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The Core

英文大学人文经典教材

社会学和我们

【美】迈克尔·休斯 (Michael Hughes) 【美】卡罗琳·J. 克雷勒 (Carolyn J. Kroehler) / 著
刘万顺 注释

(注释版)



第9版

Ninth Edition

 海南出版社
HAINAN PUBLISHING HOUSE

英文大学人文经典教材——
社会学和我们

(注释版)

Sociology the Core

NINTH EDITION (第九版)

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刘万顺 注释

Sociology: The Core, 9e

Michael Hughes, Carolyn Kroehler

0-073-40425-X

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版权合同登记号：图字：30-2012-045 号

图书在版编目（CIP）数据

社会学和我们 / (美) 休斯 (Hughes, M.), (美) 克雷勒 (Kroehler, C.J.) 著；刘万顺注释. -- 海口：海南出版社，2013.4

书名原文：Sociology: The Core

英文大学人文经典教材

ISBN 978-7-5443-4786-0

I. ①社… II. ①休… ②克… ③刘… III. ①社会学—高等学校—教材 IV. ①C91

中国版本图书馆 CIP 数据核字 (2012) 第 290225 号

英文大学人文经典教材——社会学和我们（注释版）

作者：[美国] 迈克尔·休斯 (Michael Hughes) 卡罗琳·J. 克雷勒 (Carolyn J. Kroehler)

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责任编辑：孙芳

装帧设计：黎花莉

责任印制：杨程

印刷装订：北京冶金大业印刷有限公司

读者服务：杨秀美

海南出版社 出版发行

地址：海口市金盘开发区建设三横路 2 号

邮编：570216

电话：0898-66812776

E-mail: hnbook@263.net

经销：全国新华书店经销

出版日期：2013 年 4 月第 1 版 2013 年 4 月第 1 次印刷

开本：787mm × 1092mm 1/16

印张：30.5

字数：360 千

书号：ISBN 978-7-5443-4786-0

定价：60.00 元

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*We dedicate this edition to those who were lost at Virginia
Tech on April 16, 2007, to those who were injured, and
to their families.*

We will not forget.











About the Authors

MICHAEL HUGHES is Professor of Sociology at Virginia Polytechnic Institute and State University (Virginia Tech). He received his Ph.D. in sociology from Vanderbilt University in 1979 and has taught introductory sociology over the past 37 years. He also regularly teaches courses in minority group relations, deviant behavior, the sociology of mental illness, and data analysis. From 2000 to 2004, he served as editor of the *Journal of Health and Social Behavior*. He has held positions as research fellow at the University of Michigan's Institute for Social Research (1992–1994) and research associate at Vanderbilt University (1980–1982). With Walter R. Gove he is the author of the book *Overcrowding in the Household*. His research interests in mental health and mental illness, race and ethnicity, and crowding and living alone have resulted in over 60 professional articles published in a variety of journals. In 2004–2005, he served as president of the Southern Sociological Society.










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

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Preface

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

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

Providing the Core

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

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

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

Bringing Students In

In *Sociology: The Core*, we seek to make sociology come alive as a vital and exciting field, to relate principles to real-world circumstances, and to attune students to the dynamic processes of our rapidly changing contemporary society. The study of a science can captivate student interest and excite their imagination. In this edition, we add a **new chapter-end feature** that stimulates students to

begin thinking about what being a sociology major would entail and about what sorts of careers sociology majors select. We capitalize on students' desires to read about issues of interest to them with **feature boxes on reality TV, blogs, becoming an adult, binge drinking, high school identities, campus rape, and affirmative action in college admissions**. Because students live and will work in an increasingly diverse and global world, we **emphasize global issues** with boxes on exporting toxic trash, family values around the world, and cultural variation in marking time as well as integrating **cross-cultural comparisons** in various chapters. Our box series "Social Inequalities" enhances our **emphasis on issues of race, ethnicity, class, and gender** as a regular part of most topics in sociology.

Pedagogical Aids

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

Chapter Outline

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

Cross Reference Icons

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

Questions for Discussion

Each feature box includes two or three questions geared toward linking the box material to core concepts and toward getting students thinking about the issues raised.

Key Terms

The terms most essential to the core of sociology are set in boldface type and are defined as

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

Careers Feature

Each chapter includes a new feature titled "**What Can Sociology Do for You?**" focused on helping students think about whether they want to major in sociology and, if so, about what sorts of work they might find themselves engaged in when they finish college. In addition, this feature points them toward other courses in which to enroll if they were interested in the subject matter of the chapter.

Chapter Summary

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

Review Questions

Each chapter concludes with a list of review questions on the central ideas presented in the chapter.

Internet Exercises

The end-of-chapter feature **Internet Connection** provides students with an opportunity to explore sociological data and information on the Internet and hone their critical thinking abilities.

Boxes

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

Social Inequalities boxes explore inequalities of race, ethnicity, class, or gender from a sociological perspective. Topics include race, crime, and punishment; geographical variation in gender inequality; same-sex marriage; affirmative action; disenfranchisement; and unequal childhoods.

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

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

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

Additional student exercises and projects are available in the Instructor's Manual. Instructors may wish to use them to create their own classroom exercises or assignments.

Figures and Tables

The data presented in the figures and tables throughout *Sociology: The Core* are as up to date as possible—and as user-friendly and accessible as we could make them. Whenever possible, we have created figures from published data instead of simply presenting percentages and numbers from statistical sources. In many cases, we have generated original analyses from publicly available data sets. Sources for figures and tables

include the U.S. Census Bureau, the National Center for Health Statistics, the General Social Survey, the *Statistical Abstract of the United States*, and the Federal Reserve Survey of Consumer Finances.

Photographs and Cartoons

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

References

The ninth edition of *Sociology: The Core* presents new data and references throughout, including major updates in family, religion, education, race and ethnicity, gender inequality, welfare reform and poverty, crimes, city growth, global warming, and wealth and income. It includes more than 150 new references, including articles from the major sociological journals, books, government documents and data sets, and popular media, most published in 2005–2008. Full citations appear at the end of the text.

Changes in the Ninth Edition

While the ninth edition retains all the core elements of the eighth edition, there are a number of significant additions and enhancements. The ninth edition:

- Adds a new chapter-end feature, “**What Can Sociology Do for You?**” This feature links students to the American Sociological Association and other websites, gets them thinking about job possibilities in a variety of sociology-related fields, and lets them know what sorts of classes they will take if they decide to major in sociology.

- Completely updates data and figures throughout the book wherever possible.
- Incorporates new examples relevant to students, including AIDS, drug use, skateboarding, video culture, and “Made in China.”
- Presents data from the *2008 U.S. Religious Landscape Survey*, and discusses the new “nonreligious movement” in **religion**.
- Uses a new chapter opener for the **power** chapter on the major shift in global economic power.
- Incorporates findings from a new study, *Alone Together: How Marriage in America Is Changing* (Amato et al., 2007), and new information on both child and elder care in revisions to the **family** chapter.
- Adds a new section on stratification among societies to the **social stratification** chapter.
- Updates **gender** and **family** with information from the *Changing Rhythms of American Family Life* time diaries study.
- Adds information from the Human Genome Project and immigration statistics, as well as on how whites underestimate the costs of being black, to the **race and ethnicity** chapter.
- Presents new information in the juvenile crime, capital punishment, and white-collar crime portions of the **deviance and crime** chapter.
- Incorporates end-of-life issues and the significance of an aging U.S. population in the **socialization** and **social structure** chapters.
- Reorganizes the **education** material with the “What Americans Think About Their Schools” survey, information about the No Child Left Behind Act, and a new look at school effectiveness.
- Enhances the discussion of the current **health care** crisis in the United States with a comparison of infant mortality and life expectancy in other industrialized nations.
- Includes a major emphasis on global warming in discussion of the **environment**, adds contemporary models of **city growth**, and provides the newest **population** data.
- Adds a discussion of social integration and the Internet to the **social change** chapter.

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

Ancillary Materials

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

For the Student

Student’s Online Learning Center (OLC)

The Online Learning Center website that accompanies this text offers a variety of resources for the student. In addition to various study tools, students will find chapter objectives, chapter outlines and overviews, interactive chapter quizzes, annotated lists of web links, Internet exercises, census updates, and flashcards of key terms. Please visit the *Sociology: The Core* OLC at www.mhhe.com/Hughes9.

Reel Society Interactive Movie CD-ROM

Available as a separate package option, this professionally produced movie on CD-ROM demonstrates the sociological imagination using actors in campus life scenarios. Each viewer influences key plot turns by making choices for them. Through it all, a wide variety of issues

and perspectives are addressed relating major sociological concepts and theories to students' lives. Please go to www.mhhe.com/reelsoc for further details.

For the Instructor

Instructor's Manual

The Instructor's Manual provides chapter summaries, chapter outlines, learning objectives, teaching suggestions and discussion questions, student exercises and projects, and suggested films/videos. The Instructor's Manual can also be downloaded from the Instructor's Online Learning Center.

Test Bank

The Test Bank offers 75 multiple-choice, 25 true-false, and 10 essay questions for each chapter in the text. The Test Bank can be downloaded as a Word file from the Instructor's Online Learning Center. **It is also available as a computerized test bank.**

PowerPoint Slides. A collection of tables and figures from the text, augmented by additional graphics, allows instructors to add visual content to their lectures. The PowerPoint files can be downloaded from the Instructor's Online Learning Center.

Instructor's Online Learning Center (OLC)

Password-protected, the Instructor's side of the OLC contains a variety of resources, activities, and classroom tips. The Instructor's Manual, PowerPoint slides, and Test Bank can be accessed electronically on this site, www.mhhe.com/hughes9.

The Classroom Performance System (CPS)

This revolutionary wireless response system gives the instructor immediate feedback from

every student in the class. CPS units include easy-to-use software for creating and delivering questions and assessments to your class. Each student simply responds with their individual wireless response pad, providing instant results. Suggested CPS questions specific to *Sociology: The Core, 9/e*, are available on the Instructor's Online Learning Center. CPS is the perfect tool for engaging students while gathering important assessment data. Go to www.mhhe.com/einstruction for further details.

PageOut: The Course Website Development Center

Online content for *Sociology: The Core* is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to help instructors get their course up and running online in a matter of hours, at no cost. (No programming knowledge is required.) When you use PageOut, your students have instant, 24-hour access to your course syllabus, lecture notes, assignments, and other original material. Students can even check their grades on-line. Material from the Online Learning Center can be pulled into your website. PageOut also provides a discussion board where you and your students can exchange questions and post announcements. To find out more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

Videos

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

Acknowledgments

We would like to thank James W. Vander Zanden, who originally conceived of *Sociology: The Core* and who authored the first four editions. We still follow his organization of basic concepts, and

many of his other contributions remain. We also would like to thank the McGraw-Hill team that worked to make *Sociology: The Core* a reality, especially our editors Gina Boedeker and Craig Leonard. Many people worked to transform a pile of paper into an attractive and user-friendly textbook: project manager Melanie Field, designer Carolyn Deacy, production supervisor Tandra Jorgensen, copy editor Tom Briggs, and photo research coordinator Christine Pullo. We would also like to express our appreciation to our marketing manager, Leslie Oberhuber, for her efforts to promote this book. We would like to thank the many students who have provided feedback on the textbook over the years. Particularly helpful in the past two revisions was Tarek Turaigi, who provided comments that enlightened us and considerably improved the text. Mike is very thankful to recent and current graduate students at Virginia Tech, including Ian Lovejoy, Peter Mateyka, and Tugrul Keskin, for intellectually stimulating conversations that have improved his focus on core issues dealt with in the text. We also thank Virginia Tech student Michael J. Kokes for his contributions to the list of skateboarding terms.

Many thanks also go to Mike's colleagues at Virginia Tech who, through many and varied discussions and suggestions, have directly or indirectly made substantial contributions to this work: Carol Bailey, Alan Bayer, Toni Calasanti, Skip Fuhrman, Ted Fuller, Ellington

Graves, Kwame Harrison, Jim Hawdon, Brad Hertel, Terry Kershaw, Jill Kiecolt, Paulo Polanah, John Ryan, Paula Seniors, Don Shoemaker, Bill Snizek, Kevin Stainback, Stacy Vogt-Yuan, and Dale Wimberly. We would also like to particularly thank Keith Durkin, of Ohio Northern University, for comments that have been helpful to us in making revisions over the years.

We are also very grateful to the following reviewers for their many helpful comments and suggestions: John Cross, Kent State University; A. J. Jacobs, East Carolina University; Kooros Mahmoudi, Northern Arizona University; Brian Moss, Oakland Community College; Thomas Segady, Stephen F. Austin State University; and Jason Smith, University of Alabama Huntsville.

We'd like to thank our children, Edmund and Camilla, for their patience, love, and sociological insights; for this edition, Edmund contributed a list of skateboarding slang terms, and Camilla pointed out that FaceBook and other social networking sites now play a major role in "presentation of self." Carrie's nephew Daniel Schmitt steered her toward a discussion of some of the new technologies that may help us deal with global warming. Finally, we'd like to thank our "families of orientation" for their continued love and support.

Michael Hughes
Carolyn J. Kroehler

Visual Preview

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

The ninth edition continues to adhere to the core concept, offering a compact, accessible, and affordable text that presents the essentials. It provides the core of sociology—the basic foundations of the discipline—for the student.

Chapter Opener and Outline

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

CHAPTER 1

Developing a Sociological Consciousness



The Sociological Perspective

New Levels of Reality
The Sociological Imagination
Microsociology and Macrosociology

The Development of Sociology

Auguste Comte: The Founder of Sociology
Harriet Martineau: Feminist and Methodologist
Herbert Spencer: Social Darwinism
Karl Marx: The Role of Class Conflict
Émile Durkheim: Social Integration and Social Facts
Max Weber: Subjectivity and Social Organization
American Sociology
Contemporary Sociology

Theoretical Perspectives

The Functionalist Perspective
The Conflict Perspective
The Interactionist Perspective
Using the Three Perspectives

Conducting Research

The Logic of Science
Methods of Data Collection
Steps in the Scientific Method: A Close-Up Look
Research Ethics

BOX 1.1 Social Inequalities: Tally's Corner in the 21st Century

BOX 1.2 Doing Social Research: Child Care Fatalities: Discovering the Critical Role of Social Factors

Each of us is a social being. We are born into a social environment; we fully develop into human beings in a social environment; and we typically live out our lives in a social environment. What we think, how we feel, and what we say and do are shaped by our interactions with other people. The scientific study of these social interactions and of social organization is called **sociology**.

Why are some people wealthy and others poor? What causes war? Why do people violate social rules? How do revolutions occur? What causes mass hysteria? We know from ancient folklore, myths, and archaeological remains that humans have long had an interest in understanding themselves and their social arrangements. Yet it has been only in the past two centuries or so that human beings have sought answers to these and related questions through science. This science—sociology—pursues the study of social interaction and group behavior through research governed by the rigorous and disciplined collection of data and analysis of facts.

Many of us are not only interested in understanding society and human behavior. We also would like to improve the human condition so that we might lead fuller, richer, and more fruitful lives. To do this we need knowledge about the basic structures and processes underlying our social lives. Through its emphasis on observation and measurement, sociology allows us to bring rigorous and systematic scientific thinking and information to bear on difficult questions associated with social policies and choices, including those related to poverty, health, immigration, crime, and education. Many people interested in these issues do not realize that more than concern is needed to solve problems. Action must be informed by knowledge.

Sociological research often is applied to practical matters. For example, the U.S. Supreme Court relied heavily upon social science findings regarding the effects of segregation on children

Cross-Reference System

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

Thematic Boxes

The ninth edition includes four box categories, all of which add to the concepts and theories discussed in the chapter in which they appear, and many of which add insights to other chapters as well: *Doing Social Research*, *Sociology Around the World*, *Students Doing Sociology*, and *Social Inequalities*. Each box concludes with questions for discussion.

be discussed in more detail in Chapter 2, are the principal structures whereby these critical tasks for social living—functions—are organized, directed, and executed. Each institution, such as education, the economy, and the family, is built around a standardized solution to a set of problems. Functions are the observed consequences of the existence of institutions, groups, and other system parts that permit the adaptation or adjustment of a system (Merton, 1968).

Robert K. Merton (1968) pointed out that just as institutions and the other parts of society can contribute to the maintenance of the social system, they can also have negative consequences. Those observed consequences that lessen the adaptation or adjustment of a system he terms **dysfunctions**. Poverty, for example, has both functional and dysfunctional properties (Gans, 1972). It is functional because it ensures that the nation's "dirty work" is done—those jobs that are physically dirty, dangerous, temporary, dead-end, poorly paid, and menial. However, poverty is dysfunctional because it intensifies a variety of social problems, including those associated with health, education, crime, and drug addiction.

Manifest and Latent Functions

Merton (1968) also distinguished between manifest functions and latent functions. **Manifest functions** are those consequences that are intended

and moral, and what is undesirable, worthless, and evil. Through a social learning process, they come to share a consensus regarding their core values and beliefs. For example, most Americans accept the values and beliefs inherent in democracy, the doctrine of equal opportunity, and the notion of personal achievement. Functionalists say that this high degree of consensus on basic values provides the foundation for social integration and stability in U.S. society.

Evaluation of the Functionalist Perspective

The functionalist perspective is a useful tool for describing society and identifying its structural parts and the functions of these parts at a particular point in time. It provides a "big picture" of the whole of social life, particularly as it finds expression in patterned, recurrent behavior and institutions. For some purposes, it is clearly helpful to have a clear description of what parts make up society and how they fit together.

However, such an approach does not provide us with the entire story of social life. The functionalist approach has difficulty dealing with history and processes of social change. In the real world, societies are constantly changing, but functionalism has done a poor job of accounting for the never-ending flow of interaction among people. Moreover, the functionalist

2.2 Sociology Around the World

Is Today Tuesday? That Depends on Culture

Tuesday is Tuesday is Tuesday, right? Or, in some countries, Mardi, or Dienstag, or Martes? Actually, no in some parts of our world, Tuesday is not Tuesday. In fact, in some parts of our world, people do not use a seven-day week, or a 12-month year, or anything even close to our naming system for markers of time.

As mathematician Marcia Ascher explains in her book *Mathematics Elsewhere*, "Calendars are cultural products often involving religion and/or politics combined with observations of the physical universe" (Ascher, 2002:36). Calendars are very diverse, primarily because "one of the main functions [of calendars] is to set the schedule of the culture and, thereby, coordinate the activities of individuals in the culture" (Ascher, 2002:39). Cultural differences, then, are linked to diversity in

The month of Kuluwasasa . . . is always the harvest time, and so it occurs first on the outlying island of Kivao, next on the southern end of the main island of Kiriwina, then on the northern end of Kiriwina, and finally on the island of Vanua.

In other words, wherever and whenever a major crop is being harvested, it is Kuluwasasa. Because the people of the Trobriands are farmers, the sun-related seasons are extremely important. During the earth's trip around the sun, there are 12 360 lunar cycles, meaning that the number of lunar cycles in a year has to shift from 12 to 13 every few years to re-synchronize the calendar. Rather than rely on record keeping, mathematical calculations, or astronomical knowledge, Ascher explains, the

month of Mimata, which would occur at different times on different islands. Similarly, a Trobriand islander would find it meaningless to be instructed to begin planting on the first Tuesday of October. Second, the methods for constructing calendars are linked to other elements of culture, an example of cultural integration. In the Trobriand Islands, getting soil prepared, seeds planted, fencing constructed, and harvesting done are key to the calendar, as are religious rites and festivals that must be accounted for in the organization of time.

Ascher found that in some cultural calendars focus on organizing ritual and agricultural activities, such as that used in the Trobriands, while others are more concerned with "structuring the flow of historical events" (2002:52) or with incorporating environmental, social structure,

1.2 Doing Social Research

Child Care Fatalities: Discovering the Critical Role of Social Factors

While fatalities among the nearly 11 million U.S. children in child care are rare, approximately 75 such deaths occur each year, and each one is a tragedy. News stories about these incidents highlight negligence, misbehavior, or aggression by child care workers, and cases are followed avidly on TV news and Court TV. What viewers want to know is this: How could anyone let a child die or, worse yet, kill a child? What sociologists want to know is this: Do social factors play an important role in child care fatalities? Are some care situations safer than others? And if so, why? Sociologists Julia Wigley and Joanne Dreby (2005) thought these were questions worth investigating.

In fact, Wigley and Dreby's study was the first systematic national study of child care fatalities. How did they go about it? The researchers used multiple methods for coupling cases of child care fatalities and serious injuries. First, they used online search engines, the electronic archives of individual newspapers, and a clipping service to search for newspaper accounts of such incidents from 1985 to 2003. In addition, they used legal cases involving "caregiving fatalities"—cases in which a caregiver was found to be responsible for the death or serious injury of a child. And that, in some states, they

The data set that Wigley and Dreby assembled covered all types of non-family-provided child care: child care centers, in-home care (nannies and daycares), and family day care situations. It provided information about both accidental and violent fatalities. For each fatality or serious injury, the database included the age and sex of the child as well as the caregiver, whether the death was a homicide or an accident, how and where the death occurred, what kind of child care was involved, and whether the caregiver had a record of abuse or neglect. Further, the records they collected often provided detailed accounts of the case, allowing them to learn more about how deaths can occur in child care settings.

4.2 Students Doing Sociology

Compete or Cooperate? The Prisoner's Dilemma

Imagine that you are a criminal and that you and your partner in crime have been taken to the police station on suspicion of having committed a crime. The police believe both of you are guilty, but they lack sufficient evidence to turn the case over to the district attorney for prosecution. The police officers place you and your partner in separate rooms, where each of you may confess or maintain your innocence. The police inform you that if both you and your partner remain silent, each of you will get off with a 3-year sentence. If both of you confess, you both will serve 7 years. However, should you confess and implicate your partner while your confessor maintains his innocence, you will be released, but your partner will receive a 15-year prison term. The situation will be reversed should you maintain your innocence and your

		Prisoner A	
		DO NOT CONFESS	CONFESS
Prisoner B	DO NOT CONFESS	15 years	Freed
	CONFESS	3 years	7 years
		Freed	7 years

1.1 Social Inequalities

Tally's Corner in the 21st Century

Are Ellis Lubow's conclusions still valid? The republication in 2003 of his 1967 book *Tally's Corner*, which had sold more than a million copies, is an indication of its value to social scientists, teachers, students, and others. In introducing the new edition, sociologist William Julius Wilson comments, "[Lubow's] arguments concerning the work experience and family life of black stevedocksman in a Washington, D.C., ghetto still ring true today" (Wilson, 2003:xxiii). Indeed, Wilson says, job market prospects for low-skilled black men are worse now than they were when Lubow conducted his research. He explains that structural factors continue to prevent inner-city black men from finding work that allows them to support themselves

today that young African-American males are without jobs because they refuse to accept low-paying jobs. But sociologist Stephen M. Pienkoff found "no race differences in the wages sought by young jobless men" (1997:606). In fact, black men's reports of the lowest wages they would accept and wages at last employment were lower than those of white men. As Lubow found in the 1960s, joblessness is not necessarily related to a lack of willingness to work for low wages, and social programs designed in ignorance of this fact are doomed to failure. Both Lubow and Wilson acknowledge that urban black men may give up looking for work—after

search," comments Wilson. "The fundamental problem of mass joblessness contributes to many problems of the inner city: high rates of welfare dependency, teenage pregnancy, drug abuse, and crime. Can anything be done to attack the problem at its roots? Wilson suggests that programs must "address attitudes, norms, and behaviors in combination with local and national attempts to improve job prospects. Only then will fathers have a realistic chance to adequately care for their children and envision a better life for themselves" (Wilson, 2003: xxiii).

Questions for Discussion

What Can Sociology Do for You?

At the end of each chapter, a new feature links students to the American Sociological Association and other websites, gets them thinking about job possibilities in a variety of sociology-related fields, and lets them know what sorts of classes they will take if they decide to major in sociology.

everyone is allowed to express his or her genuine emotions and to have these feelings be respected. Although there are different styles for dying, Kubler-Ross (1969) found that dying people typically pass through five stages: denial, anger, bargaining with God or fate, depression or "preparatory grief," and acceptance.

In a cross-national study of end-of-life decision making, Robert Blank and Janna Merrick (2005) point out that end-of-life issues will continue to grow and to involve more than just those who are dying and their families, all over the world. Developed countries have ever-expanding populations of the very old, and in developing



What Can Sociology Do for You?

At the end of the first two chapters, we considered jobs sociology graduates might get and courses sociology majors might take. Now let's go a step further—to graduate school. More and more college students are going on to get master's degrees or Ph.D.s in their chosen fields of study. What advanced-degree work might a sociology major pursue? Let's turn once again to the American Sociological Association (ASA). Open the web page for the ASA, <http://www.asanet.org/>. Find the "Careers and Jobs"

The Chapter in Brief: Social Groups and Formal Organizations

Group Relationships

Groups—two or more people who share a feeling of unity and who are bound together in relatively stable patterns of social interaction—are products of social definitions—sets of shared ideas. As such they constitute constructed realities.

■ **Primary Groups and Secondary Groups** Primary groups involve two or more people who enjoy direct, intimate, cohesive relationships and are fundamental to both us and society. Expressive ties predominate in primary groups. Secondary groups entail two or more people who are involved in impersonal,

and feelings tend to assume a larger role in dyads than in larger groups. The addition of a third member to a group—forming a **triad**—fundamentally alters a social situation. In this arrangement one person may be placed in the role of an outsider.

■ **Leadership** In group settings some members usually exert more influence than others. We call these individuals **leaders**. Two types of leadership roles tend to evolve in small groups: an **instrumental leader** and an **expressive leader**. Leaders may follow an authoritarian style, a democratic style, or a laissez-faire style.

Chapter in Brief

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

Glossary

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

Glossary

bureaucracy A social structure made up of a hierarchy of statuses and roles that is prescribed by explicit rules and procedures and based on a division of function and authority.

coercive organization A formal organization that people become members of against their will.

dyad A two-member group.

ethnomethodology

intelligible to themselves and others.

expressive leader A leader who focuses on overcoming interpersonal problems in a group, defusing tension, and promoting solidarity.

expressive ties Social links formed when we emotionally invest ourselves in and commit ourselves to other people.

group Two or more people who share a feeling of unity and who are bound together in relatively stable patterns of social interaction.

groupthink A decision-making process found in highly cohesive groups in which the members become so preoccupied with maintaining group consensus that their critical faculties are

Review Questions

1. How do primary groups differ from secondary groups? List three of each from your own life.
2. What are in-groups and out-groups?
3. Define reference group, and give at least two examples from your own life.
4. What are two major styles of leadership?
5. Describe a social dilemma from your own life.
6. What is groupthink? Have you ever experienced this phenomenon as a member of a decision-making group?
7. Joining a sorority or fraternity is voluntary. Do such organizations have any characteristics of a coercive organization?
8. Define bureaucracy, and list the characteristics of Weber's ideal bureaucracy.
9. What are some of the problems of bureaucracy?
10. What do conflict theorists have to say about bureaucracy? How does it differ from the view of symbolic interactionists?

Review Questions

At the end of each chapter, there is a list of review questions that focus on the central ideas presented in the chapter.

Internet Connection

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



Internet Connection www.mhhe.com/hughes9

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

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