
- Updated discussion of electronic networking among U.S. soldiers and their families
- Section on Durkheim’s concepts of mechanical and organic solidarity
- Thoroughly updated social policy section on the AIDS crisis, including discussion of the claim that medical regimens “wouldn’t work” in Africa

Chapter 6: Groups and Organizations

- Chapter-opening excerpt from the Revised New Century Edition of George Ritzer’s *McDonaldization of Society*
- Section on focus groups
- Sociology in the Global Community box: “Amway the Chinese Way”

- Figure: “Membership in Voluntary Associations in the United States” (pie graph)
- Section on organizational restructuring, with photo
- Case study: “Bureaucracy and the Space Shuttle *Columbia*,” with photo
- Revised social policy section, “The State of the Unions,” including discussion of the establishment of the Department of Homeland Security, with attendant restrictions on unionization and collective bargaining

Chapter 7: The Mass Media

- Figure showing recent changes in media usage
- Discussion of the controversial role of the media as an agent of religious socialization in India
- Discussion of the status conferral function of Internet searches
- Section on the promotion of consumption as a media function
- Discussion of the increase in local TV programming in other nations
- Discussion of the feminist perspective on pornography
- Updated Sociology in the Global Community box: “Al Jazeera Is on the Air,” with discussion of new U.S. government-sponsored satellite network, Al Hurra
- Updated Social Policy section: “Media Violence”

Chapter 8: Deviance and Social Control

- Figure: “Catching Music Thieves”
- Mapping Life Nationwide map: “The Status of Medical Marijuana”
- Sociology on Campus box: “Binge Drinking”
- Figure: “Race and the Death Penalty,” in Social Inequality box on discretionary justice
- Summing Up table: “Approaches to Deviance”
- Social Policy section: “Gun Control”

Chapter 9: Stratification in the United States and Worldwide

- Chapter-opening excerpt from Katherine S. Newman, *No Shame in My Game*
- Sociology in the Global Community box: “Under Pressure: The Caste System in India”
- Section on the estate system

- Section on the interactionist view of stratification (Thorstein Veblen, conspicuous consumption and conspicuous leisure)
- Summing Up table: “Major Perspectives on Social Stratification”
- Case study on stratification in Mexico
- Updated social policy section on welfare in North America and Europe

Chapter 10: Racial and Ethnic Inequality

- Updated discussion of hate crimes
- Updated Research in Action box, “Prejudice against Arab Americans and Muslim Americans”
- Discussion of new experiment on racial discrimination by prospective employers
- Section on the privileges of the dominant
- Discussion of discriminatory effects of the Aviation and Transportation Security Act
- New Taking Sociology to Work box: “Prudence Hannis, Researcher and Community Activist, Quebec Native Women”
- Discussion of racial profiling
- Updated Social Policy section, “Global Immigration”

Chapter 11: Stratification by Gender and Age

- Sociology in the Global Community box: Aging Worldwide: Issues and Consequences
- Discussion of stay-at-home fathers
- Discussion of men who pursue nontraditional occupations (preschool teacher, nurse)
- Discussion of males’ underperformance in school
- Research in Action box: “Gender Differences in Physicians’ Communication with Patients”
- Discussion of the *glass escalator* (rapid promotion of men in female-dominated occupations)
- Discussion of Senate Subcommittee on Aging’s panel on media portrayal of older people
- Discussion of apparent countertrend in age discrimination
- Revised social policy section on abortion

Chapter 12: The Family and Intimate Relationships

- Additional examples of families around the globe
- Discussion of households in which women earn more money than their husbands

- Summing Up table: “Sociological Perspectives on the Family”
- Discussion of Navajo families
- Photo essay: “What Is a Family?”
- Discussion of foster children
- Discussion of recent increase in the divorce rate in South Korea
- Discussion of frequency of cohabitation among racial and ethnic groups
- Discussion of the Healthy Marriage Initiative
- Social Policy section: “Gay Marriage”

Chapter 13: Religion and Education

- Photo essay: “Why Do Sociologists Study Religion?”
- Summing Up table: “Major World Religions”
- Social Inequality box: “The Stained Glass Ceiling”
- Summing Up table: “Sociological Perspectives on Religion”
- Case study: “Religion in India”
- Discussion of the legacy of *Brown v. Board of Education*
- Discussion of the importance of educating girls in developing nations
- Sociology on Campus box: “The Debate over Title IX”
- Summing Up table: “Sociological Perspectives on Education”
- Section on homeschooling
- Updated social policy section, “Religion in the Schools”

Chapter 14: Government, the Economy, and the Environment

- Discussion of the destabilizing effect of increased demand for the metal coltan on the Democratic Republic of the Congo
- Section: “The Informal Economy”
- Case study: “Capitalism in China”
- Extension of Weber’s conceptualization of power to globalization and the rise of multinational corporations
- Discussion of the interlocking membership of the boards of directors, Fortune 1,000 corporations
- Research in Action box: “Why Don’t Young People Vote?”
- Section: “War, Peace, and Terrorism,” with figure and photo
- Taking Sociology to Work box: “Richard J. Hawk, Vice President and Financial Consultant, Smith Barney”

- Sociology in the Global Community box: “Off-shoring Service Jobs”
- Updated discussion of the environmental implications of consumerism in North America and Europe
- Discussion of new study on the relationship between siting of environmental hazards and segregation in nearby schools
- Updated social policy section on affirmative action, including discussions of (a) the Supreme Court decision on the University of Michigan programs and (b) affirmative action programs in other countries, including Malaysia and Brazil

Chapter 15: Population, Communities, and Health

- Taking Sociology to Work box: “Kelsie Lenor Wilson-Dorsett, Deputy Director, Department of Statistics, Government of Bahamas”
- Sociology in the Global Community box: “Population Policy in China”
- Section on asset-based community development (ABCD)
- Discussion of the arrival of big-city problems in rural communities
- Discussion of the interactionist perspective on how medical students learn to play the role of physician

Chapter 16: Social Movements, Social Change, and Technology

- Chapter-opening poster: “Eternal life can be reached through cloning technology!”
- Chapter-opening excerpt from Howard Rheingold, *Smart Mobs*
- Sociology on Campus box: “Antiwar Protests”
- Summing Up table: “Contributions to Social Movement Theory”
- Discussion of biotechnology as a manifestation of the medicalization of society
- Discussion of sex selection in connection with in vitro fertilization
- Research in Action box: “The Human Genome Project”
- Condensed and updated social policy section on privacy and censorship, including (a) new opening on electronic surveillance, (b) discussion of the habituation of young people to online surveillance, and (c) discussion of the Patriot Act.

SUPPORT FOR INSTRUCTORS AND STUDENTS

PRINT RESOURCES

Annotated Instructor's Edition

An annotated instructor's edition (AIE) of the text, prepared by Rebecca Matthews of the University of Iowa, offers page-by-page annotations to assist instructors in using textbook material.

Study Guide

The study guide, prepared by Rebecca Matthews, includes standard features such as detailed key points, definitions of key terms, multiple-choice questions, fill-in questions, and true-false questions. All study guide questions are keyed to specific pages in the textbook, and page references are provided for key points and definitions of key terms.

In addition to the questions in the study guide, students can test their mastery of the subject matter by taking the quizzes on the *Reel Society* CD-ROM and on the Online Learning Center website. Students therefore have three different sets of questions to draw on for review.

Primis Customized Readers

An array of first-rate readings are available to adopters in a customized electronic database. Some are classic articles from the sociological literature; others are provocative pieces written especially for McGraw-Hill by leading sociologists.

McGraw-Hill Dushkin

Any of the Dushkin publications can be packaged with this text at a discount: Annual Editions, Taking Sides, Sources, Global Studies. For more information, please visit the website at www.dushkin.com.

Digital and Video Resources

VHS Videotapes

Three VHS videotapes (one 90 minutes and two 60 minutes long) feature brief clips (3–8 minutes each) from *NBC News* and the *Today Show* that dramatize sociological concepts, serve as lecture launchers, and generate class discussion. Each is accompanied by a guide that is available on the Online Learning Center website (www.mhhe.com/schaefer6).

Instruction: The Classroom Performance System

The Classroom Performance System (CPS) is a wireless response system that allows instructors to receive immediate feedback from students. CPS units include easy-to-use software for instructors' use in creating questions and assessments and delivering them to students. The units also include individual wireless response pads for students' use in responding. Suggested questions, prepared by Rebecca Matthews of the University of Iowa, appear on the Instructor's Edition of the Schaefer website, www.mhhe.com/schaefer6. CPS also runs alongside the PowerPoint slides that supplement Schaefer's *Sociology*. For further details, go to www.mhhe.com/einstruction.

PageOut: The Course Website Development Center

All online content for *Sociology*, Sixth Edition, is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore web options. Even the novice computer user can create a course website with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more, ask your McGraw-Hill representative for details, or visit www.mhhe.com/pageout.

Reel Society Interactive Movie CD-ROM 2.0



Available on request as a separate package option with *Sociology: A Brief Introduction*, Sixth Edition, *Reel Society 2.0* is a two-CD-ROM video set (with an accompanying guidebook) designed to demonstrate key topics in sociology through episodes typical of campus life. Featuring two hours of video, *Reel Society 2.0* includes all the footage from *Reel Society 1.0* plus new video involving additional characters and episodes. These movie scenes are augmented by a robust array of review, assessment, and reporting features.

Reel Society 2.0 is built around the learning objectives of a typical introductory sociology course. Students explore a variety of key sociological concepts and perspectives firsthand, including the conflict, functionalist, and interactionist perspectives, stratification, social mobility, the family, education, religion, and politics.

Students can follow the storyline from start to finish using "Story Mode" or choose only those scenes that apply to a given chapter or topic with "Study Mode." In either case, they can take advantage of several review and

assessment features, including explanatory screens, a glossary, self-quizzes, and homework assignments. The "Scorecard" feature tracks a student's completion of CD-ROM assignments and reports it to the instructor using e-mail and print features. Additional activities and assignments are found on the *Reel Society* website (www.mhhe.com/reelsociety).

Instructors receive their own version of the CD, which allows them to set the viewing options and choose the displayed assignments. A detailed 75-page Instructor's Manual (available on the Instructor's Resource CD-ROM) helps instructors to integrate *Reel Society 2.0* into their courses. Test questions related to the movie can also be found on the Instructor's Resource CD.

John Tenuto of College of Lake County (in Illinois) served as the academic consultant throughout the development of *Reel Society 1.0*. The script for *Reel Society 1.0* was reviewed by the following instructors: Jan Abu Shakrah, Portland Community College; Grant Farr, Portland State University; Rebecca Matthews, University of Iowa; Kenneth L. Stewart, Angelo State University (in Texas); and Cheryl Tieman, Radford University (in Virginia). In addition, students from George Mason University in Virginia offered their reactions to the script during a focus group.

Gene Bryan Johnson served as executive producer of *Reel Society 2.0*, working closely with media producer Jessica Bodie and senior development editor Thom Holmes of McGraw-Hill, the staff at Will Interactive, Inc., and academic adviser Rebecca Matthews, who reviewed the script for the new video footage and created the content for the quizzes, discussion questions, and Instructor's Manual. The following instructors also reviewed the script for the new video: Tom Brignall, Tennessee Technological University; Barbara Karcher, Kennesaw State University; Jerome Krase, Brooklyn College; and Sybil Dione Rosado, Benedict College.

Online Learning Center Website



The Online Learning Center website that accompanies this text (www.mhhe.com/schaefer6) offers a rich array of resources for instructors and students, most of which were developed by Lynn Newhart of Rockford College in Illinois. Here you will find the author's audio introductions to each chapter, as well as interactive quizzes and maps, social policy exercises, Getting Involved (annotated links to sites of organizations that study or take a position on policy issues discussed in the text), PowerPoint slides, Census 2000 updates, chapter glossaries, vocabulary flash cards, PowerWeb, video clips, additional information about the chapter-opening excerpts and their authors, news updates, and other

resources. New Online Learning Center website features include interactive quizzes, video clips with accompanying essay questions, interactive maps, three interactive games (Name That Sociologist, What Concept Am I? and What Perspective Am I?), diagnostic midterm and final exams, links to additional information about the chapter-opening excerpts and their authors, and SurveyTutor, software that allows students to construct and electronically disseminate their own polls for class research projects. It's also possible to link directly to Internet sites from the Online Learning Center. And you can use any of the material from the Online Learning Center in a course website that you create using PageOut.

PowerWeb



PowerWeb is a resource for the introductory course that is fully integrated with the Online Learning Center website. PowerWeb content is password-protected on the Online Learning Center and includes referenced course-specific web links and articles, student study tools, weekly updates, and additional resources.

In addition to the PowerWeb site for sociology, a special PowerWeb site on violence and terrorism is available from a link on the Online Learning Center. Created in response to the events of September 11, 2001, and their aftermath, this unique website helps instructors and students to integrate coverage of terrorism into their courses. Not just another long list of URLs, the site includes the full texts of thought-provoking articles on terrorism from the scholarly and popular press, as well as weekly updates and a 24-hour newsfeed.

Accompanying both the PowerWeb site for sociology and the site for violence and terrorism are correlation guides that link relevant articles to specific chapters in the textbook, and provide suggested questions and activities. These correlation guides can be found on the Online Learning Center website. For further information about PowerWeb, visit the following site: www.dushkin.com/powerweb/pwwl.mhtml.

PowerPoint Slides

Adopters of *Sociology* can also receive a set of PowerPoint slides developed especially for this edition by Richard T. Schaefer and Gerry Williams. The slides are included on the Instructor's Resource CD-ROM (described below) and in the Instructor's Edition of the Online Learning Center website. The set includes bulleted lecture points, graphs, and maps. The PowerPoints on the Instructor's Resource CD-ROM include video clips from *NBC News* and *The Today Show*. Instructors are welcome to generate overhead transparencies from the slides.

Instructor's Resource CD-ROM with Computerized Test Bank

This CD-ROM includes the contents of the Instructor's Resource Manual; a Test Bank in computerized and Word formats; the instructor's guides to the *Reel Society* 2.0 CD and NBC News Lecture Launcher Videotape, Vol. 3; and PowerPoint slides for instructors' convenience in customizing multimedia lectures. The Instructor's Resource Manual, prepared by Richard T. Schaefer and Rebecca Matthews of the University of Iowa, provides sociology instructors with detailed chapter outlines, learning objectives, additional lecture ideas (16 of which are new to this edition), class discussion topics, essay questions, topics for student research (along with suggested research materials for each topic), and suggested additional readings. Media materials are suggested for each chapter, including videotapes and films. New to this edition is a chapter-by-chapter "Resource Integrator" guide that is designed to help instructors incorporate into the classroom the resources found in the instructor's manual, *Reel Society* 2.0, and the Online Learning Center website. The test bank was written by Clayton Steenberg of Arkansas State University. Multiple-choice 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. Correct answers and page references are provided for all questions.

Primis Online

Professors can customize this book by selecting from it only those chapters they want to use in their courses. Primis Online allows users to choose and change the order of chapters, as well as to add readings from McGraw-Hill's vast database of content. Both custom-printed textbooks and electronic eBooks are available. To learn more, contact your McGraw-Hill sales representative, or visit our website at www.mhhe.com/primis/online.

ACKNOWLEDGMENTS

Betty Morgan played an integral role in the preparation of the Sixth Edition, and collaborated with me on several earlier editions. Her efforts have greatly enhanced my presentation of the sociological imagination.

I deeply appreciate the contributions to this book made by my editors. Rhona Robbin, director of development and media technology at McGraw-Hill, has continually and successfully challenged me to make each edition better than its predecessor.

I have received strong support and encouragement from Phillip Butcher, publisher; Sherith Pankratz,

sponsoring editor; and Dan Loch, senior marketing manager. Additional guidance and support were provided by Amy Shaffer, editorial coordinator, and Trish Starner, editorial assistant; Diane Folliard, senior project manager; Laurie Entringer, designer; Jessica Bodie, media producer; Nora Agbayani, Deborah Bull, and Jen Sanfilippo, photo editors; Emma Ghiselli, art editor; and Judy Brody, permissions editor.

I would also like to acknowledge the contributions of the following individuals: Rebecca Matthews of the University of Iowa for her work on the annotated instructor's edition, the Instructor's Resource Manual, the study guide, and the CPS questions, as well as her contributions to *Reel Society* 2.0; Gene Bryan Johnson, executive producer for *Reel Society* 2.0; Thom Holmes and Jessica Bodie of McGraw-Hill for their work on both versions of *Reel Society*; John Tenuto of Lake County College in Illinois for his work on *Reel Society* 1.0; Clayton Steenberg of Arkansas State University for his work on the test bank; Lynn Newhart of Rockford College for her work on the Online Learning Center; and Gerry Williams for his contributions of the PowerPoint slides.

As is evident from these acknowledgments, the preparation of a textbook is truly a team effort. The most valuable member of this effort continues to be my wife,

Sandy. She provides the support so necessary in my creative and scholarly activities.

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.

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ACADEMIC REVIEWERS

This edition continues to reflect many insightful suggestions made by reviewers of the first nine hardcover editions and the five paperback brief editions. The current edition has benefited from constructive and thorough evaluations provided by sociologists from both two-year and four-year institutions.

Robert Boyd
*Mississippi State
University*

Andrew Cho
*Shoreline Community
College*

Jack Estes
*Borough of Manhattan
Community College*

Kathleen French
*Windward Community
College*

Kathryn Hadley
*California State
University, Sacramento*

Mark Hardt
*Montana State University,
Billings*

Norma Hendrix
*East Arkansas Community
College*

Louis Hicks
*St. Mary's College of
Maryland*

Xuemei Hu
Union County College

David Kyle
*University of California,
Berkeley*

Diane Levy
*University of North
Carolina, Wilmington*

John S. Mahoney
*Virginia Commonwealth
University*

Frank Phillips
*Cumberland County
College*

Ralph Pyle
Michigan State University

Kristin Sajadi
University of Memphis

Lenny Steverson
South Georgia College

Linda Treiber
*North Carolina State
University*

Chaim Waxman
Rutgers University

Keith Whitworth
Texas Christian University

Dale Yeatts
University of North Texas

Teaching Students to Think Sociologically

The sixth edition of *Sociology: A Brief Introduction* continues its tradition of teaching students how to think critically about society and their own lives from a wide range of classical and contemporary sociological perspectives.

Ray Kroc (1902–1984), the genius behind the franchising of McDonald's restaurants, was a man with big ideas and grand ambitions. But even Kroc could not have anticipated the astounding impact of his creation. McDonald's is the basis of one of the most influential developments in contemporary society. Its reverberations extend far beyond its point of origin in the United States and in the fast-food business. It has influenced a wide range of undertakings, indeed the way of life, of a significant portion of the world. And in spite of McDonald's recent and well-publicized economic difficulties, that impact is likely to expand at an accelerating rate.

However, this is not a book about McDonald's, or even about the fast-food business. . . . I devote all this attention to McDonald's . . . because it serves here as the major example of, and the paradigm for, a wide-ranging process I call McDonaldization. . . . As you will see, McDonaldization affects not only the restaurant business but also education, work, the criminal justice system, health care, travel, leisure, dieting, politics, the family, religion, and virtually every other aspect of society. McDonaldization has shown every sign of being an inexorable process, sweeping through seemingly impervious institutions and regions of the world.

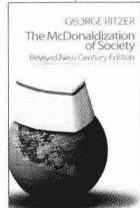
Other types of business are increasingly adopting the principles of the fast-food industry to their needs. Said the vice chairman of Toys "R" Us, "We want to be thought of as a

sort of McDonald's of toys". . . . Other chains with similar ambitions include Gap, Jiffy Lube, AAMCO Transmissions, Midas, Muffler & Brake Shops, Great Clips, H&R Block, Pearle Vision, Bally's. . . .

Other nations have developed their own variants of this American institution. . . . Paris, a city whose love for fine cuisine might lead you to think it would prove immune to fast food, has a large number of fast-food crossarteries; the revered French bread has also been McDonaldized. India has a chain of fast-food restaurants, Nirula's, that sells mutton burgers (about 80% of Indians are Hindus, who eat no beef) as well as local Indian cuisine. Mos Burger is a Japanese chain with over fifteen hundred restaurants that in addition to the usual fare, sells Teriyaki chicken burgers, rice burgers, and "Oshinko with brown rice cake." . . .

McDonald's is such a powerful model that many businesses have acquired nicknames beginning with Mc. Examples include "McDentists" and "McDoctors," meaning drive-in clinics designed to deal quickly and efficiently with minor dental and medical problems; "McChild" care centers, meaning child care centers such as KinderCare; "McSingles," designating the nationwide race horse training operation of Wayne Lucas and "McRoses" describing the newspaper USA TODAY. (Ritzer 2004a:1–4, 10–11) ■

Additional information about this excerpt can be found on the Online Learning Center at www.oxleap.com/soc101book.



130 Chapter 6

In this excerpt from *The McDonaldization of Society*, sociologist George Ritzer contemplates the enormous influence of a well-known fast-food organization on modern-day culture and social life. Ritzer defines *McDonaldization* as "the process by which the principles of the fast-food restaurant are coming to dominate more and more sectors of American society as well as of the rest of the world" (Ritzer 2004a:1). In his book, he shows how the business principles on which the fast-food industry is founded—efficiency, calculability, predictability, and control—have changed not only the way Americans do business and run their organizations, but the way they live their lives. Today, busy families rely on the takeout meals served up by fast-food establishments, and McDonald's has become a regular meeting place for social groups from adolescents to senior citizens.

Despite the runaway success of McDonald's and its imitators, and the advantages these enterprises bring to millions of people around the world, Ritzer is critical of their effect on society. The waste and environ-

mental degradation created by billions of disposable containers and the dehumanized work routines of fast-food crews are two of the disadvantages he cites in his critique. Would the modern world be a better one, Ritzer asks, if it were less McDonaldized?

This chapter considers the impact of groups and organizations on social interaction. Do we behave differently in large groups than in small ones? How do we make large organizations manageable? What effect are current social changes having on the structure of groups? We'll begin by noting the distinctions between various types of groups, with particular attention to the dynamics of small groups. We'll examine how and why formal organizations came into existence and describe Max Weber's model of the modern bureaucracy. In a case study of the loss of the space shuttle *Columbia*, we'll see how NASA's bureaucratic culture contributed to the ship's disastrous accident. Finally, we'll look at recent changes in the workplace, some of which are designed to counteract the failures of bureaucracies. The social policy section at the end of the chapter focuses on the status of organized labor today. ■

UNDERSTANDING GROUPS

Most of us use the term *group* loosely to describe any collection of individuals, whether three strangers sharing an elevator or hundreds attending a rock concert. However, in sociological terms a *group* is any number of people with similar norms, values, and expectations who interact with one another on a regular basis. College sororities and fraternities, dance companies, tenants' associations, and chess clubs are all considered examples of groups. The important point is that members of a group share some sense of belonging. This characteristic distinguishes groups from mere aggregates of people, such as passengers who happen to be together on an airplane flight, or from categories of people—those who share a common feature (such as being retired) but otherwise do not act together.

Consider the case of a college a cappella singing group. It has agreed-on values and social norms. All members want to improve their singing skills and schedule lots of performances. In addition, like many groups, the singing ensemble has both a formal and an informal

structure. The members meet regularly to rehearse; they choose leaders to run the rehearsals and manage their affairs. At the same time, some group members may take on unofficial leadership roles by coaching new members in singing techniques and performing skills.

The study of groups has become an important part of sociological investigation because they play such a key role in the transmission of culture. As we interact with others, we pass on our ways of thinking and acting—from language and values to ways of dressing and leisure activities.

Types of Groups

Sociologists have made a number of useful distinctions between types of groups—primary and secondary groups, in-groups and out-groups, and reference groups.

Primary and Secondary Groups

Charles Horton Cooley (1902) coined the term *primary group* to refer to a small group characterized by intimate, face-to-face association and cooperation. The members of a street gang constitute a primary group; so do mem-

Intriguing Book Excerpts

Chapter openers convey the excitement and relevance of sociological inquiry by means of lively excerpts from writings of sociologists and others who explore sociological topics.

"White"

The one-drop rule was a vivid example of the *social construction of race*—the process by which people come to define a group as a race based in part on physical characteristics, but also on historical, cultural, and economic factors. For example, in the 1800s, immigrant groups such as Italian and Irish Americans were not at first seen as being "White," but as foreigners who were not necessarily trustworthy. The social construction of race is an ongoing process that is subject to debate, especially in a diverse society such as the United States, where each year increasing numbers of children are born to parents of different racial backgrounds.

In the 2000 census, nearly 7 million people in the United States (or about 2 percent of the population) reported that they were of two or more races. Half the people classified as multiracial were under age 18, suggesting that this segment of the population will grow in the years to come. People who claimed both White and American Indian ancestry were the largest group of multiracial residents (Grisco and Cassidy 2001).

This statistical finding of millions of multiracial people obscures how individuals handle their identity, however. The prevailing social construction of race pushes people to choose just one race, even if they acknowledge a broader cultural background. For example, the enrollment forms for government programs typically include only a few broad racial-ethnic categories. This approach to racial categorization is part of a long history that dictates single-race identities. Still, many individuals, especially young adults, struggle against social pressure to choose a single identity, and instead openly embrace multiple heritages. Tiger Woods, the world's best-known professional golfer,



Not long ago, these children of a White mother and an African American father would automatically have assumed their father's racial identity. Today, however, some children of mixed-race families identify themselves as biracial.

respond not only to the objective features of a situation or person but also to the *meaning* that situation or person has for them. Thus, we can create false images or stereotypes that become real in their consequences. *Stereotypes* are unreliable generalizations about all members of a group that do not recognize individual differences within the group.

In the last 30 years, critics have pointed out the power of the mass media to perpetuate false racial and ethnic stereotypes. Television is a prime example: Almost all the leading dramatic roles are cast as Whites, even in urban-based programs like *Friends* (see Chapter 7). Blacks tend to be featured mainly in crime-based dramas.

Use Your Sociological Imagination
Using a TV remote control, how quickly do you think you could find a television show in which all the characters share your own racial or ethnic background? What about a show in which all the characters share a different background from your own—how quickly could you find one?

Book Excerpt Links to Chapters

Chapter overviews provide a bridge between the chapter-opening excerpt and the content of the chapter.

"Use Your Sociological Imagination" Sections

These sections within each chapter pose questions designed to stimulate students' sociological imagination to help them figure out how major concepts and issues apply to their own lives. Students can respond to the questions in these sections on the Online Learning Center and e-mail their answers to their instructors.

Analyzing a Broad Range of Contemporary Issues

Hallmark Social Policy Sections

These discussions provide a sociological perspective on contemporary social issues such as gun control, global immigration, and gay marriage. Providing a global view of the issues, these sections are organized around a consistent heading structure and include questions designed to stimulate critical thinking about the issues being explored.

Social Inequality
8-2 DISCRETIONARY JUSTICE

Race and the Death Penalty

Up 71 percent of the U.S. population, they constitute only 45 percent of criminals sentenced to death. Conflict theorists point out that the overwhelming majority of prosecutors in death penalty cases are White and non-Hispanic. The victim's race matters a great deal in these cases, as well. Studies have consistently shown that a convicted criminal is much more likely to be sentenced to death if the victim is White and non-Hispanic than if the victim is non-White or Hispanic.

Let's Discuss

- Do you know anyone who was treated leniently by the criminal justice system? If so, was the person White and non-Hispanic? Why do you think police and/or other officials used their discretionary powers to excuse the person's offense or reduce the penalties?
- Besides race, what other factors might contribute to the disproportionately severe sentencing of Black and Hispanic defendants? Explain.

On average, White offenders receive shorter sentences than comparable Latino and African American offenders.

Extremely based on racial, ethnic, and social class backgrounds? One way to look at convicted criminals and compare the sentences they receive for equivalent crimes. The task can be complicated, because researchers must take into consideration a number of factors that affect sentencing. For example, in their study of federal court data, sociologists Derrick Steffenmeier and Stephen Demuth examined the severity of the crime and the convict's prior arrest record. Even after taking these and other factors into consideration, they found that on average, White offenders receive shorter sentences.

New Section on War and Peace

A new section in Chapter 14 examines war and terrorism as means of resolving international conflicts through the exertion of power. It also considers potential deterrents to war, including international trade and nongovernmental organizations (NGOs).

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SOCIAL POLICY and THE FAMILY

Gay Marriage

The Issue

In the United States, attitudes toward marriage are complex. As always, society and popular culture suggest that a young man or woman should find the perfect mate, settle down and marry, and live "happily ever after." But young people are also bombarded by messages implying the frequency of adultery and the acceptability of divorce. In this atmosphere, the idea of same-sex marriage strikes some people as only the latest of many attacks on traditional marriage. To others, it seems an overdue acknowledgment of the formal relationships that faithful, monogamous gay couples have long maintained.



Sin or civil right? Protesters both for and against gay marriage clashed in this demonstration outside the Massachusetts State House in Boston.

The Setting

In 2004, in his State of the Union message, President George W. Bush warned "activist judges" against attempts to broaden the definition of marriage to include same-sex couples. The only recourse to such measures, he said, would be a constitutional amendment banning same-sex unions.

What made gay marriage the focus of national attention? Events in two states brought the issue to the forefront. In 1999, Vermont gave gay couples the legal benefits of marriage through civil union, but stopped short of calling the arrangement a marriage. Then, in 2003, the Massachusetts Supreme Court ruled 4-3 that under the state's constitution, gay couples have the right to marry.

Sociological Insights

Functionalists have traditionally seen marriage as a social institution that is closely tied to human reproduction. Same-sex marriage would at first appear not to fit that arrangement. But many same-sex couples are entrusted with the socialization of young children, whether or not their relationship is recognized by the state. Functionalists also wonder whether religious views toward marriage can be ignored. The courts have focused on civil marriage, but religious views are hardly

irrelevant, even in a country like the United States, which observes a separation between religion and the state. Indeed, religious teachings have led even some staunch supporters of gay rights to oppose same-sex marriage on spiritual grounds.

Conflict theorists have charged that denial of the right to marry reinforces the second-class status of gays and lesbians. Some have compared the ban against gay marriage to past policies that banned interracial marriage in 32 states (Liptak 2004b).

Interactionists generally avoid the policy question and focus instead on the nature of same-sex households. They ask many of the same questions about gay partner relations and child rearing that they raise about conventional couples. Of course, much less research has been done on same-sex households than on other families, but the studies published to date raise the same issues as those that apply to conventional married couples, plus a few more. For gay couples, the support or opposition of family, co-workers, and friends looms large (Dundas and Kaufman 2000; G. Dunne 2000).

Recently, national surveys of attitudes toward gay marriage have been showing volatile shifts in public opinion. Typically, people are more opposed to gay

Social Inequality Boxes

These boxes on social issues such as discretionary justice, disability as a master status, and the stained glass ceiling that limits career opportunities for clergy women, highlight an important area of analysis for sociologists today.



A representative of the International Red Crescent Society delivers an aid parcel in the southern Iraqi town of Safwan. The Red Crescent delivers emergency aid to victims of war and disaster in Muslim communities. Such nongovernmental organizations (NGOs) help to bind countries together, promoting peaceful relations.

Peace, they contend, can best be maintained by developing strong mutual security agreements between potential adversaries (Etzioni 1965; Shostak 2002).

In recent years, the United States has begun to recognize that its security can be threatened not just by nation states, but by political groups that operate outside the bounds of legitimate authority. Indeed, terrorism is now considered the foremost threat to U.S. security—one the U.S. military is unaccustomed to fighting.

Terrorism

Acts of terror, whether perpetrated by a few or by many people, can be a powerful political force. Formally defined, **terrorism** is the use or

Exploring Diverse Cultures in Our Global World

Government, the Economy, and the Environment 365

CASE STUDY: CAPITALISM IN CHINA

Today's China is not the China of past generations. In a country where the Communist Party once dominated people's lives, few now bother to follow party proceedings. Instead, after a decade of rapid economic growth, most Chinese are more interested in acquiring the latest consumer goods. Ironically, it was party officials' decision to transform China's economy by opening it up to capitalism that reduced the once omnipotent institution's influence.

THE ROAD TO CAPITALISM

When the communists assumed leadership of China in 1949, they cast themselves as the champions of workers and peasants and the enemies of those who exploited workers, namely landlords and capitalists. Profit making was outlawed, and those who engaged in it were arrested. By the 1960s, China's economy was dominated by huge state-controlled enterprises, such as factories. Even private farms were transformed into community-owned organizations. Peasants essentially worked for the government, receiving payment in goods based on their contribution to the collective. In addition, they could receive a small plot of land on which to produce food for their families or for exchange with others. But while the centralization of production for the benefit of all seemed to make sense ideologically, it did not work well economically.

In the 1980s, the government eased restrictions against private enterprise somewhat, permitting small businesses with no more than seven employees. But business owners could not hold policymaking positions in the party, at any level. Later in the decade, party leaders began to make market-oriented reforms, revising the nation's legal structure to promote private business. For the first time, private entrepreneurs were allowed to compete with some state-controlled businesses. By the mid-1990s, impressed with the results of the experiment, party officials had begun to hand some ailing state-controlled businesses over to private entrepreneurs, in hopes they could be turned around (Lynch 2002; Pan 2002).

THE CHINESE ECONOMY TODAY

Today, the entrepreneurs who weathered government harassment during the Communist Party's early years are among the nation's wealthiest capitalists. Some even hold positions on government advisory boards. The growing free-market economy they spawned has brought significant inequality to Chinese workers, however. While wages are up for millions, the average wage bought less in 2004 than it did 10 years before, given price increases. Marxist critics have condemned China's leaders for reducing Chinese workers' wages (Karl 2004).

New Country Case Studies

Three new case studies provide a closer look at the social worlds of three countries, illustrating the impact of globalization on each. These cases explore stratification in Mexico (Chapter 9), religion in India (Chapter 13), and capitalism in China (Chapter 14).

Revealing Photo Essays

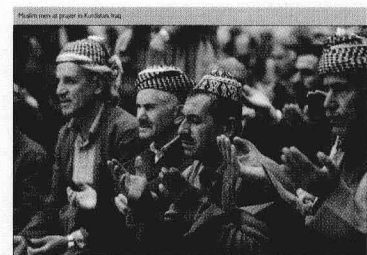
Six photo essays (three of them new to this edition) provide glimpses of ways of life in different cultures. Each begins with a question that is intended to prompt students to see some part of everyday life with new eyes—those of a sociologist. The accompanying photos and captions suggest the answer to the question. This photo essay invites students to analyze the social factors that influence individuals to adopt religious beliefs.

Why Do Sociologists Study Religion?

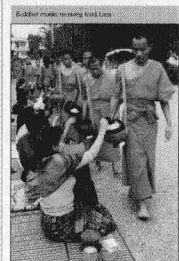
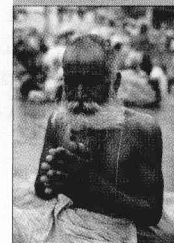


Sociologists find religion a fascinating subject of study because it is a cultural universal whose collective expression can be manifested in so many different ways. For example, Christians (above) worship one God and base their beliefs and values on the life and works of Jesus Christ. Muslims (next page, top) are also monotheistic, but they base their beliefs on scriptural revelations about God in the Koran. Hindus (next page, bottom left) hold many aspects of life sacred, and emphasize the importance of being good in this life in order to advance in the next. Buddhists (next page, bottom right) strive to overcome worldly desires in order to reach a state of enlightenment.

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Muslim men at the Great Mosque of Mecca, Saudi Arabia.



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Sociology in the Global Community 7-2 AL JAZEERA IS ON THE AIR

24-hour-a-day television news networks with short bulletins every hour. Although it is a first-class source of news, Al Jazeera is not broadcast globally by satellite-linked cable stations. This could be CNN, but it's Al Jazeera, the Arabic language television news network based in the small Persian Gulf state of Qatar. The name Al Jazeera means "Island" or "peninsula," in reference to the network's home country. Founded in 1996, the channel has no competitors and an audience of about 30 million Arabic speakers, including 150,000 Arab Americans.

Many people in the United States had never heard of Al Jazeera until October 7, 2001. That was when the channel aired the first of several rebroadcast messages from Osama bin Laden, the mastermind of the 9/11 terrorist attacks. The network, which had been on the air since 1996, had been largely ignored by the government, but stepped after the government's attempt to arrest bin Laden, the mastermind of the 9/11 terrorist attacks. Al Jazeera refused to cooperate with the government request, leading to months of controversy.

"The Christian, and the Other Christian," Al Jazeera officials insist that they practice a form of religious tolerance. In the Arab world, where most media outlets are state-controlled, its free, neutral Arab news, including Israeli, Iranian, and Lebanese, have been or are being attacked. Al Jazeera, because of the network's critical coverage of affairs in other parts of the world, is often called the "CNN of the Arab world."

Though many media observers are critical of Al Jazeera's coverage, the network's popularity is growing. In the United States, the network's coverage of the war in Iraq, the war in Afghanistan, and the war in the Middle East has been widely praised. The network's coverage of the war in Iraq, the war in Afghanistan, and the war in the Middle East has been widely praised. The network's coverage of the war in Iraq, the war in Afghanistan, and the war in the Middle East has been widely praised.



Al Jazeera staff member monitors the news in the Al Jazeera newsroom in Doha, Qatar.

Sociology in the Global Community Boxes

These boxes provide a global perspective on topics such as the offshoring of service jobs, life in the global village, and the impact of global media such as Al Jazeera network.

Al Jazeera's staff member monitors the news in the Al Jazeera newsroom in Doha, Qatar.

Sociologist Todd Gitlin considers "global village" apt metaphor for the media's reach. (See this chapter's opening essay.)