



The Sociological Outlook

A Text With Readings

5TH EDITION

Reid Luhman

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To Linda and David

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PREFACE

This Fifth Edition of *The Sociological Outlook* incorporates a number of changes, many included in direct response to the suggestions of students and faculty who worked their way through the Fourth Edition. I felt that statistics needed updating, which I did, and that some Readings were outdated or no longer relevant. Change for the sake of change has not been the guiding rule. The “classics” of sociology remain, and the current status of society is reflected in current statistics. Themes of gender and inequality remain interwoven throughout the Fifth Edition. Inequality was a major theme in the Fourth Edition and still receives the attention of an entire chapter. Gender issues play a major role in the institutions chapters while receiving additional attention in other chapters and through new readings—in particular, “The Beauty Myth and Female Consumers: The Controversial Role of Advertising,” by Debra Lynn Stephens, Ronald Paul Hill, and Cynthia Hanson.

The readings, which follow each chapter, retain the best selections from the first four editions. In addition, some outstanding new articles appear for the first time. And perhaps most noticeably, the total number of readings has been increased. As with the earlier editions, I selected all readings with regard to intrinsic interest to students and readability as well as sociological content; all are designed to add color and life to material presented before them in each chapter. Six readings written specifically for the first four editions (those by Curra, Denton, Gilham, Murai, Thompson, and Winther) have been retained because students responded to them with great interest and enthusiasm. I have also chosen a number of new articles that were originally published elsewhere and that struck me as illuminating and interesting (see Contents listing). Because both students and instructors responded so favorably to the readings in the previous four editions, this Fifth Edition contains an expanded number of readings covering a wider variety of topics. There will be something for everyone, I hope.

An important note to teachers: I have tried to organize this book in a somewhat traditional and comfortable manner for instructors. At the same time, I realize that every instructor has his or her unique style and approach. Keeping this variety of needs in mind, I have built considerable (and I hope subtle) flexibility into this book. Many chapters can be reordered without breaking the flow; important concepts are defined several places throughout the book so that students who missed a first appearance (if a chapter was not assigned) will not become lost. In a similar vein, chapters can be omitted without leaving students confused. Perhaps most important, I have selected readings that serve multiple functions; for many of them, it was difficult to decide which chapter provided the most suitable home. Thompson’s article on the black family, for example, is

just as suitable for the chapter on race and ethnicity as it is for its current home in the institutional look at family and education. The new article by Brende for Chapter 9 also works with Chapters 8 and 10. And many new articles (as well as old) focus on gender issues. If you decide not to cover a chapter in your course, please do not overlook the readings that reside there as you may well have use for them elsewhere.

Two other changes in this edition are also worthy of note. First, for instructors, the Test Files are now available on computer disks for both IBM Compatible and Macintosh computers. This should make life easier for both you and/or your secretaries. Second, for both instructors and students, *The Sociological Outlook* is joining the Internet. You will notice an e-mail address below my name on the title page. If you have ever wanted to tell an author exactly what you thought of this or that, now is your chance. Students and instructors are welcome to communicate directly with me via e-mail with questions, comments, preferences and massive quantities of praise (or criticism, but I prefer the praise). As far as we know, this is a very uncommon practice for a textbook, but Collegiate Press is an uncommon publisher. Since it is uncommon, we do not know yet just how it will work out. I will try to answer all who write. But if everyone who reads this book also writes to me, that may be a difficult promise to keep. All I can say is that I will do my best, and *all* suggestions for change will be retained and considered for the next edition. After all, we are putting out this product for you and if it is not serving your needs, it needs to be changed.

A large number of people have contributed their time and skill to this book. In particular, many important suggestions and criticisms were offered by Vance Wisenbaker concerning Chapters 1, 2, 4, and 12; by Aaron Thompson concerning Chapters 8 and 10; by John Curra concerning Chapters 5, 6 and 13; by John Denton concerning Chapter 6; by Marc Goldstein concerning Chapter 5; and by Alan Banks concerning Chapters 7 and 9. Much additional help was provided by my colleagues Paul Winther, Steve Savage, Günseli Tamkoc, Dick Futrell, Doug Burnham, and Amiya Mohanty. Valuable secretarial assistance was provided by Cathy Newsome, Carol Lane, Shannon Brian, and Toni Garlick. Of all the people mentioned in this paragraph, however, I would like to offer additional thanks to John Curra, who has watched over every edition of this book with a discerning eagle eye and has offered many invaluable suggestions; it is the kind of feedback that every author needs and desires to improve the quality of his or her work.

This book would not have been possible without considerable work at the publishing end. Arlyne Lazerson oversaw the editorial process calmly and efficiently. Having worked with other editors, I can truly appreciate how lucky I have been to be working with someone of her care, enthusiasm, and intelligence. Chris Davis, of John Odam Associates, came up with a pleasing and clear

graphic design and oversaw the composition. Paul Slick exercised his considerable creative talents in producing the cover illustration and design.

Valuable suggestions and criticisms of earlier editions of this book were contributed by sociologists at several institutions around the country. They were Richard S. Bobys, Morningside College; Marion Dearman, California State University, Los Angeles; Jeanne G. Gobaler, San Jose City College; Laura Gordon, Montclair State College; William Kenkel, University of Kentucky; Arnold J. Kuhn, Wilbur Wright College; Carol Lewis, Jefferson Community College; Reece McGee, Purdue University; Don Metz, Marquette University; John S. Miller, University of Arkansas at Little Rock; Rita Phyllis Sakitt, Suffolk County Community College; and Richard Voorhees, Inver Hills Community College.

After it was printed, the Fourth Edition of this book received extensive and extremely useful reviews from both teachers and students who worked with it. The effort put forth on this process by those involved proved to be of invaluable help in making the Fifth Edition better meet the needs of the people in classrooms where it is used. The list of those comprising the Editorial Board for *The Sociological Outlook*, Fifth Edition, appears right after this Preface.

Finally, no one lived more closely with this project than the members of my immediate family. My wife, Susan, not only showed great patience with the process of writing but also offered very valuable help through reading the manuscript and letting me know when my writing style was getting either boring or confusing (and often both). Her constant encouragement plays a major role in all that I do. My children, Chad and Sara, have grown up with the different editions of this book, changing from having objections to my overly occupied time on the first edition to becoming interested in what I've been writing all this time.

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