

Social Problems

02/03



Social Problems

02/03

Thirtieth Edition

EDITOR

Kurt Finsterbusch

University of Maryland, College Park

Kurt Finsterbusch received a bachelor's degree in history from Princeton University in 1957, and a bachelor of divinity degree from Grace Theological Seminary in 1960. His Ph.D. in sociology, from Columbia University, was conferred in 1969. Dr. Finsterbusch is the author of several books, including *Understanding Social Impacts* (Sage Publications, 1980), *Social Research for Policy Decisions* (Wadsworth Publishing, 1980, with Annabelle Bender Motz), and *Organizational Change as a Development Strategy* (Lynne Rienner Publishers, 1987, with Jerald Hage). He is currently teaching at the University of Maryland, College Park, and, in addition to serving as editor for *Annual Editions: Social Problems*, he is also editor of *Annual Editions: Sociology*, McGraw-Hill/Dushkin's *Taking Sides: Clashing Views on Controversial Social Issues*, and *Sources: Notable Selections in Sociology*.

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5. **Crime, Violence, and Law Enforcement**
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Thirtieth Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

The reason we study social problems is so we can do something about them. Corrective action, however, is not taken until the situation is seen as a problem and the fire of concern is kindled in a number of citizens. A democratic country gives such citizens means for legally trying to change things, and this freedom and opportunity is a great pride for our country. In fact, most college students have already given some time or money to a cause in which they believe. This is necessary because each generation will face struggles for justice and rights. Daily forces operate to corrupt, distort, bias, exploit, and defraud as individuals and groups seek their own advantage at the expense of others and the public interest. Those dedicated to a good society, therefore, constantly struggle against these forces. Furthermore, the struggle is often complex and confusing. Not always are the defenders of the status quo in the wrong and the champions of change in the right. Important values will be championed by both sides. Today there is much debate about the best way to improve education. Opposing spokespersons think they are serving the good of the children and of America. In a similar manner conscientious students in the same college class and reading the same material will hotly disagree. Therefore, solving problems is usually not a peaceful process. First, it requires information and an understanding of the problem, and we can expect disagreements on both the facts and the interpretations. Second, it requires discussion, compromises, and a plan with majority support or at least the support of the powerful groups. Third, it requires action. In a democratic society this process should involve tolerance and even goodwill toward one's opponents as long as they act honestly, fairly, and democratically. Class discussions should involve respect for each others' opinions.

In some ways the study of social problems is easy, and in some ways it is hard. The easy aspect is that most people know quite a lot about the problems that this book addresses; the hard part is that solving the problems is very difficult. If the solutions were easy, the problems would have been solved by now and we would not be studying these particular issues. It may be easy to plan solutions, but it is hard to implement them. In general, however, Americans are optimistic and believe in progress; we learn by our mistakes and keep trying until conditions are acceptable. For instance, the members of Common Cause, including myself, have worked for campaign finance reform since 1970. Our efforts failed until the Watergate scandal created a huge public demand for it, and both campaign finance reform and public right-to-know laws were passed. The reform, however, led to the formation of PACs (Political Action Committees) to get around the law and buy influence legally. Now a new campaign finance reform is needed. The public demand for it is there, but the politicians have successfully scuttled it. Nevertheless, I would speculate that one will be passed in the near future, which will somewhat reduce the influence of money on politics.

However, moneyed interests will find a way to continue to have inordinate influence on policy decisions and eventually precipitate another reform effort. It could be that at the end of the twenty-first century Americans will be struggling with many of the same problems. But it is reasonable to believe that things will be somewhat better at that point because people will mobilize again and again in the next century to improve them, and some will do this at considerable cost to themselves.

The articles presented here were selected for their attention to important issues, the value of the information and ideas that they present, and/or their ability to move the reader to concern and possibly even action toward correcting social problems. This edition of *Annual Editions: Social Problems* begins in unit 1 by defining social problems and presenting a general critique of American society. In unit 2, it examines some big issues in the political and economic systems that have society-wide impacts. Next, unit 3 examines issues of inequality and injustice that challenge basic American values. Unit 4 considers how well the various institutions of society work. Most are being heavily criticized. Why? Then unit 5 studies the traditional problem of crime and law enforcement. Fortunately, there is some good news here. Finally, unit 6 confronts the issue of sustainability in a world experiencing serious environmental decline.

To assist the reader in identifying issues covered in the articles, the *topic guide* lists the topics in alphabetical order and the articles in which they are discussed. A reader doing research on a specific topic is advised to check this guide first. A valuable resource for users of this book is the *World Wide Web* sites that can be used to further explore article topics.

Annual Editions: Social Problems depends upon reader response to develop and change. You are encouraged to return the postpaid *article rating form* at the back of the book with your opinions about existing articles, recommendations of articles for subsequent editions, and advice on how the anthology can be made more useful as a teaching and learning tool.



Kurt Finsterbusch
Editor

*Dedicated to my students who have taught me to
be more concerned about many social problems.*

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

African Americans

15. Learning From Others

Campaign financing

6. How the Little Guy Gets Crunched

Capitalism

7. Twilight of the Corporation
8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
13. Corporate Welfare

Children and childhood

19. Where the Boys Are
20. Scouts Divided
22. The American Family
23. Fathers' Time
24. Should You Stay Together for the Kids?
25. Schools That Develop Children
33. Teaching Kids to Kill

Cities

10. When Activists Win: The Renaissance of Dudley St.

Civil society

5. A Call to Civil Society
10. When Activists Win: The Renaissance of Dudley St.

Community

2. The Fragmentation of Social Life
3. How to Re-Moralize America
5. A Call to Civil Society
10. When Activists Win: The Renaissance of Dudley St.
20. Scouts Divided
25. Schools That Develop Children
36. Feeling the Heat: Life in the Greenhouse

Crime

29. Preventing Crime: The Promising Road Ahead
30. Sex-Slave Trade Enters the U.S.
32. On Patrol
33. Teaching Kids to Kill

Culture

2. The Fragmentation of Social Life
3. How to Re-Moralize America
8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
16. Why Worry About Multiculturalism?
17. Different Words, Different Worlds
22. The American Family
23. Fathers' Time
25. Schools That Develop Children

Demography

35. 16 Impacts of Population Growth

Discrimination

15. Learning From Others
16. Why Worry About Multiculturalism?
18. Violence Against Women
19. Where the Boys Are
20. Scouts Divided

Disorganization

2. The Fragmentation of Social Life

Ecology

35. 16 Impacts of Population Growth

Economy

7. Twilight of the Corporation
8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
11. Are the Rich Cleaning Up?
12. Out of Sight, Out of Mind
13. Corporate Welfare

Education

19. Where the Boys Are
25. Schools That Develop Children
26. What No School Can Do

Elderly

21. When Baby Boomers Grow Old

Employment

9. Work, Work, Work, Work!

Environment

35. 16 Impacts of Population Growth
36. Feeling the Heat: Life in the Greenhouse

Family and marriage

9. Work, Work, Work, Work!
17. Different Words, Different Worlds
18. Violence Against Women
22. The American Family
23. Fathers' Time
24. Should You Stay Together for the Kids?

Future

7. Twilight of the Corporation
21. When Baby Boomers Grow Old
35. 16 Impacts of Population Growth
36. Feeling the Heat: Life in the Greenhouse
38. A New Era of History

Globalization

7. Twilight of the Corporation
34. Why Don't They Like Us?

Government

4. Who Rules America?
5. A Call to Civil Society
6. How the Little Guy Gets Crunched
10. When Activists Win: The Renaissance of Dudley St.
12. Out of Sight, Out of Mind
13. Corporate Welfare
26. What No School Can Do
29. Preventing Crime: The Promising Road Ahead
31. Reasonable Doubts

Health

27. Healing in a Hurry: Hospitals in the Managed-Care Age
28. Death Stalks a Continent

Law enforcement

29. Preventing Crime: The Promising Road Ahead
31. Reasonable Doubts
32. On Patrol
36. Feeling the Heat: Life in the Greenhouse
37. The Hidden Threat of Groundwater Pollution
38. A New Era of History

Leisure

8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
22. The American Family
23. Fathers' Time

Lifestyles

2. The Fragmentation of Social Life
8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
17. Different Words, Different Worlds
22. The American Family
23. Fathers' Time

Market and business

7. Twilight of the Corporation
8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
13. Corporate Welfare

Marriage and family

9. Work, Work, Work, Work!
17. Different Words, Different Worlds
18. Violence Against Women
22. The American Family
23. Fathers' Time
24. Should You Stay Together for the Kids?

Multiculturalism

16. Why Worry About Multiculturalism?

Politics

4. Who Rules America?
5. A Call to Civil Society
6. How the Little Guy Gets Crunched
10. When Activists Win: The Renaissance of Dudley St.
12. Out of Sight, Out of Mind
13. Corporate Welfare
29. Preventing Crime: The Promising Road Ahead

Population growth

35. 16 Impacts of Population Growth

Poverty

10. When Activists Win: The Renaissance of Dudley St.
12. Out of Sight, Out of Mind
14. From Welfare to Work

Race and ethnic relations

15. Learning From Others
16. Why Worry About Multiculturalism?

School violence

33. Teaching Kids to Kill

Sexism

18. Violence Against Women
19. Where the Boys Are
20. Scouts Divided
30. Sex-Slave Trade Enters the U.S.

Sex roles

17. Different Words, Different Worlds

Social change

2. The Fragmentation of Social Life
3. How to Re-Moralize America
5. A Call to Civil Society
6. How the Little Guy Gets Crunched
7. Twilight of the Corporation
8. The "New" Means of Consumption: A Postmodern Analysis
9. Work, Work, Work, Work!
11. Are the Rich Cleaning Up?
16. Why Worry About Multiculturalism?
17. Different Words, Different Worlds
19. Where the Boys Are
20. Scouts Divided
21. When Baby Boomers Grow Old
22. The American Family
23. Fathers' Time
28. Death Stalks a Continent
35. 16 Impacts of Population Growth
38. A New Era of History

Social control

2. The Fragmentation of Social Life
3. How to Re-Moralize America
20. Scouts Divided
25. Schools That Develop Children
29. Preventing Crime: The Promising Road Ahead

Socialization

3. How to Re-Moralize America
17. Different Words, Different Worlds
19. Where the Boys Are
25. Schools That Develop Children

Social relationships

1. Social Problems: Definitions, Theories, and Analysis
9. Work, Work, Work, Work!
16. Why Worry About Multiculturalism?
17. Different Words, Different Worlds
18. Violence Against Women
20. Scouts Divided
22. The American Family
23. Fathers' Time
24. Should You Stay Together for the Kids?

Social structure

1. Social Problems: Definitions, Theories, and Analysis

Stratification

5. A Call to Civil Society
6. How the Little Guy Gets Crunched
7. Twilight of the Corporation
11. Are the Rich Cleaning Up?
12. Out of Sight, Out of Mind
14. From Welfare to Work

- 18. Violence Against Women

Terrorism

- 34. Why Don't They Like Us?

Unemployment

- 9. Work, Work, Work, Work!

Upper class

- 6. How the Little Guy Gets Crunched
- 11. Are the Rich Cleaning Up?

Values

- 2. The Fragmentation of Social Life
- 3. How to Re-Moralize America
- 5. A Call to Civil Society
- 8. The "New" Means of Consumption: A Postmodern Analysis
- 9. Work, Work, Work, Work!
- 16. Why Worry About Multiculturalism?
- 17. Different Words, Different Worlds
- 20. Scouts Divided
- 22. The American Family
- 24. Should You Stay Together for the Kids?
- 25. Schools That Develop Children
- 34. Why Don't They Like Us?

Violence

- 18. Violence Against Women
- 33. Teaching Kids to Kill

Wealth

- 4. Who Rules America?
- 6. How the Little Guy Gets Crunched
- 8. The "New" Means of Consumption: A Postmodern Analysis
- 11. Are the Rich Cleaning Up?
- 13. Corporate Welfare

Welfare

- 13. Corporate Welfare
- 14. From Welfare to Work

Women

- 14. From Welfare to Work
- 17. Different Words, Different Worlds
- 18. Violence Against Women
- 22. The American Family
- 30. Sex-Slave Trade Enters the U.S.

Work

- 9. Work, Work, Work, Work!
- 14. From Welfare to Work

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

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The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

The Gallup Organization

<http://www.gallup.com>

Open this Gallup Organization home page for links to an extensive archive of public opinion poll results and special reports on a huge variety of topics related to American society.

Library of Congress

<http://www.loc.gov>

Examine this extensive Web site to learn about resource tools, library services/resources, exhibitions, and databases in many different fields related to social problems.

National Geographic Society

<http://www.nationalgeographic.com>

This site provides links to National Geographic's huge archive of maps, articles, and other documents. There is a great deal of material related to social and cultural topics, of great value to those interested in the study of cultural pluralism.

UNIT 1: Introduction: The Nature of Social Problems and General Critiques of American Society

American Studies Web

<http://www.georgetown.edu/crossroads/asw/>

This eclectic site provides links to a wealth of resources on the Internet related to social issues, from gender studies to education to race and ethnicity. It is of great help when doing research in demography and population studies.

Anthropology Resources Page

<http://www.usd.edu/anth/>

Many cultural topics can be accessed from this site from the University of South Dakota. Click on the links to find information about differences and similarities in values and lifestyles among the world's peoples.

Marketplace of Political Ideas/University of Houston Library

<http://info.lib.uh.edu/politics/markind.htm>

Here are a collection of links to campaign, conservative/liberal perspectives, and political party sites. There are General Political, Democratic, Republican, and Third-Party sites.

Social Science Information Gateway

<http://sosig.esrc.bris.ac.uk>

SOSIG is an online catalog of Internet resources relevant to social science education and research. Every resource is selected by a librarian or subject specialist.

UNIT 2: Problems of the Political Economy

National Center for Policy Analysis

<http://www.ncpa.org>

Using these Policy Digest Archives, you can link to discussions on an array of topics that are of major interest in the study of American politics and government from a sociological perspective, from regulatory policy, to affirmative action, to income.

Overcoming Consumerism

<http://www.verdant.net>

This site explains *consumerism* and how it affects society, the economy, and the environment. There are resources to help restore the human community and condition.

Penn Library: Sociology

<http://www.library.upenn.edu/resources/subject/social/sociology/sociology.html>

This site provides a number of indexes on culture and ethnic studies, population and demographics, and statistical sources that are of value in studying social problems.

Virtual Seminar in Global Political Economy/Global Cities & Social Movements

<http://csf.colorado.edu/gpe/gpe95b/resources.html>

The links at this site cover topics such as sustainable cities, megacities, and urban planning. The site also has links to many international nongovernmental organizations.

UNIT 3: Problems of Poverty and Inequality

grass-roots.org

<http://www.grass-roots.org>

Various resources and models for grassroots action and a summary and samples of Robin Garr's book, *Reinvesting in America*, are provided at this site.

Immigration Facts

<http://www.immigrationforum.org>

The pro-immigrant National Immigration Forum offers this page to examine the effects of immigration on the U.S. economy and society. Click on the links for discussion of underground economies, immigrant economies, and other topics.

Joint Center for Poverty Research

<http://www.jcpr.org>

Open this site to find research information related to poverty. The site provides working papers, answers to FAQs, and facts about who is poor in America. Welfare reform is also addressed.

Patterns of Variability: The Concept of Race

<http://www.as.ua.edu/ant/bindon/ant101/lectures/race/race1.htm>

This site provides a handy, at-a-glance reference to the prevailing concepts of race and the causes of human variability since ancient times. It can serve as a valuable starting point for research and understanding into the concept of race.

SocioSite

<http://www.pscw.uva.nl/sociosite/TOPICS/Women.html>

This sociology site from the University of Amsterdam's Sociology Department provides links to affirmative action, family and children's issues, and much more.

William Davidson Institute

<http://www.wdi.bus.umich.edu>

Access the University of Michigan Business School's site for topics related to the changing global economy and the effects of globalization in general.

WWW Virtual Library: Demography & Population Studies

<http://demography.anu.edu.au/VirtualLibrary/>

Here is a definitive guide to demography and population studies. A multitude of important links to information about global poverty and hunger can be found here.

UNIT 4: Institutional Problems

The Center for Education Reform

http://edreform.com/school_choice/

Visit this site to view current opinions and concerns related to school choice and school reform.

Go Ask Alice!

<http://www.goaskalice.columbia.edu>

This interactive site provides discussion and insight into a number of personal issues of interest to college-age people and those younger and older. Questions about physical and emotional health and well-being in the modern world are answered.

The National Academy for Child Development (NACD)

<http://www.nacd.org>

This international organization is dedicated to helping children and adults to reach their full potential. Its home page presents links to various programs, research, and resources into topics related to the family and society.

National Council on Family Relations

<http://www.ncfr.com>

This NCFR home page will lead you to valuable links to articles, research, and other resources on important issues in family relations, such as stepfamilies, couples, and divorce.

National Institute on Aging

<http://www.nih.gov/nia/>

The NIA presents this home page to lead you to a variety of resources on health, lifestyle, and social issues that are of concern to people as they grow older.

National Institute on Drug Abuse

<http://165.112.78.61>

Use this site index of the U.S. National Institute on Drug Abuse for access to NIDA publications, information on drugs of abuse, and links to other related Web sites.

National Institutes of Health

<http://www.nih.gov>

Consult this site for links to extensive health information and scientific resources. Comprised of 24 institutes, centers, and divisions, including the Institute of Mental Health, the NIH is one of eight health agencies of the Public Health Service.

Parenting and Families

<http://www.cyfc.umn.edu/Parenting/parentlink.html>

The University of Minnesota's Children, Youth, and Family Consortium site leads to many organizations and other resources related to divorce, single parenting, and stepfamilies, and to information about other topics about the family.

A Sociological Tour Through Cyberspace

<http://www.trinity.edu/~mkearl/index.html>

This extensive site provides valuable essays, commentaries, data analyses, and links on every aspect of social problems, including such topics as death and dying, family, social gerontology, and social psychology.

World Health Organization

<http://www.who.int/home-page/>

The World Health Organization will provide you with links to a wealth of statistical and analytical information about health and the environment in the developing world.

UNIT 5: Crime, Violence, and Law Enforcement

ACLU Criminal Justice Home Page

<http://aclu.org/issues/criminal/hmcj.html>

This Criminal Justice page of the American Civil Liberties Union Web site highlights recent events in criminal justice, addresses police issues, lists important resources, and contains a search mechanism.

Terrorism Research Center

<http://www.terrorism.com>

The Terrorism Research Center features definitions and original research on terrorism, counterterrorism documents, a comprehensive list of Web links, and monthly profiles of terrorist and counterterrorist groups.

UNIT 6: Problems of Population, Environment, Resources, and the Future

Communications for a Sustainable Future

<http://csf.colorado.edu>

This site will lead you to information on topics in international environmental sustainability. It pays particular attention to the political economics of protecting the environment.

Human Rights and Humanitarian Assistance

<http://www.etown.edu/vl/humrts.html>

Through this part of the World Wide Web Virtual Library, you can conduct research into a number of human-rights concerns around the world. The site also provides links to many other subjects related to important social issues.

The Hunger Project

<http://www.thp.org>

Browse through this nonprofit organization's site to explore how it tries to achieve its goal: the end to global hunger through leadership at all levels of society. The Hunger Project contends that the persistence of hunger is at the heart of the major security issues threatening our planet.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Introduction: The Nature of Social Problems and General Critiques of American Society

Unit Selections

1. **Social Problems: Definitions, Theories, and Analysis**, Harold A. Widdison and H. Richard Delaney
2. **The Fragmentation of Social Life**, D. Stanley Eitzen
3. **How to Re-Moralize America**, Francis Fukuyama

Key Points to Consider

- What are your first five choices as to what are the major social problems of America? In what ways does your list seem to reflect one of the three major approaches to social problems?
- How much distance do you feel from people with very different interests, values, lifestyles, religion, race or ethnicity, and class? What kinds of bonds do you feel with them?
- What signs of moral decay in America do you observe? What signs of moral strength do you observe?
- Describe what you imagine the re-moralization of society would be like.



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

American Studies Web

<http://www.georgetown.edu/crossroads/asw/>

Anthropology Resources Page

<http://www.usd.edu/anth/>

Marketplace of Political Ideas/University of Houston Library

<http://info.lib.uh.edu/politics/markind.htm>

Social Science Information Gateway

<http://sosig.esrc.bris.ac.uk>

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UNIT 1

Introduction: The Nature of Social Problems and General Critiques of American Society

Three introductory articles summarize the three major theoretical approaches to studying social problems, the fragmentation of social life, and re-moralizing the United States.

Unit Overview xvi

1. **Social Problems: Definitions, Theories, and Analysis**, Harold A. Widdison and H. Richard Delaney, *McGraw-Hill/Dushkin*, 1995
This essay, written specifically for this volume, explores the complexities associated with defining, studying, and attempting to resolve "social" problems. The three major theoretical approaches—**symbolic interactionism**, **functionalism**, and **conflict**—are summarized. 3
2. **The Fragmentation of Social Life**, D. Stanley Eitzen, *Vital Speeches of the Day*, July 1, 2000
In this essay about America, Stanley Eitzen addresses a crucial problem: the **fragmentation of social life**. He suggests that America could come apart in the future if this fragmentation continues. Eitzen discusses excessive **individualism**, heightened personal **isolation**, increasing inequality, and the deepening **racial/ethnic/religious/sexuality divide**. 12
3. **How to Re-Moralize America**, Francis Fukuyama, *The Wilson Quarterly*, Summer 1999
Recently, many of the indicators of **moral decline** have started to show improvement. Francis Fukuyama reports the changes and accepts the challenge of explaining how moral regeneration occurs generally and what caused a potential **moral regeneration** in the 1990s. In the process he is forced to explore the basic sociological questions: What are the sources of **value systems**? How do they arise and change? In his search for an answer, he leads the reader through a sociological detect 17



UNIT 2

Problems of the Political Economy

Seven articles examine how the distribution of wealth, consumerism, and the state of American workers have an impact on politics and the economy.

Unit Overview 24

Part A. The Polity

4. **Who Rules America?**, G. William Domhoff, from *Who Rules America? Power and Politics in the Year 2000*, Mayfield Publishing Company, 1997
G. William Domhoff is the leading proponent of the **power elite** view of American politics as it applies to **political influence** in America today. 26

5. **A Call to Civil Society**, Jean Bethke Elshtain, *Society*, July/August 1999
This article is a call to America by the bipartisan Council on Civil Society to strengthen **civil society** and reverse many of the unwholesome trends of recent decades. This involves strongly supporting the **family**, local communities, faith communities, voluntary associations, and several other elements of society. 30
6. **How the Little Guy Gets Crunched**, Donald L. Barlett and James B. Steele, *Time*, February 7, 2000
Politics means a win for some and a loss for others. The authors of this article show that **campaign contributions** from powerful **special interest groups** provide gains for the contributor but losses for the little guy. 38

Part B. The Economy

7. **Twilight of the Corporation**, Tony Clarke, *The Ecologist*, May/June 1999
In the last decade or so, the **transnational corporation** has virtually supplanted the nation-state as the central institution dominating the lives of people in most parts of the world. These corporations have created a **global market** system, which is now helping to reshape the destiny of people and nations. 41
8. **The “New” Means of Consumption: A Postmodern Analysis**, George Ritzer, from *The McDonaldization Thesis*, Sage, 1998
The consumption side of the economy is undergoing a rationalization revolution that is somewhat similar to the rationalization of production in the industrial revolution. George Ritzer provides a guide to this **consumption revolution**. 46
9. **Work, Work, Work, Work!**, Mark Hunter, *Modern Maturity*, May/June 1999
According to Mark Hunter, the place of **work** in the lives of Americans is changing. Work **time** is increasing, and the line between work life and private life is fading. Increasingly, work is seen as a means of **self-fulfillment**, and our careers start earlier and end later. Hunter discusses many other changes in the lives of Americans that are related to the changes in the meaning and conditions of work. 51

Part C. Problems of Place

10. **When Activists Win: The Renaissance of Dudley St.**, Jay Walljasper, *The Nation*, March 3, 1997
As the pain and despair of **ghettos** become common knowledge, stories of poor **neighborhoods organizing** to make life better act as beacons of hope. Jay Walljasper tells the story of the successful Dudley Street Initiative and explains how it was done. 55



UNIT 3 Problems of Poverty and Inequality

Eleven selections discuss how inequality affects the social structure. Topics include polarity of wealth, welfare, racial and ethnic inequality, gender inequality, and disadvantaged groups.

Unit Overview 60

Part A. Inequality and the Poor

11. **Are the Rich Cleaning Up?**, Cait Murphy, *Fortune*, September 4, 2000
Cait Murphy presents the facts on the increasing **inequality** in America, explains its **causes**, and suggests what should be done about it. 62
12. **Out of Sight, Out of Mind**, *The Economist*, May 20, 2000
Poverty is a problem that will not go away even when the economy is good. The **conditions of poverty** change, but the grinding struggle continues. 68

Part B. Welfare

13. **Corporate Welfare**, Donald L. Barlett and James B. Steele, *Time*, November 9, 1998
In this essay, the authors explain how hundreds of **companies** get **on the dole** to the tune of 2 weeks' pay for every working American. The federal government has issued over \$125 billion to **corporate America**, which tilts the playing field toward the already powerful in society. 72
14. **From Welfare to Work**, Isabel Sawhill, *Brookings Review*, Summer 2001
What have been **the results of the 1996 welfare reform laws that force most welfare mothers to work**? Isabell Sawhill reviews the evidence. Caseloads have dropped from 5 million to 2.2 million and 60 percent of those who leave welfare are working, but it is hard to determine whether these changes are due mostly to what has been a good economy or to welfare reform itself. 74

Part C. Racial and Ethnic Inequality and Issues

15. **Learning From Others**, Marcia Cantarella, *Vital Speeches of the Day*, May 15, 2001
How do we go beyond racism? Marcia Cantarella explores the psychological side of this issue and suggests that getting beyond racism means conscious affirmation of the worth and total uniqueness of each individual. Blacks and other minorities often are not treated as individuals, usually to their detriment. 78
16. **Why Worry About Multiculturalism?**, Anne Phillips, *Dissent*, Winter 1997
America is becoming more **multicultural**, and many Americans fear the consequences. Anne Phillips examines three of these anxieties and finds them largely groundless. 82

Part D. Gender Inequalities and Issues

17. **Different Words, Different Worlds**, Deborah Tannen, from *You Just Don't Understand: Women and Men in Conversation*, William Morrow 1990
Deborah Tannen analyzes how the **communication patterns** and methods of relating for men and women differ, often causing them to misunderstand each other badly. 88
18. **Violence Against Women**, Toni Nelson, *World Watch*, July/August 1996
A major **civil rights** failure worldwide is the widespread suppression of and **violence against women** as expressed in rape, female infanticide, bride burning, enforced prostitution, domestic abuse, and female genital mutilation. 91
19. **Where the Boys Are**, Cathy Young, *Reason*, February 2001
Cathy Young explores the question of whether boys are "the victimized sex in American education and culture." The social changes of the past three decades have greatly helped girls become more self-assured and opened opportunities for them. Have these changes also left **men and boys confused about what is expected of them**? Strong views are often presented on these issues, which Cathy Young reviews before presenting her more balanced assessment. 95

Part E. Disadvantaged or Vulnerable Groups

20. **Scouts Divided**, David France, *Newsweek*, August 6, 2001
David France reports on how the recent Supreme Court ruling against **gays in the Boy Scouts** brings into focus the issue of gay rights versus the rights of groups to exclude gays or to limit their rights within the group. 102
21. **When Baby Boomers Grow Old**, Elizabeth Benedict, *The American Prospect*, May 21, 2001
Currently, the elderly are often badly treated. As the **baby boomers grow old**, the problems will multiply. Elizabeth Benedict foresees major housing problems and the need for new public policies. 108



UNIT 4

Institutional Problems

Seven selections discuss problems with the institutions of family, education, and health.

Unit Overview

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Part A. The Family

22. The American Family, Stephanie Coontz, *Life*, November 1999

Stephanie Coontz explains that **modern families** are better than the way the media portray them and that families of the past were probably worse. She corrects many myths about the modern family with many underreported facts.

116

23. Fathers' Time, Paul Roberts, *Psychology Today*, May/June 1996

Paul Roberts reports on research that shows the **important role of fathers in the development of children**, because they parent differently than mothers. They play with children more and "tend to be more physical and less intimate, with more reliance on humor and excitement." This helps children learn emotional self-control.

121

24. Should You Stay Together for the Kids?, Walter Kirn, *Time*, September 25, 2000

Walter Kirn reviews the hot debate over whether **parents who are in bad marriages** should stay together for the sake of the children. Clearly the children suffer from the divorce of their parents, and in many cases, the damage lasts for a long time, but incompatible marriages can also be harmful.

128

Part B. Education

25. Schools That Develop Children, James P. Comer, *The American Prospect*, April 23, 2001

James Comer says of 15 proposed **school reforms** that they "can't work or, at best, will have limited effectiveness" because "they all are based on flawed models." The model that he proposes is based on current knowledge of child and youth development and features "positive and powerful social and academic interactions between students and staff."

136

26. What No School Can Do, James Traub, *New York Times Magazine*, January 16, 2000

This pessimistic article argues that **school reform** will have only a small impact on **poor children**, because good schools cannot correct the many other disadvantages that poor children face.

142

Part C. Health

27. Healing in a Hurry: Hospitals in the Managed-Care Age, Suzanne Gordon and Timothy McCall, *The Nation*, March 1, 1999

The authors demonstrate that the reorganization of the **health care system** under the control of **HMOs** is adversely affecting the care that patients are receiving. Hospital stays have been dramatically reduced, as have referrals and tests. HMO profit maximizers rather than practicing physicians are making critical decisions about the health care that we receive.

151

28. Death Stalks a Continent, Johanna McGeary, *Time*, February 12, 2001

One of the greatest and most painful crises in the world today is **the AIDS epidemic in Africa**. Johanna McGeary's report on this crisis reveals shocking behavior by families and others toward victims and points out cultural and structural factors that contribute to the crisis.

155



UNIT 5

Crime, Violence, and Law Enforcement

Six articles examine crime in today's society, how the law attempts to control this problem, and the dimension of violence and terrorism.

Unit Overview

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Part A. Crime

29. **Preventing Crime: The Promising Road Ahead**, Gene Stephens, *The Futurist*, November 1999

Gene Stephens reports on the results of research conducted on over 500 **crime-prevention programs**. He attempts to find out which prevention programs work and which do not work. There are many surprising results, especially in those that do not work.

166

30. **Sex-Slave Trade Enters the U.S.**, Catherine Edwards and James Harder, *Insight*, November 27, 2000

The brutal and criminal **sex-slave trade** is booming around the world and in the United States. The authors describe the trade, the money that drives it, and the abuse and pain that are at the heart of it.

171

Part B. Law Enforcement

31. **Reasonable Doubts**, Stephen Pomper, *The Washington Monthly*, June 2000

Stephen Pomper critically assesses the **criminal justice system** and recommends strong, badly needed **reforms**.

175

32. **On Patrol**, Eli Lehrer, *The American Enterprise*, June 2001

The police have been both strongly praised and strongly criticized this past decade. Now it is time to get up close and personal as the police do their work. Eli Lehrer follows a policewoman on her patrol and lets us see how extremely varied is **police work**.

180

Part C. Violence and Terrorism

33. **Teaching Kids to Kill**, Dave Grossman, *Phi Kappa Phi Journal*, Fall 2000

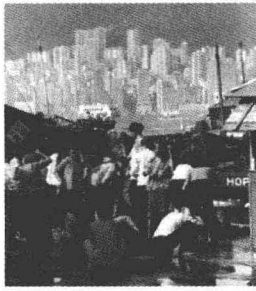
Why is **violent crime** rapidly rising worldwide? The key indicator of this problem is aggravated assault, which "went up from around 60 per 100,000 in 1957 to over 440 per 100,000 by the mid-1990s" in the United States. David Grossman describes the psychological processes whereby violence in the media has trained kids to kill, inadvertently mimicking the principles of basic military training.

186

34. **Why Don't They Like Us?**, Stanley Hoffmann, *The American Prospect*, November 19, 2001

America is now the prime target for terrorist attacks. Stanley Hoffmann explains that the United States is the current hegemon power and "through the ages, nobody—or almost nobody—has ever loved a hegemon." Hoffmann also discusses the **new world order**, which is very disorderly; American's international failures; and the antipathy of many against current processes like globalization, for which America is blamed.

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UNIT 6

Problems of Population, Environment, Resources, and the Future

Four articles discuss the problems faced by our society with regard to the pressure of increasing population, environment degradation, and what our future holds.

Unit Overview

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Part A. Population Issues

35. **16 Impacts of Population Growth**, Lester R. Brown, Gary Gardner, and Brian Halweil, *The Futurist*, vol. 33, no. 2 (February 1999)

The authors discuss many impacts of **world population growth** on the **environment**, food production, depletion of resources, biodiversity, climate change, jobs, income, housing, education, and urbanization.

196

Part B. Environmental Issues

36. **Feeling the Heat: Life in the Greenhouse**, Michael D. Lemonick, *Time*, April 9, 2001

Michael Lemonick reviews the evidence for and **the impacts of global warming**. In the past century the increase in temperatures was only 1 degree Fahrenheit, but scientists predict that it will increase between 2.5 degrees Fahrenheit and 10.4 degrees Fahrenheit by 2100. The effects of even the lower figure would be difficult to deal with, but if temperatures rise as much as 10 degrees, "the results could be disastrous."

203

37. **The Hidden Threat of Groundwater Pollution**, Payal Sampat, *USA Today Magazine (Society for the Advancement of Education)*, July 2001

A good example of how modern society is **damaging the environment** and endangering itself in the process is groundwater pollution. Payal Sampat describes the problem and discusses the best ways to deal with it.

208

Part C. The Future

38. **A New Era of History**, William Van Dusen Wishard, *Vital Speeches of the Day*, December 1, 2000

William Van Dusen Wishard, a leading world trends expert, describes many historical realities that have ended and **the new era that is beginning**. We are in a transition period. Key trends in this transition are an increasing awareness that "our existence is a single entity" (globalization), the advance of technology to the point that technological developments could permanently alter life on Earth, and the idea that "we are in the midst of a long-term spiritual and psychological re-orientation."

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