

SECOND EDITION

# Sociology

Your Compass for a New World



**FREE**  
SocCoach  
CD-ROM  
Included!



ROBERT J. BRYM / JOHN LIE

# Sociology

*Your Compass for a New World*

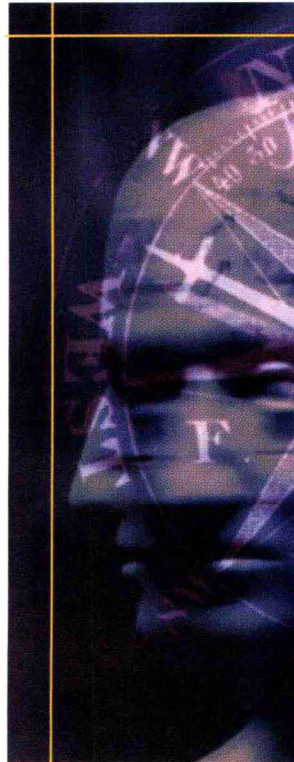
S E C O N D   E D I T I O N

Robert J. Brym

*University of Toronto*

John Lie

*University of California at Berkeley*



THOMSON  
WADSWORTH

Australia • Canada • Mexico • Singapore • Spain  
United Kingdom • United States



*Sociology Editor:* Robert Jucha  
*Development Editor:* Shelley Murphy  
*Assistant Editor:* Stephanie Monzon  
*Editorial Assistant:* Melissa Walter  
*Technology Project Manager:* Dee Dee Zobian  
*Marketing Manager:* Matthew Wright  
*Marketing Assistant:* Tara Pierson  
*Advertising Project Manager:* Linda Yip  
*Project Manager, Editorial Production:* Cheri Palmer  
*Print/Media Buyer:* Karen Hunt  
*Permissions Editor:* Joohee Lee

*Production Service:* Graphic World Publishing Services  
*Text Designer:* Norman Baugher  
*Photo Researcher:* Kathleen Olson  
*Illustrator:* Graphic World Illustration Studio  
*Cover Designer:* Larry Didona  
*Cover Images:* © Lois & Bob Schlowisky/GETTY IMAGES (compass), © Daly & Newton/GETTY IMAGES (babies), © G.D.T./GETTY IMAGES (theater crowd), © Kevin Fleming/CORBIS (café)  
*Cover Printer:* Phoenix Color Corp  
*Compositor:* Graphic World, Inc.

COPYRIGHT © 2005 Wadsworth, a division of Thomson Learning, Inc. Thomson Learning™ is a trademark used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including but not limited to photocopying, recording, taping, Web distribution, information networks, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America  
1 2 3 4 5 6 7 08 07 06 05 04

For more information about our products, contact us at:  
**Thomson Learning Academic Resource Center**  
**1-800-423-0563**

For permission to use material from this text or product,  
submit a request online at:

**<http://www.thomsonrights.com>**

Any additional questions about permissions can be submitted  
by email to:

**[thomsonrights@thomson.com](mailto:thomsonrights@thomson.com)**

*ExamView®* and *ExamView Pro®* are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

COPYRIGHT 2005 Thomson Learning, Inc. All Rights Reserved. Thomson Learning *WebTutor™* is a trademark of Thomson Learning, Inc.

**Library of Congress Control Number:** 2003117045

Student Edition: ISBN 0-534-62784-6  
Instructor's Edition: ISBN 0-534-62785-4  
ISBN 0-534-62822-2  
ISBN 0-534-62816-8

**Wadsworth/Thomson Learning**  
**10 Davis Drive**  
**Belmont, CA 94002-3098**  
**USA**

**Asia**  
Thomson Learning  
5 Shenton Way #01-01  
UIC Building  
Singapore 068808

**Australia/New Zealand**  
Thomson Learning  
102 Dodds Street  
Southbank, Victoria 3006  
Australia

**Canada**  
Nelson  
1120 Birchmount Road  
Toronto, Ontario M1K 5G4  
Canada

**Europe/Middle East/Africa**  
Thomson Learning  
High Holborn House  
50/51 Bedford Row  
London WC1R 4LR  
United Kingdom

**Latin America**  
Thomson Learning  
Seneca, 53  
Colonia Polanco  
11560 Mexico D.F.  
Mexico

**Spain/Portugal**  
Paraninfo  
Calle Magallanes, 25  
28015 Madrid, Spain

## Dedication

Many authors seem to be afflicted with stoic family members who gladly allow them to spend endless hours buried in their work. I suffer no such misfortune. The members of my family have demanded that I focus on what really matters in life. I think that focus has made this a better book. I am deeply grateful to Rhonda Lenton, Shira Brym, Talia-Lenton-Brym, and Ariella Lenton-Brym. I dedicate this book to them with thanks and love.

ROBERT J. BRYM

For Charis Thompson, Thomas Cussins, Jessica Cussins, and Charlotte Lie, with thanks and love.

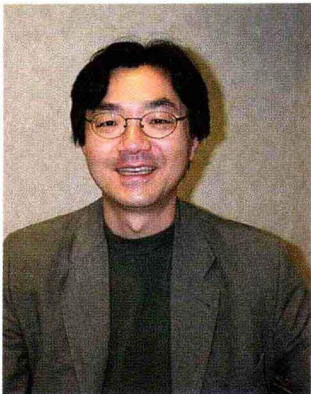
JOHN LIE



**Robert J. Brym** (pronounced “brim”) is an internationally known scholar. He studied in Canada and Israel and received his PhD from the University of Toronto, where he is now on faculty and where he especially enjoys teaching introductory sociology to 1500 students every year. He has won numerous awards for his teaching and scholarly work, which has been translated into half a dozen languages. His main areas of research are in political sociology, race

and ethnic relations, and sociology of culture. His major books include *Intellectuals and Politics* (London and Boston: Allen & Unwin, 1980); *From Culture to Power* (Toronto: Oxford University Press, 1989); *The Jews of Moscow, Kiev, and Minsk* (New York: New York University Press, 1994); and *New Society* (Toronto: Nelson, 2004), Canada’s best-selling introductory sociology textbook, now in its fourth edition. In 2001, he was co-investigator for the world’s first large-scale

survey of online dating, sponsored by MSN. From 1992–97, Robert served as editor of *Current Sociology*, the journal of the International Sociological Association, and he is now editor of *East European Jewish Affairs*, published in London. He recently completed a study of the Russian civil service with sociologists at the Institute of Sociology, Russian Academy of Science, and is now analyzing the results of the 2000 World Values Survey.



**John Lie** (pronounced “lee”) was born in South Korea, grew up in Japan and Hawaii, and attended Harvard University. Currently he is professor of sociology at the University of California at Berkeley, where he also holds the C. K. Cho Professorship. Previously he was professor of sociology at the University of Illinois at Urbana—Champaign and at the University of Michigan. He has also taught at the University of

Hawaii at Manoa, University of Oregon, and Harvard University in the United States, as well as universities in Japan, South Korea, Taiwan, and New Zealand. His primary research interests are comparative macrosociology and social theory. His major publications include *Blue Dreams: Korean Americans and the Los Angeles Riots* (Cambridge MA: Harvard University Press, 1995), *Han Unbound: The Political Economy of South Korea* (Stanford CA: Stanford

University Press, 1998), *Multiethnic Japan* (Cambridge MA: Harvard University Press, 2001), and *Modern Peoplehood* (Cambridge MA: Harvard University Press, 2004). He has taught introductory sociology classes ranging in size from 3 to more than 700 students in several countries and hopes that this book will stimulate your sociological imagination.





# Preface

## |||| Why A Compass for a New World?

Soon after European explorers arrived in North and South America, they started calling the twin continents the “New World.” Everything was different here. A native population perhaps a hundredth as large as Europe’s occupied a territory more than four times larger. The New World was unimaginably rich in resources. European rulers saw that by controlling it they could increase their power and importance. Christians recognized new possibilities for spreading their religion. Explorers discerned fresh opportunities for rewarding adventures. A wave of excitement swelled as word spread of the New World’s vast potential and challenges.

Today, it is easy for us to appreciate that wave of excitement. For we, too, have reached the frontiers of a New World. And we are also full of anticipation. Our New World is one of virtually instant long-distance communication, global economies and cultures, weakening nation-states, and technological advances that often make the daily news seem like reports from a distant planet. In a fundamental way, the world is not the same place it was just 50 years ago. Orbiting telescopes that peer to the fringes of the universe, human genetic code laid bare like a road map, fiber optic cable that carries a trillion bits of information per second, and spacecraft that transport robots to Mars help to make this a New World.

Five hundred years ago, the early European explorers of North and South America set themselves the preliminary task of mapping the contours of the New World. We set ourselves a similar task here. Their frontiers were physical. Ours are social. Their maps were geographical. Ours are sociological. But in terms of functionality, our maps are much like theirs. All maps allow us to find our place in the world and see ourselves in the context of larger forces. *Sociological* maps, as C. Wright Mills wrote, allow us to “grasp the interplay of [people] and society, of biography and history” (Mills, 1959: 4). This book, then, shows you how to draw sociological maps so you can see your place in the world, figure out how to navigate through it, and perhaps discover how to improve it. It is your sociological compass.

We are not as naive as the early European explorers. Where they saw only hope and bright horizons, minimizing the significance of the violence required to conquer the people of the New World, our anticipation is mixed with dread. Scientific breakthroughs are announced almost daily, but the global environment has never been in worse shape, and AIDS is now the leading cause of death in Africa. Marriages and nations unexpectedly break up and then reconstitute themselves in new and unanticipated forms. We celebrate the advances made by women and racial minorities only to find that some people oppose their progress, sometimes violently. Waves of people suddenly migrate between continents, establishing cooperation, but also conflict, between previously separated groups. New technologies make work more interesting and creative for some, offering unprecedented opportunities to get rich and become famous. They also make jobs more onerous and routine for others. The standard of living goes up for many people but stagnates for many more.

Is it any wonder that, amid all this contradictory news, good and bad, uncertainty about the future prevails? We wrote this book to show undergraduate college students that sociology can help them make sense of their lives, however uncertain they may appear to be. Moreover, we show that sociology can be a liberating practical activity, not just an abstract intellectual exercise. By revealing the opportunities and constraints you face, sociol-

ogy can help to teach you who you are and what you can become in this particular social and historical context. We cannot know what the future will bring, but we can at least know the choices we confront and the likely consequences of our actions. From this point of view, sociology can help us create the best possible future. That has always been sociology's principal justification, and so it should be today.

## |||| Distinctive Features

We have tried to keep sociology's main purpose and relevance front and center in this book. As a result, *Sociology: Your Compass for a New World* differs from other major introductory sociology textbooks in five ways:

1. **Drawing connections between one's self and the social world.** To varying degrees, all introductory sociology textbooks try to show students how their personal experiences are connected to the larger social world. However, we employ two devices to make these connections clearer than in other textbooks. First, we illustrate key sociological ideas by using examples from popular culture that resonate deeply with student interests and experiences. For example, in Chapter 1 we illustrate how various theoretical perspectives can illuminate different aspects of society by tracing the evolution of fashion from *haute couture* to neo-Grunge. We conclude our discussion of culture in Chapter 3 by showing how radical subcultures often become commercialized, focusing on the development of rap and heavy metal music. To illustrate the use of two- and three-variable tables in Chapter 3, we study 2000 General Social Survey data on the number of sex partners Americans had in the past year. Attention shifts to Super Bowl XXXVII when we discuss Durkheim's theory of religion in Chapter 16 and to the growth of theme parks when we discuss contemporary urbanization processes in Chapter 20. To portray various aspects of the mass media in Chapter 18, we investigate the controversy over sharing music files on the World Wide Web. We think these and many other examples speak directly to today's students about important sociological ideas in terms they understand, thus making the connection between self and society clear.

Second, we developed several unique pedagogical features to draw the connection between students' experiences and the larger social world. **Where Do You Fit In?** is a question we ask in every chapter. In this feature, we repeatedly challenge students to consider how and why their own lives conform to, or deviate from, various patterns of social relations and actions. We also enter into a social policy debate in each chapter with a feature entitled **Social Policy: What Do You Think?** Here we set out public policy alternatives on a range of pressing social issues and teach students that sociology can be a matter of the most urgent practical importance. Students also learn they can have a say in the development of public policy. **Sociology at the Movies** takes a universal and popular element of contemporary culture and renders it sociologically relevant. We provide brief reviews of movies, most of them recent releases, and highlight the sociological issues they raise and the sociological insights they contain.

2. **What to think versus how to think.** All textbooks teach students both *what* to think about a subject and *how* to think about it from a particular disciplinary perspective. In our judgment, however, introductory sociology textbooks usually place too much stress on the "what" and not enough on the "how." The result: They sometimes read more like encyclopedias than enticements to look at the world in a new way. We have tipped the balance in the other direction. To be sure, *Sociology: Your Compass for a New World* contains definitions and literature reviews. It features standard pedagogical aids such as a list of **Chapter Aims** at the beginning of each chapter, a **Summary**, a list of **Recommended Web Sites**, a set of **Questions to Consider** at the end of each chapter, and definitions of key terms both in the margins of the text and in a cumulative **Glossary** at the end of the book. However, we devote more space than other au-

thors to showing how sociologists think. We often relate an anecdote to highlight an issue's importance, present contending interpretations of the issue, and then adduce data to judge the merits of the various interpretations. We do not just refer to tables and graphs, we analyze them. When evidence warrants, we reject theories and endorse others. Thus, many sections of the book read more like a simplified journal article than an encyclopedia. If all this sounds just like what sociologists do professionally, then we have achieved our aim: to present a less antiseptic, more realistic, and therefore intrinsically exciting account of how sociologists practice their craft. Said differently, one of the strengths of this book is that it does not present sociology as a set of immutable truths carved in stone tablets. Instead, it shows how sociologists actually go about the business of solving sociological puzzles.

3. **Objectivity versus subjectivity.** Sociologists since Max Weber have understood that sociologists—indeed, all scientists—are members of society whose thinking and research are influenced by the social and historical context in which they work. Yet most introductory sociology textbooks present a stylized and not very sociological view of the research process. Textbooks tend to emphasize sociology's objectivity and the hypothetico-deductive method of reasoning, for the most part ignoring the more subjective factors that go into the research mix (Lynch and Bogen, 1997). We think this emphasis is a pedagogical error. In our own teaching, we have found that drawing the connection between objectivity and subjectivity in sociological research makes the discipline more appealing to students. It shows how research issues are connected to the lives of real flesh-and-blood women and men, and how sociology is related to students' existential concerns. Therefore, in most chapters of *Sociology: Your Compass for a New World*, we feature a **Personal Anecdote** that explains how certain sociological issues first arose in our own minds. We often adopt a narrative style because stories let students understand ideas on an emotional as well as an intellectual level; and when we form an emotional attachment to ideas, they stay with us more effectively than if our attachment is solely intellectual. We place the ideas of important sociological figures in social and historical context. We show how sociological methodologies serve as a reality check, but we also make it clear that socially grounded personal concerns often lead sociologists to decide which aspects of reality are worth checking on in the first place. We believe *Sociology: Your Compass for a New World* is unique in presenting a realistic and balanced account of the role of objectivity and subjectivity in the research process.
4. **Diversity and a global perspective.** It is gratifying to see how much less parochial American introductory sociology textbooks are today than they were just twenty years ago. Contemporary textbooks highlight gender and race issues. They broaden the student's understanding of the world by comparing the United States with other societies. They show how global processes affect local issues and how local issues affect global processes. *Sociology: Your Compass for a New World* is no different in this regard. We have made diversity and globalization prominent themes of this book. We make frequent and effective use of cross-national comparisons between the United States and countries as diverse as India and Sweden. We incorporate dozens of original maps that illustrate the distribution of sociological variables globally and regionally, and the relationship among variables across time and space. We remain sensitive to gender and race issues throughout. This has been easy for us because we are members of racial and ethnic minority groups. We are multilingual. We have lived in other countries for extended periods. And we have published widely on four countries other than the United States. Robert Brym specializes in the study of Russia and Canada, while John Lie's research focuses on South Korea and Japan. As you will see in the following pages, our backgrounds have enabled us to bring greater depth to issues of diversity and globalization than other textbooks.
5. **Currency.** Every book bears the imprint of its time. It is significant, therefore, that the first editions of the leading American introductory sociology textbooks were pub-



lished in the late 1980s. At that time just over 10% of Americans owned PCs. The World Wide Web did not exist. Genetic engineering was in its infancy. The USSR was a major world power. Nobody could imagine teenage boys committing mass murder at school with semi-automatic weapons. *Sociology: Your Compass for a New World* is one of the first American introductory sociology textbooks of the 21st century, and it is the most up-to-date. This is reflected in the currency of our illustrations and references. For instance, we do not just recommend a few Web sites at the end of each chapter, as is usual in other introductory sociology textbooks. Instead, Web resources form an integral part of this book; fully one-sixth of our citations are to materials on the Web. Throughout the text in the margins you will find small icons indicating a link to either a Web interactive exercise or a Web research project located on the book's companion Web site, much of which was written by Robert Brym. The icons may also indicate exercises in one of three online resources Wadsworth makes available with its textbooks: InfoTrac College Edition, The Opposing Viewpoints Resource Center (OVR), and MicroCase Online. The currency of this book is also reflected in the fact that we devote entire chapters to "The Mass Media" and "Technology and the Global Environment." And it is reflected in the book's theoretical structure.

It made sense in the 1980s to simplify the sociological universe for introductory students by claiming that three main theoretical perspectives—functionalism, symbolic interactionism, and conflict theory—pervade all areas of the discipline. However, that approach is no longer adequate. Functionalism is less influential than it once was. Feminism is an important theoretical perspective in its own right. Conflict theory and symbolic interactionism have become internally differentiated. For example, there is no longer a single conflict theory of politics but at least three important variants. Highly influential new theoretical perspectives, such as postmodernism and social constructionism, have emerged, and not all of them fit neatly into the old categories. *Sociology: Your Compass for a New World* incorporates not just the latest research findings in sociology but also recent theoretical innovations that are given insufficient attention in other major textbooks.

## |||| New in the Second Edition

We were gratified and moved by the overwhelmingly positive response to the first edition of this book. At the same time, we benefited from the constructive criticisms generously offered by dozens of our readers. The second edition of *Sociology: Your Compass for a New World* is a response to many of their suggestions, and especially their request for more comprehensive treatment of several topics.

The second edition features four more chapters than the first edition. We now treat separately and at greater length some topics that were formerly combined in single chapters (interaction; networks, groups, and organizations; religion; education; and globalization). We also introduce two new topics (disability and sociology of the body). To aid the student, the second edition makes more liberal use of subheadings, defines more terms, and offers more substantial chapter summaries in a highly readable question-and-answer format. We have tripled the number of data maps in the book and added conceptual tables that summarize the theories that dominate several subfields of the discipline. We have thoroughly updated the book. For example, we analyze data from the latest available General Social Survey and United States Census to make the freshest possible case for our arguments.

**Sociology at the Movies** was one of the most popular features of the first edition among both faculty members and students. Building on this popularity, we have written 11 new movie reviews, all of recent hits, including *Minority Report*, *Goldmember*, *Miss Congeniality*, *Bowling for Columbine*, *Three Kings*, *My Big Fat Greek Wedding*, *Boys Don't Cry*, *Shallow Hal*, *Harry Potter and the Sorcerer's Stone*, *8 Mile*, and *Terminator 3: The Rise of the Machines*. The **Social Policy: What Do You Think?** feature has also been updated to

include currently “hot” topics such as corporate scandals, female genital mutilation, group loyalty versus individual responsibility, the war on drugs, religious profiling, the high cost of prescription drugs, and gender inequality in access to health care and adequate nutrition.

The major substantive additions to each chapter include the following:

- **Chapter 1 (“A Sociological Compass”).** We expanded the theory section to incorporate a discussion of social constructionism and the contributions of C. Wright Mills, Erving Goffman, and Jane Addams to sociology. We offer an extended and lively illustration of the discipline’s four main theoretical perspectives by applying them to the analysis of fashion cycles from Coco Chanel to Britney Spears and Avril Lavigne.
- **Chapter 2 (“How Sociologists Do Research”).** Our discussion of qualitative methods has been strengthened. We now discuss the dangers of “going native” and a range of field methods, including direct observation, participant observation, and ethnography.
- **Chapter 3 (“Culture”).** A substantial new section on language has been included. We analyze the Sapir-Worf hypothesis and the research and criticism it has generated. We offer a sociological analysis and critique of the theory that language is instinctual and include new material on the decline of indigenous languages. We also use the results of World Values Surveys to analyze patterns of value change in the United States and globally in the 1980s and 1990s.
- **Chapter 4 (“Socialization”).** This chapter features a new section on adult socialization through the life course. We also provide new indicators of the increasing flexibility of the self, including data on the sharp increase in cosmetic surgery and material on the first cyborg.
- **Chapter 5 (“Social Interaction”).** We offer a novel analysis of the emergence of the stewardess role in the 1950s and 1960s and its transformation into the role of flight attendant to illustrate key concepts in the study of social interaction (status, status set, role, role set, role conflict, role strain, etc.). A substantial new section on the sociology of emotions will surprise and delight students. It analyzes emotion management, emotion labor, the social history of emotions, and the social structure of laughter.
- **Chapter 6 (“Networks, Groups, and Organizations”).** A new section on social networks discusses the small world studies and how network analysis illuminates our understanding of city life, the process of finding a job, the diffusion of scientific innovation, and the spread of HIV/AIDS. Another new section on groups discusses love versus group loyalty, social categories and types of groups, conformity and “group-think,” dyads and triads, and in-groups and out-groups.
- **Chapter 7 (“Deviance and Crime”).** We have written a new section on how people learn to become deviants. It focuses on Howard Becker’s classic discussion of marijuana smokers.
- **Chapter 8 (“Social Stratification”).** The study of wealth (as opposed to income) was a neglected area of research until recently. Reflecting current research, we have written a new section on the distribution of wealth in the United States, showing that inequalities of wealth are growing and are substantially greater than inequalities of income.
- **Chapter 9 (“Globalization, Development, and Inequality”).** Much of this chapter is new. It features extended analyses of the manifestations of globalization in everyday life; the political, economic, and technological bases of globalization; cultural homogenization, regionalization, and localization; and reactions against globalization.
- **Chapter 10 (“Race and Ethnicity”).** We have greatly expanded our treatment of Native Americans, making it the most comprehensive discussion of the subject in any introductory sociology textbook. We have also added new sections on Chinese Americans and the growth of immigration to the United States, and we have augmented our analysis of Hispanic Americans with new material.
- **Chapter 11 (“Sexuality and Gender”).** We have clarified distinctions between several categories of non-heterosexuals.

- **Chapter 12 (“The Body, Aging, and Disability”).** Again, this is a substantially new chapter. Students will be intrigued by our discussion of the relationship between social status on the one hand, and height and weight on the other. We offer an original treatment of the social construction of disability. New sections are also devoted to discrimination against disabled people and the business of dying.
- **Chapter 13 (“Work and the Economy”).** A new section on democratic socialism fills out our discussion of types of political-economies.
- **Chapter 14 (“Politics”).** We have written a substantial new section on war full of new and surprising data. It analyzes changes over time in the frequency, intensity, and types of war. We have also written a substantial new section on the social roots of terrorism and related forms of political violence.
- **Chapter 15 (“Families”).** One of the many important changes in family life is the growing trend toward cohabitation as opposed to marriage. A new section on cohabitation analyzes this trend.
- **Chapter 16 (“Religion”).** Reflecting international realities, we have written a new section on religious fundamentalism. It focuses mainly on the Arab world, and its conclusions about the relationship between fundamentalist religion and politics will surprise many students and provoke debate. We also added a substantial new comparative analysis of the social origins of the major world religions.
- **Chapter 17 (“Education”).** This chapter offers a much more comprehensive treatment of its subject than the corresponding chapter in the first edition. We have added new sections on the pros and cons of affirmative action and standardized testing. We introduce students to the importance of cultural capital in our assessment of the causes of educational attainment. Finally, we offer a new analysis of globalization and education.
- **Chapter 18 (“The Mass Media”).** This chapter includes a new section on feminist approaches to analyzing the mass media. We place in sociological context the controversy over the recent attempt of the Federal Communications Commission to deregulate the television, newspaper, and cable industries. We also reaffirm our earlier skepticism about the effects of violent TV on real world violence after thoroughly reviewing the relevant research literature.
- **Chapter 19 (“Health and Medicine”).** We have added a provocative and informative new section on the social limits of modern medicine. In it we show, among other things, how hospitals have become important sites for the spread of disease.
- **Chapter 20 (“Population and Urbanization”).** New material has been included on why there are 100 million fewer women in the world than one might expect, the surprising decline of poverty in the inner cities of the United States in the 1990s, the urbanization of the rural United States, and urbanization in less developed countries.
- **Chapter 21 (“Collective Action and Social Movements”).** A new section on rumors and riots rounds out our discussion of collective action.
- **Chapter 22 (“Technology and the Global Environment”).** A provocative new section analyzes the resistance of powerful interest groups in the United States to the use of alternative energy sources. We also include an intriguing comparative analysis of the development of alternative energy sources in the United States, Japan, and Iceland.

## IIII Supplements

### Supplements for the Instructor

- **Instructor’s Edition of *Sociology: Your Compass for a New World*.** An Instructor’s Edition (IE) of this text containing several useful features for instructors is available. Found in the IE is the Resources Integration Guide, a 16-page chart that correlates the key instructor’s and student’s supplements by chapter. The IE also contains the Visual Preface, a walk-through of the several themes and many features of *Sociology: Your*



*Compass for a New World*, Second Edition, plus a complete listing of available bundles for this text. To obtain a copy of the Instructor's Edition, contact your Thomson sales representative.

- **Instructor's Resource Manual.** This manual contains lecture outlines, chapter summaries, student learning objectives, key terms, essay/discussion questions, lecture suggestions, student activities, video suggestions, Internet and InfoTrac® College Edition exercises, and a list of suggested resources for instructors. Also included is a table of contents for the *CNN Today* Sociology Video Series and concise user guides for both InfoTrac College Edition and WebTutor.
- **Instructor's Resource Manual Notebook (with the multimedia Manager CD-ROM).** This enhanced instructor's manual provides instructors the opportunity to integrate their personal notes into a 3-hole-punched and tabbed notebook containing a wealth of comprehensive teaching resources. The manual contains lecture outlines, chapter summaries, student learning objectives, key terms, essay/discussion questions, lecture suggestions, student activities, video suggestions, Internet and InfoTrac® College Edition exercises, a list of suggested resources for instructors, a table of contents for the *CNN Today* Sociology Video Series and concise user guides for both InfoTrac College Edition and WebTutor. Also included is Jerry M. Lewis's helpful booklet *Tips for Teaching Introductory Sociology* as well as *Wadsworth's Sociology Online Resources and Writing Companion* containing InfoTrac College Edition, MicroCase, and Opposing Viewpoints Resource Center exercises that can be assigned to students to help them build essential research and writing skills in sociology.

The *Instructor's Resource Manual Notebook* is packaged with an all new *Multimedia Manager* CD-ROM. This new instructor resource includes book-specific PowerPoint lecture slides, graphics from the book itself, the IRM Word documents, the test bank, CNN video clips, and links to many of Wadsworth's important sociology resources. All of your media teaching resources are in one place!
- **Test Bank.** The test items for each chapter consist of 75–100 multiple-choice questions and 20–30 true-false questions, all with rejoinders and page references to the text. Also included are 10–15 short-answer and 5–10 essay questions for each chapter. This test bank is also available electronically on the *ExamView Computerized Testing* CD-ROM as well as on the *Multimedia Manager Instructor Resource* CD-ROM that comes packaged in the *Instructor's Resource Manual*.
- **ExamView Computerized Testing.** Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. *ExamView* offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests. The test appears on-screen exactly as it will print or display online. Using *ExamView's* complete word processing capabilities, you can enter an unlimited number of new questions or edit the existing questions included with *ExamView*.
- **Wadsworth's Introduction to Sociology 2005 Transparency Acetates.** A set of four-color acetates consisting of tables and figures from Wadsworth's introductory sociology texts is available to help prepare lecture presentations. Free to qualified adopters.
- **Videos.** Adopters of *Essentials of Sociology* have several different video options available with the text.
- **Wadsworth's Lecture Launchers for Introductory Sociology.** An exclusive offering jointly created by Wadsworth/Thomson Learning and DALLAS TeleLearning, this video contains a collection of video highlights taken from the *Exploring Society: An Introduction to Sociology* Telecourse (formerly the *Sociological Imagination*). Each 3–6 minute video segment has been specially chosen to enhance and enliven class lectures and discussion of 20 key topics covered in any introductory sociology text. Accompanying the video is a brief written description of each clip, along with suggested discussion questions to help effectively incorporate the material into the classroom.
- **Sociology: Core Concepts.** An exclusive offering jointly created by Wadsworth/Thomson Learning and DALLAS TeleLearning, this video contains a collection of

video highlights taken from the *Exploring Society: An Introduction to Sociology* Tele-course (formerly the *Sociological Imagination*). Each 15–20 minute video segment will enhance student learning of the essential concepts in the introductory course and can be used to initiate class lectures, discussion, and review. The video covers topics such as the sociological imagination, stratification, race and ethnic relations, social change, and more.

- **CNN® Today Sociology Video Series, Volumes I–VII.** Illustrate the relevance of sociology to everyday life with this exclusive series of videos for the introduction to sociology course. Jointly created by Wadsworth and CNN, each video consists of approximately 45 minutes of footage originally broadcast on CNN and specifically selected to illustrate important sociological concepts. The videos are broken into short two- to seven-minute segments, perfect for use as lecture launchers or as illustrations of key sociological concepts. Each video includes an annotated table of contents, descriptions of the segments, and suggestions for their use within the course.
- **Wadsworth Sociology Video Library.** Bring sociological concepts to life with videos from Wadsworth's Sociology Video Library, which includes thought-provoking offerings from Films for Humanities, as well as other excellent educational video sources. This extensive collection illustrates important sociological concepts covered in many sociology courses. Certain adoption conditions apply.

## Supplements for the Student

- **Study Guide.** Designed to aid student learning of chapter concepts, this guide includes both brief and detailed chapter outlines, a list of key terms and key people with page references, questions to guide student reading, Internet exercises, and practice tests consisting of 20–25 multiple choice questions, 10–15 true-false questions, 3–5 fill-in-the-blank questions, and 3–5 essay questions. All multiple-choice and true-false items include answer explanations and page references to the text.
- **Practice Tests.** Designed to help students test their knowledge of chapter concepts, this booklet contains 30–40 multiple-choice questions, 10–15 true-false questions, and 4–6 short-answer questions for each chapter of the text. All answers for the multiple-choice and true-false questions include explanations and page references to the main text.
- **Wadsworth's Sociology Online Resources and Writing Companion, First Edition.** This valuable guide shows students how they can use Wadsworth's exclusive online resources—InfoTrac College Edition, the *Opposing Viewpoints Resource Center* (OVRC), and *MicroCase Online*—to assist them in their study of sociology and to build essential research and writing skills. Part One provides informative user guides that introduce each of these powerful research tools. Part Two contains directed exercises designed to develop research and critical thinking proficiency for each of the core topics in sociology. Part Three provides an overview of some of the research and writing tools available online, such as *InfoWrite* and the *OVRC Research Guide*, and shows students how they can effectively integrate their research findings into class assignments.
- **SocCoach CD-ROM for Brym and Lie, *Sociology: Your Compass for a New World*, Second Edition.** The new, interactive SocCoach CD-ROM is automatically packaged for free with each new copy of the text inside the back cover. This tutorially driven CD-ROM is firmly grounded in sociology. It enables students to review chapter content, conduct online research, think critically about sociology statistics, watch well-known sociologists discuss important concepts, and complete book-specific quizzes all on one easy to use CD-ROM. The new Study Plan feature prompts students to take a diagnostic chapter quiz then generates a personalized Study Plan that shows students exactly what they need to review further. Students can then access study material for each concept, including material from the book itself, illustrative graphs, videos, and statistics that help students to better understand each concept.

## Readers

Wadsworth publishes several excellent introductory sociology readers specially matched to this text.

- **Classic Readings in Sociology, Third Edition, edited by Eve Howard.** This series of classic articles written by key sociologists will complement any introductory sociology textbook. This reader serves as a touchstone where students can read original works that teach the fundamental ideas of sociology.
- **Understanding Society: An Introductory Reader, Second Edition, edited by Margaret Andersen, University of Delaware; Kim Logio, St. Joseph's University; and Howard Taylor, Princeton University.** This reader complements the *Sociology: The Essentials, Third Edition* text. It includes articles with a variety of styles and perspectives, with a balance of the classic and contemporary. The editors selected readings that students will find accessible yet intriguing, and maximize the instructional value of each selection by prefacing each with an introduction and following each with discussion questions. The articles center on the following five themes: classical sociological theory, contemporary research, diversity, globalization, and the application of the sociological perspective.

## Online Resources

- **Wadsworth's Virtual Society: The Wadsworth Sociology Resource Center**  
<http://www.wadsworth.com/sociology>. Here you will find a wealth of Sociology resources such as Census 2000: A Student Guide for Sociology, Breaking News in Sociology, a Guide to Researching Sociology on the Internet, Sociology in Action, and much more. Contained on the home page is the text-specific site for *Sociology: The Essentials, Third Edition*.
- **Brym and Lie, *Sociology: Your Compass for a New World, Second Edition Companion Web Site*** [http://sociology.wadsworth.com/brym\\_lie/soc2e](http://sociology.wadsworth.com/brym_lie/soc2e). On the book's companion site, you will find the Web research projects and Web interactive exercises identified by the icons in the text's margins. In addition, you will be able to access useful learning resources for each chapter of the book. Some of these resources include:
  - Tutorial practice quizzes that can be scored and emailed to the instructor
  - Internet exercises and Web links
  - Video exercises
  - Periodical exercises via InfoTrac College Edition
  - Flashcards of the text's glossary
  - Crossword puzzles
  - Essay questions
  - Learning objectives
  - MicroCase Online data exercises
  - Virtual explorations
  - And much more!
- **WebTutor™ Advantage on WebCT and Blackboard.** This Web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. Students gain access to a full array of study tools, including chapter outlines, chapter-specific quizzing material, interactive games and maps, and videos. With WebTutor Advantage, instructors can provide virtual office hours, post syllabi, track student progress with the quizzing material, and even customize the content to suit their needs. Instructors can also use the communication tools to do such things as set up threaded discussions and conduct "real-time" chats, as well as bring the latest developments from the field into the classroom using *NewsEdge*, an authoritative news source that delivers customized news feeds daily. "Out of the box"



or customized, WebTutor Advantage provides powerful tools for instructors and students alike.

- **InfoTrac® College Edition.** With each purchase of a new copy of the text comes a free four-month passcode to InfoTrac College Edition, the online library that gives students anytime, anywhere access to reliable resources. This fully searchable database offers 20 years' worth of full-text articles from almost 5000 diverse sources such as academic journals, newsletters, and up-to-the-minute periodicals including *Time*, *Newsweek*, *Science*, *Forbes*, and *USA Today*. This incredible depth and breadth of material—available 24 hours a day from any computer with Internet access—makes conducting research so easy that your students will want to use it to enhance their work in every course! Through InfoTrac College Edition's InfoWrite, students now also have instant access to critical thinking and paper writing tools. Both adopters and their students receive unlimited access for four months.
- **Opposing Viewpoints Resource Center (OVRC).** Newly available from Wadsworth, this online center presents varying perspectives on today's most compelling issues. OVRC draws on Greenhaven Press's acclaimed Social Issues series, as well as core reference content from other Gale and Macmillan Reference USA sources. The result is a dynamic online library of current event topics—the facts as well as the arguments of each topic's proponents and detractors. Special sections focus on critical thinking—which walk students through the steps involved in critically evaluating point-counterpoint arguments—and researching and writing papers.

## |||| Acknowledgments

Anyone who has gone sailing knows that when you embark on a long voyage you need more than a compass. Among other things, you need a helm operator blessed with a strong sense of direction and intimate knowledge of likely dangers. You need crew members who know all the ropes and can use them to keep things intact and in their proper place. And you need sturdy hands to raise and lower the sails. On the voyage to complete this book, our crew demonstrated all these skills. Our acquisitions editors—Brenda Weeks, Lin Marshall, Bryan Leake, Eve Howard (*de facto*), and Bob Jucha—saw this book's promise from the outset, understood clearly the direction we had to take to develop its potential, and on several occasions steered us clear of threatening shoals. We still marvel at how Michele Tomiak and Cheri Palmer, our production editors, Dee Dee Zobian, technology product manager, and Stephanie Monzon, assistant editor responsible for the print supplements, were able to keep the many parts of this project in their proper order and prevent the whole thing from flying apart at the seams even in stormy weather. But it was Lisa Hensley and Shelley Murphy, our developmental editors, and Matt Wright, senior marketing manager, who made this book sail. They knew just when to trim the jib and when to hoist the mainsail. We are deeply grateful to them and to all the members of our crew for a successful voyage.

This book would have been of far inferior quality if the following people had not generously shared their knowledge with us, offered painstaking criticisms of chapter drafts, and given us emotional support:

Dean Behrens, *University of Toronto*  
 Nachman Ben-Yehuda, *Hebrew University of Jerusalem*  
 Steve Berkowitz, *University of Vermont*  
 Nancy Berns, *Drake University*  
 Monica Boyd, *University of Toronto*  
 Clem Brooks, *University of Indiana*  
 Harvey Choldin, *University of Illinois, Urbana-Champaign*

Dan Clawson, *University of Massachusetts, Amherst*  
 Weizhen Dong, *University of Toronto*  
 David Edwards, *San Antonio Community College*  
 Aya Ezawa, *Swarthmore College*  
 John Fox, *McMaster University, Canada*  
 Rosemary Gartner, *University of Toronto*  
 Michael Goldman, *University of Illinois, Urbana-Champaign*  
 Joanna Grey, *Pikes Peak Community College*  
 Cynthia Hamlin, *Universidade Federal de Pernambuco, Brazil*  
 Randy Hodson, *Ohio State University*  
 David Hopping, *University of Illinois, Urbana-Champaign*

Larry Isaac, *Florida State University*  
 Elizabeth Jenner, *Gustavus Adolphus College*  
 Baruch Kimmerling, *Hebrew University of Jerusalem*  
 Larisa Kosova, *Russian Center for Public Opinion Research, Moscow*  
 Rhonda Lenton, *York University, Canada*  
 Vladimir Magun, *Institute of Sociology, Russian Academy of Science, Moscow*  
 Jeff Manza, *Northwestern University*  
 John Myles, *University of Toronto*  
 Adie Nelson, *University of Waterloo, Canada*  
 Gregg Olsen, *University of Manitoba, Canada*  
 William Outhwaite, *University of Sussex, UK*  
 Jim Richardson, *University of New Brunswick, Canada*  
 David Schweingruber, *Iowa State University*  
 Michael Shalev, *Hebrew University of Jerusalem*  
 Hira Singh, *York University, Canada*  
 Howard Spier, *London*  
 Murray Straus, *University of New Hampshire*  
 Shelley Ungar, *University of Toronto*  
 Jack Veugelers, *University of Toronto*  
 The Spring 2003 Sociology 101 students at San Antonio Community College

We are also grateful to the following colleagues who reviewed the manuscript and provided a wealth of helpful suggestions:

Deborah Abowitz, *Bucknell University*  
 Peter Adler, *University of Denver*  
 Sarah F. Anderson, *Northern Virginia Community College*  
 Carol Bailey, *University Center, Rochester, MN*  
 Anne Baird, *Morehouse University*  
 Chris Baker, *Walters State*  
 Tim Britton, *Lenoir Community College*  
 Sherri Ann Butterfield, *Rutgers University*  
 William Canack, *Middle Tennessee State University*  
 Gregg Carter, *Bryant College*  
 Karen Connor, *Drake University*  
 Douglas Constance, *Sam Houston State University*  
 Stephen Couch, *Pennsylvania State University, Schuylkill*  
 Ione DeOllos, *Ball State University*  
 Katheryn Dietrich, *Texas A&M University*  
 Jan Fiola, *Moorhead State University*  
 Juanita Firestone, *University of Texas—San Antonio*  
 John Fox, *University of Northern Colorado*  
 Ellie Franey, *Middle Tennessee State*  
 Phyllis Gorman, *Ohio State University*  
 Michael Goslin, *Tallahassee Community College*  
 Robert Graham, *Lee University*  
 Joanna Grey, *Pikes Peak Community College*

Ron Hammond, *Utah Valley State College*  
 Gary Hampe, *University of Wyoming*  
 Eric Hanley, *University of Kansas*  
 Emily Ignacio, *Loyola University of Chicago*  
 Arthur Jipson, *University of Dayton*  
 Robert Kettlitz, *Hastings College*  
 Hadley Klug, *University of Wisconsin—Whitewater*  
 Steve Kroll-Smith, *University of New Orleans*  
 Jenifer Kunz, *West Texas A&M University*  
 Alan Lamb, *North Idaho College*  
 Ian Lapp, *Monmouth University*  
 Hugh Lena, *Providence College*  
 Michael Lovaglia, *University of Iowa*  
 Dale Lund, *University of Utah Gerontology Center*  
 Steven Lybrand, *University of St. Thomas*  
 Duane Matcha, *Siena College*  
 Ron Matson, *Wichita State University*  
 Christopher Mele, *State University of New York—Buffalo*  
 Harry Mersmann, *San Joaquin Delta College*  
 Elizabeth Meyer, *Pennsylvania College of Technology*  
 Beth Mintz, *University of Vermont*  
 Dan Muhwezi, *Butler Community College*  
 Virginia Mulle, *University of Alaska*  
 Meryl Nason, *University of Texas-Dallas*  
 Billye Nipper, *Redlands Community College*  
 Nelda Nix-McCray, *Community College of Baltimore County*  
 Martin Orr, *Boise State University*  
 Hence Parson, *Hutchinson Community College*  
 Michael Perez, *California State University—Fullerton*  
 Lisa Slattery Rashotte, *University of North Carolina—Charlotte*  
 Terry Reuther, *Anoka-Ramsey Community College*  
 Luis Salinas, *University of Houston*  
 Kent Sandstrom, *University of Northern Iowa*  
 Anna Wall Scott, *Parkland Community College*  
 Gershon Shafir, *University of California—La Jolla*  
 William Smith, *Georgia Southern University*  
 Matthew Smith-Lahrman, *Dixie College*  
 Joel Snell, *Kirkwood Community College*  
 George Stine, *Millersville University*  
 Steve Vassar, *Minnesota State University, Mankato*  
 Pelgy Vaz, *Ft. Hays State University*  
 Peter Venturelli, *Valparaiso University*  
 J. Russell Willis, *Grambling State University*  
 Ron Wohlstein, *Eastern Illinois University*

Robert J. Brym  
 John Lie



# A Sociological Compass

Ziggy Kaluzny/Stone/Getty Images

In this chapter, you  
will learn that:

- The causes of human behavior lie mostly in the patterns of social relations that surround and permeate us.
- Sociology is the systematic study of human behavior in social context.
- Sociologists examine the connection between social relations and personal troubles.
- Sociologists are often motivated to do research by the desire to improve people's lives. At the same time, sociologists adopt scientific methods to test their ideas.
- Sociology originated at the time of the Industrial Revolution. The founders of sociology diagnosed the massive social transformations of their day. They also suggested ways of overcoming social problems created by the Industrial Revolution.
- Today's Postindustrial Revolution and the process of "globalization" similarly challenge us. Sociology clarifies the scope, direction, and significance of social change. It also suggests ways of dealing with the social problems created by the Postindustrial Revolution and globalization.
- At the personal level, sociology can help to clarify the opportunities and constraints you face. It suggests what you can become in today's social and historical context.