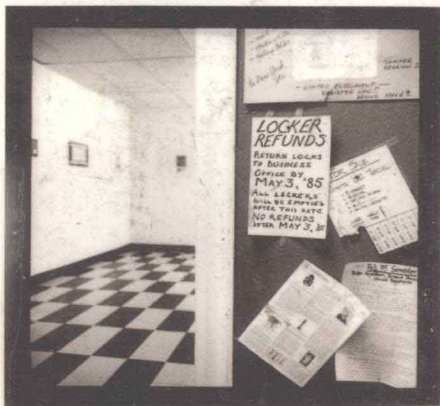




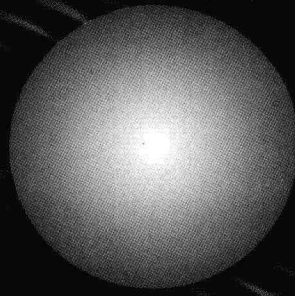
# S o c i o l o g y

Discovering Society



Jean Stockard

Second Edition



# SOCIOLOGY

Discovering Society

*Second Edition*

**Jean Stockard**

*University of Oregon*



**Wadsworth**  
Thomson Learning<sup>sm</sup>

Australia • Canada • Denmark • Japan • Mexico  
New Zealand • Philippines • Puerto Rico • Singapore  
South Africa • Spain • United Kingdom • United States

*Publisher:* Eve Howard  
*Assistant Editor:* Ari Levenfeld  
*Editorial Assistant:* Bridget Schulte  
*Marketing Assistant:* Kelli Goslin  
*Project Editor:* Jerilyn Emori  
*Print Buyer:* Karen Hunt  
*Permissions Editor:* Susan Walters  
*Production Service:* Robin Gold/Forbes Mill Press

*Text Designer:* Andrew Ogus ■ Book Design  
*Photo Researcher:* Terri Wright/Terri Wright Design  
*Copy Editor:* Robin Gold  
*Compositor:* Forbes Mill Press  
*Cover Designer:* Harold Burch  
*Cover Image:* © 1999 Jenny Lynn  
*Cover Printer:* World Color Book Services/Taunton  
*Printer/Binder:* World Color Book Services/Taunton

COPYRIGHT © 2000 by Wadsworth,  
a division of Thomson Learning. Thomson  
Learning is a trademark used herein under license.

All rights reserved. No part of this work covered by  
the copyright hereon may be reproduced or used in  
any form or by any means—graphic, electronic, or  
mechanical, including photocopying, recording,  
taping, or information storage and retrieval systems  
—without the written permission of the publisher.

Printed in the United States of America

1 2 3 4 5 6 03 02 01 00

For permission to use material from this  
text, contact us by

**Web:** [www.thomsonrights.com](http://www.thomsonrights.com)

**Fax:** 1-800-730-2215

**Phone:** 1-800-730-2214

Library of Congress  
Cataloging-in-Publication Data  
Stockard, Jean

Sociology : discovering society / Jean Stockard.  
—2nd ed.

Includes bibliographical references and index.  
ISBN 0-534-56521-2

1. Sociology. I. Title.

HM585

301—dc21

99-36611

**Wadsworth/Thomson Learning**  
**10 Davis Drive**  
**Belmont, CA 94002-3098**  
**USA**  
**[www.wadsworth.com](http://www.wadsworth.com)**

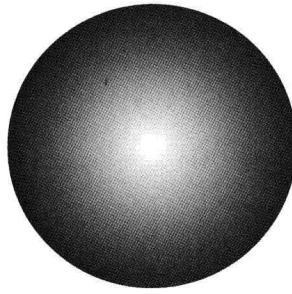
**International Headquarters**  
Thomson Learning  
290 Harbor Drive, 2nd Floor  
Stamford, CT 06902-7477  
USA

**UK/Europe/Middle East**  
Thomson Learning  
Berkshire House  
168-173 High Holborn  
London WC1V 7AA  
United Kingdom

**Asia**  
Thomson Learning  
60 Albert Street #15-01  
Albert Complex  
Singapore 189969

**Canada**  
Nelson/Thomson Learning  
1120 Birchmount Road  
Scarborough, Ontario M1K 5G4  
Canada





## *Preface*

Even though sociologists often disagree on specific issues, almost all of us seem to believe, usually quite ardently, that sociology provides the best way to understand the world in which we live. Our passion for sociology reflects both our deep respect for the tools of our discipline—the theories and methods that we use to understand the world—and our earnest belief that through the dispassionate work of social science—the testing of theories with rigorous and sound methods—we can come to a better understanding of the world around us and help make it a better place in which to live.

Like most people who teach introductory sociology, I begin each term hoping that my students will come away from the course sharing my passion for the discipline. I hope that they will develop a sociological perspective and come to see the world in a radically new way. I hope that they will be able to use this new perspective to make sense of their daily lives and to be more useful and productive citizens. I also hope that they will develop respect for sociologists' research and that they will understand the excitement of participating in such a dynamic field.

Some students gravitate to sociology once they are exposed to its ideas. They flock around us after class, asking questions, sharing their own insights, and even begging for additional reading material. But other students, too many in my view, seem to have problems "getting it." The sociological perspective doesn't seem to make sense to them or to be particularly relevant to their own lives. They might have trouble making the connection between personal troubles and public issues that Mills defined as the essence of our sociological imagination. They might perceive the introductory course as a sequence of disconnected theories and concepts. They might be

put off by what they see as jargon that has no relation to their own lives. They might have trouble understanding the significance of the technical details of the discipline or the reasons that theories and methods of research matter. Some students' problems with the field may also be more emotional in nature. They might be threatened by the ideas. The subject matter and the sociological approach might make them uncomfortable because it isn't necessarily easy to see one's world from a new perspective.

I have tried to write this book in a way that will help all students—both enthusiastic and reluctant—learn to use the sociological perspective. This text is designed to help convey an understanding and appreciation of sociology both as science and as a way of being engaged with the world. In response to the gap that often separates our own insiders' view of the field from our students' view, some of us may tend to focus on dramatic social problems and emphasize sociology's value in devising possible solutions while downplaying the more rigorous side of sociology as a science. Others may focus on theory and methods in order to present sociology as a valid social science. I believe that to serve our students well, we need to do both, to convey an understanding of both the passion and the dispassion of our discipline. I've tried to do so in a way any college student will find both accessible and inviting.

### **GOALS OF THIS TEXT**

The three major goals of this book reflect the reasons we love the field and my attempt to help students understand both the passionate and dispassionate aspects of our discipline.



### Understanding and Using Social Theory

First, I hope to show students how social theory helps us make sense of the world around us. I introduce theories and concepts within the context of real social issues and concerns to help students see how the need to understand a problem motivates our sociological thinking. In this way, I avoid presenting sociology as simply a sequence of definitions and terms and instead show how it can provide a powerful framework for comprehending our surroundings and actions. For instance, in Chapter 1, I introduce the views of the classical theorists as responses to the dramatic changes of the Industrial Revolution. In Chapter 3, I integrate the ideas of structural functionalism with a discussion of cultural universals and link the contributions of the Chicago School to a discussion of how both early and contemporary sociologists study racial-ethnic groups in the United States. In Chapter 5, I develop various theories of interaction in relation to real-life situations and problems.

At various points I also show how sociologists constantly use a variety of perspectives to understand an issue better, sometimes stepping back to a broader, macroanalysis, at other times taking a mesoperspective on groups and organizations. I show how some theories are very broad while others are more focused. I show how various theoretical perspectives sometimes complement one another and sometimes conflict. Throughout the book, I emphasize that sociologists can use a variety of theoretical approaches and that each of the many different theories that we use can be useful for understanding different problems and issues.

Theory is not always easy for students, especially in large doses, but it is central to our discipline and important for students to understand. To help students reach more sophisticated understandings, I gradually increase the sophistication of each chapter as the book progresses. I also often show students how theories used in one chapter relate to discussions in earlier chapters. For instance, the material on social interaction in Chapter 5 builds naturally on the discussion of socialization in Chapter 4, and the discussion of theories of deviance in Chapter 7 expands on the understandings of the classical theorists introduced in Chapter 1, as well as on material on socialization and interaction from Chapters 4 and 5. A feature at the end of each chapter called “Pulling It Together” provides a graphical way for students to see these theoretical linkages.

### The Value of Research

Second, the book aims to help students understand why social research is important by continually giving examples of how research is used to develop, test, and

modify theories that relate to real-world issues that affect us all. In the discussion of methodology in Chapter 2, I liken the process of social research to detective work, describing one research study in great detail. Each subsequent chapter describes at least one other study in detail and calls attention not only to the substantive findings but also to how they were achieved. Thus, the discussion of methodology is reinforced throughout the book, with consistent emphasis on developing students’ critical analysis skills. Each of these featured research selections also illustrates how sociological research can be used to understand, and potentially address, social issues that face our country and countries around the world.

Throughout the book I emphasize that we have many different ways of obtaining knowledge of the social world and that the methods we choose may vary depending on the theoretical questions and substantive issues being addressed. Thus the research featured encompasses the entire span of methodologies used by sociologists, and I stress how a variety of perspectives helps us gain better understandings. Student skills in this area can be further developed by critical-thinking questions at the end of the Applying Sociology to Social Issues boxes and in the featured research studies. Each chapter also provides students with assignments and sources for exploring the Internet and the World Wide Web. In addition, the book is supplemented by a Web site created specifically to enhance the focus on research, critical analysis, and applications of sociology to the world around us. (See later.)

### Insights into Daily Life and Social Problems

Third, throughout the book I hope to show students how sociology can provide a new perspective on both their daily lives and the social problems that face our society and world. Each chapter begins by presenting a sociological issue at the level of individuals—in Mills’s terms, at the level of private troubles. The chapters then use these stories as springboards to developing a sociological perspective on the topic, showing how these personal troubles are related to broader social issues. For instance, I use a discussion of ethnic identity as the basis for exploring culture and ethnicity in Chapter 3. I examine relationships among students from different social class backgrounds to explore issues related to social interaction in Chapter 5. Experiences regarding inequalities within schools and medical settings set the stage for the discussions of education and health and society in Chapters 15 and 16. Concepts related to each topic are presented within this context. I try to show students how personal troubles are public issues and how they can actively apply what they are learning to their own lives.

I also discuss how sociological findings can be used to develop policies to alleviate real-world social problems. Even though much of sociological work is not directly “applied,” many of our analyses have direct implications for pressing social issues. To illustrate these implications, many of the featured research selections in the text deal with social issues. For instance, the featured research in Chapter 18 examines segregation in urban areas; Chapter 15 deals with student achievement in schools; and Chapter 6 looks at factors that influence delinquent and criminal careers. Beginning with Chapter 2, each chapter also includes a boxed feature entitled “Applying Sociology to Social Issues.” These features directly establish the relevance of sociological analyses to social issues through discussing issues such as crime among street youth (Chapter 6), policies to combat poverty among children (Chapter 7), studies of methods that can be used to reduce racial-ethnic discrimination in organizations (Chapter 9), implications of research for helping children in disrupted families (Chapter 10), and ways that have been used to increase voter participation in societies around the world (Chapter 13.)

## ORGANIZATION AND COVERAGE

This book includes all of the topics typically found in introductory sociology textbooks. Part One, “Doing Sociology,” introduces students to sociological theory and methods. The writings of C. Wright Mills are used to introduce the notion of a sociological perspective, the vast range of sociological thought, and sociologists’ interest in social issues. The writings of four major classical theorists—Marx, Durkheim, Weber, and Simmel—serve as an introduction to sociological theory and, just as important, to the intellectual and social motivations that have driven sociological thinking from its beginnings. This discussion allows the opportunity to present students with concepts basic to a wide variety of theoretical approaches, both microlevel and macrolevel. The notions of social structure and social action are also introduced, emphasizing that we not only are influenced by the world in which we live but also continually create this world. Each of these themes is expanded in subsequent chapters as the works of other sociologists are introduced.

Part One also examines the ways in which sociologists test theories. The goal is not to make students expert in methodology, but rather to convey a sense of the logic and importance of research methods, as well as the ways in which researchers try to ensure that their results are valid and the ways in which sociology differs from everyday thinking. In this manner students can become more critical consumers of the research that is reported both in the rest of the book and in the media.

Part Two, “Individuals and Society,” includes chapters on culture and ethnicity, socialization and the life course, social interaction, and deviance and social control. Building on the theoretical ideas developed in Part One, these chapters show how the social world influences individuals’ day-to-day actions and decisions, yet also how our actions influence the social world. I also illustrate how sociological theories can involve both macrolevel and microlevel perspectives. Because our society is becoming more heterogeneous and more conscious of racial-ethnic diversity and gender-related issues, and because so much of sociology (as well as my own research) relates to these areas, many examples concern social inequality and gender. Through such examples I hope to reinforce the notion that sociology can deal with students’ own lives and social policy concerns.

In the chapter on culture and ethnicity, I use a macrolevel perspective to examine research on how cultures around the world are both similar and different. I also adopt a more microlevel perspective to examine the ways in which we come to see ourselves as part of our culture, focusing on issues related to ethnic identity. In the chapter on socialization, I discuss classical theory and the results of contemporary research on socialization and the development of self-identity, using many examples related to gender socialization. In the chapter on social interaction, I show how sociologists have examined social networks and how interactions involve social exchanges, social roles, and symbolic interactions, as well as nonverbal and verbal communication. I also discuss the influence of status characteristics on group interactions and the status attainment model to explore the ways in which social interactions are related to life chances and opportunities. Finally, in the chapter on deviance and social control, I show how various theories and ideas introduced in previous chapters can be used to understand deviant behavior. For instance, concepts introduced in the discussion of the life course are reinforced by examining the relationship of age to criminal behavior and influences on the course of “deviant careers” from youth to adulthood. This chapter also introduces a global perspective by examining variations in homicide rates around the world.

Part Three, “Social Inequality,” deals directly with stratification based on social class, race-ethnicity, and gender. In these chapters I try to show how sociological analyses address issues that relate to students’ own lives, both at home and around the world. For instance, in the chapter on social stratification, I examine variations in social inequality in countries around the globe. I also describe how sociologists have documented and explained stratification in the United States and what these analyses tell us about the possibility of attaining the “American

Dream” by examining issues of social mobility, poverty, and the power of the wealthy.

In the chapter on racial-ethnic stratification, I first describe the extent of such stratification in the United States and use a macrolevel analysis to examine sociologists’ explanations of how racial-ethnic stratification has changed over the past two centuries. I then move to a more microlevel analysis, looking at research on how racial-ethnic stratification affects individuals and is continually reproduced through social interactions, again building on concepts and ideas introduced in earlier chapters. The featured research combines these levels of analysis to explore why racial-ethnic discrimination varies from one country to another in Europe and across time and place in the United States.

In the chapter on gender stratification, I document the nature of such stratification both cross-culturally and in the United States and then explore explanations of its existence. Here, the focus is on gender stratification in education, the family, the political world, and the economy, as well as the difficulties experienced by men and women who enter nontraditional fields. Each of the chapters in Part Three reinforces the notion that social structures, such as stratification, very much influence our lives, while at the same time we, as social actors, create and maintain these structures.

Part Four, “Social Organizations and Social Institutions,” reviews research related to formal organizations and to six major social institutions: family, religion, the political world, the economy, education, and health and medicine. In order to help students see how sociologists’ studies of these areas relate to their lives and concerns, I focus on specific issues. For instance, in the chapter on the family, I introduce basic concepts and theories by examining how families vary and change. In the chapter on the political world, I focus on issues of power and control. In the chapter on the economy, I focus on the role of the economy in fostering opportunities and constraints for individuals, groups, and societies. In the chapter on organizations, I look at how sociological concepts and theories can explain organizational change and success. In the chapter on education I look at issues regarding student achievement and effective schools; and in the chapter on health and medicine, I explore why societies and subcultures within societies vary in health and longevity.

As in other chapters, I show students how sociologists use different levels of analysis to look at these issues. For instance, at the macrolevel I examine cross-cultural variations in the family and changes in the family in the United States over the past two centuries. I also discuss economic relationships between nations, present varying perspectives on the political power structure, and explore why some nations have

healthier populations than others. At the microlevel I examine research on areas such as how changes in the family affect the lives of children, how individuals influence organizational change, and how social networks influence work careers. At the mesolevel I look at research on the role of political action committees in the political world, the ways in which schools can be organized to enhance the achievement of all children, and the reasons some religious groups grow in size while others get smaller.

Concepts and theories that specifically apply to each institutional area are introduced in the context of exploring the issues that define each chapter. These discussions often reinforce concepts and theories introduced in previous chapters. For instance, exchange theory and the concept of social networks, which were introduced in the chapter on social interaction, are used again in the analysis of why individuals choose to join religious groups and participate in political activities. Issues and concepts related to social stratification are reinforced in the discussion of the political world, the economy, and health and medicine.

The discussions also remind students how social issues and sociological analyses apply to global issues as well as their own lives. A discussion of global stratification—both its nature and explanations of its causes—is a prominent part of Chapter 14 on the Economy. Chapter 15 on Education includes an extended discussion of differences in literacy and schooling around the world as well as the development of common schools throughout the globe. Chapter 16 on Health and Society features research that examines world wide variations in health and how these variations are related to global stratification.

Finally, Part Five, “Social Change,” includes chapters on population, communities and urbanization, social change, and social movements. Although global examples and research are featured in earlier chapters, the material in Part Five brings global issues, as well as environmental concerns, to the forefront. I believe that this is appropriate in that current social changes involve the world as a whole with intricate connections between the environment, global stratification, population growth, and urbanization. In addition, my experience suggests that students are often better able to apply sociological understandings to other cultures once they have developed the ability to apply them to their own world, and the chapters in this section often build on understandings developed in earlier chapters.

Chapter 17 on population focuses on the nature of demographic data and how these data can be used to understand how and why populations change. I explore how population changes produce opportunities and constraints for societies and their citizens,



focusing on the different experiences of the least developed, the developing, and the highly developed countries. The linkage between population growth, economic conditions, and the environment is examined, both for less developed and more developed countries. Special attention is given to how social actions influence population changes around the world, looking at issues regarding immigration and at the influence of education on fertility.

Chapter 18 on communities and urbanization looks at the process of urbanization in both the United States and less developed countries and how this is related to environmental changes, such as desertification and deforestation. A great deal of attention is given to the issue of how communities can be sustained in urban settings, exploring both classical and contemporary work in this area. This question is then related to analyses of urban ecology and recent research on the very pressing issue of racial-ethnic segregation in urban areas in the United States.

Chapter 19 on technology and social change builds on understandings developed in previous chapters to show how social change involves the interaction of technological innovations, changes in social institutions, and alterations in the environment. Building on this theoretical base a long-range view of social change is presented from early hunting gathering societies to the current outpouring of new technology that allows us to build networks with others throughout the globe. Special consideration is given to issues regarding social change and development in the world's poorest societies.

Finally, in Chapter 20, I examine collective behavior and use research on the environmental movement to illustrate sociological analyses of social movements. From a mesolevel perspective I review research on why some social movement organizations are more successful than others. From a macrolevel perspective I examine theories regarding the development of social movements and describe contemporary cross-cultural research on how political cultures and history affect this development. Finally, from a microlevel perspective I review research on why individuals choose to participate in social movements and how social movements affect us as individuals. This analysis provides an appropriate way to end the text by showing students, yet again, how individuals continually create social structures through their social actions.

### CHANGES IN THE SECOND EDITION

In developing the second edition of this book, I systematically reviewed issues from the last three years of general journals such as the *American Journal of*

*Sociology*, *American Sociological Review*, and *Contemporary Sociology*, as well as more specialized journals such as *Demography*, *Journal of Marriage and the Family*, and *Gender and Society*, looking for articles and books that were related to material covered in this text. This review took a lot of time, but helped me make sure that each chapter is as up-to-date and accurate as possible. All statistics, references, and recommended readings have been thoroughly updated. When the featured research studies have been replicated, information on the results of these studies has been added, helping to reinforce for students the importance of building knowledge and replicating results.

Although this careful updating and review might not be noticeable with a quick glance through the book, a change that should be striking for users of the first edition is the addition of a series of global maps that illustrate various issues discussed in the text. These maps depict the most recent worldwide data on variables such as homicide rates (Chapter 6), income inequality (Chapter 7), gross national product (Chapter 14), illiteracy (Chapter 15), life expectancy (Chapter 16), population growth rates (Chapter 17), extent of urbanization (Chapter 18), and telephone usage (Chapter 19).

An entirely new chapter on Health and Society (Chapter 16) has been added to the text, reflecting the widespread concern regarding this area both in the United States and in other nations. In this chapter, I use the issue of inequality in health care to examine research regarding social influences on individuals' health and well-being; access to health care, including issues regarding the funding of health care in this country and in other nations; and differences in health and longevity around the world. The featured research examines why the United States, the wealthiest nation on earth, is not the healthiest, and provides evidence that this result might be linked to social stratification and income inequality.

Chapter 19, "Technology and Social Change," and Chapter 20, "Collective Behavior and Social Movements," are also new to this edition, replacing a chapter in the first edition entitled "Social Change and Social Movements." The new chapter on technology and social change significantly expands upon material presented in the first edition by including an extensive analysis of the relationship between changes in social institutions, technology, and the environment as well as research on how technological innovations, both those in the past and those currently appearing, affect individuals' lives. Adding this new chapter also allowed me to expand upon issues associated with the notion of sustainable development as a way to deal with environmental problems. The new chapter on "Collective Behavior and Social Movements" expands

upon the first edition by adding an extensive review of the collective behavior literature, a central part of many analyses of social movements, and features a new “Applying Sociology to Social Issues Box,” on ending female genital mutilation.

Specific additions and changes to other chapters include the following:

#### **Chapter 1: What Is Sociology?**

- Added a comparison of sociology with other social sciences.

#### **Chapter 3: Culture and Ethnicity**

- Added very recent work on replications of the featured research involving the ethnic identity of Asian Americans.
- Altered the “Applying Sociology to Social Issues” feature to reflect forthcoming changes in the U.S. Census question regarding race/ethnicity.

#### **Chapter 4: Socialization and the Life Course**

- Added material regarding other studies of gender socialization to the featured research section.

#### **Chapter 5: Social Interaction and Social Relationships**

- Added material on replications and extensions of the featured research and how this work has been applied in schools.

#### **Chapter 6: Deviance and Social Control**

- Moved work on international comparisons that was a featured box to the text and transformed the data on homicide rates throughout the world into a map.
- Added a new “Applying Sociology to Social Issues” box on crime and youth on the streets.
- Expanded the discussion on cohort differences in criminal behavior to reflect very recent work.
- Altered the discussion of strain theory to include the most recent theoretical work in this area (general strain theory).
- Explicitly noted integrative work in contemporary theories of deviance.
- Added a discussion of replications of featured research work.
- Briefly discussed inequality and crime as a link to Part 3 on stratification.

#### **Chapter 7: Social Stratification**

- Added two global maps and a discussion of inequality around the world to demonstrate Lenski’s analysis of variations in social stratification. This discussion introduces the Gini coefficient as a measure of inequality.
- Added comparison of income inequality in the United States with that in other countries.

- Moved the discussion of measuring poverty from a boxed feature to the text.
- Added a comparison of poverty among the elderly and the young.
- Focused the “Applying Sociology to Social Issues” box on childhood poverty and comparing policies in the United States with those in other countries.
- Separated the discussion of trends in poverty and trends in inequality into two distinct sections. The discussion of the Gini index is reinforced through the discussion of changes in inequality in the United States over time.

#### **Chapter 8: Racial-Ethnic Stratification**

- Added an entire section on altering racial-ethnic prejudice that links macro and microlevel analysis and introduces the concept of group threat as well as the notion of interaction effects. The new featured research uses both international and U.S. data.
- Moved the material on the contact hypothesis from the “Applying Sociology to Social Issues” box to the text.
- Added a new “Applying Sociology to Social Issues” box that shows how the contact hypothesis has been applied in actual organizations.

#### **Chapter 9: Gender Stratification**

- Added material on cohort variations in gender differences in income.
- Added international comparisons on income and occupational segregation, with a link to the new “Applying Sociology to Social Issues” box in Chapter 7.
- Added a new section on gender stratification in the political world, both in the United States and cross-culturally, with a new illustrative table.
- Updated material on gender stratification in the family and altered it to incorporate the most recent work on men’s participation in household chores.

#### **Chapter 10: The Family**

- Altered the discussion of social institutions to include medicine.
- Changed some wording to more thoroughly represent current research findings.

#### **Chapter 13: The Political World**

- Added a paragraph on new voter registration law and the results of a Federal Elections Commission study of its effects.
- Changed the discussion of gender difference in voting to reflect most recent data.
- Expanded the featured research to include material from Clawson’s most recent book. This includes an entire new section on soft money issues.

**Chapter 14: The Economy**

- Added discussion of trust, cooperation, and competition as key elements of all economic exchanges.
- Expanded discussion of the globalization of the economy and global stratification that is reflected throughout the chapter. Includes a map depicting GNP of countries throughout the world, a table listing various international economic organizations, and a discussion of the World Bank and IMF and their relation to global stratification.
- Added a brief discussion of institutionalization of workplace changes reflecting recent work on institutionalization.
- Added discussion of “megamergers” as the sixth wave of corporate mergers.

**Chapter 15: Education**

- Added a map of illiteracy rates of nations around the world.
- Added a new section on the influence of peers on academic achievement.

**Chapter 17: Population**

- Added a map that illustrates the “doubling time” of nations around the world and an explanation of this phenomenon.
- Added most recent material on how the AIDS epidemic is affecting populations in African countries.
- Revised and slightly expanded the discussion of the relationship of poverty, population growth, and the environment to include discussion of global warming and emissions of carbon dioxide.
- Greatly expanded the discussion of immigration to include a section on migration to the United States.

**Chapter 18: Communities and Urbanization**

- Updated discussion of urban/rural differences in growth in United States, highlighting recent growth in rural areas in some parts of the country.
- Added a map of urbanization around the world.

**Chapter 19 Technology and Social Change**

In the first edition, part of this chapter was included in Chapter 18, “Social Change and Social Movements.” Additions to this edition include

- Expanded discussion of the relation between the development of technology, the environment, and changes in social institutions.
- Greatly expanded discussion of the effects of recent technological changes on individuals’ lives and of changing political and economic systems throughout the world.

- Added new featured research section on how the invention of the telephone changed individuals’ lives.
- Expanded discussion of issues related to sustainable development.
- Added new “Sociologists at Work” interview with Claude Fischer.

**Chapter 20: Collective Behavior and Social Movements**

In the first edition, part of this chapter was included in Chapter 18, “Social Change and Social Movements.” Additions to this edition include

- Added extensive discussion of how sociologists define and conceive of collective behavior.
- Added explanations for why collective behavior occurs.
- Added new “Applying Sociology to Social Issues” box on ending female genital mutilation.

**PEDAGOGICAL FEATURES**

Several pedagogical features are incorporated throughout the book. These have been specifically designed to support the goals of the book and to help maximize students’ understanding of the material. In developing these features, I have been guided by the recent work of cognitive psychologists, which suggests that we learn material most readily and easily when we can connect it with previously developed schema, that is, when we can connect it to mental scripts that we have already developed. Thus, I have tried to provide ways to help students develop their own “sociological schemas” and to link these schemas with knowledge and understandings they have already developed.

**Building Concepts Tables**

Almost every chapter in the book contains one or more “Building Concepts” tables. This feature is designed to summarize key concepts and ideas to help students focus on important notions and to understand key elements that differentiate various theories or concepts.

**Common Sense versus Research Sense**

This short boxed feature is designed to help students think about assumptions they might have about the social world and compare these to the results of research. Everyday notions regarding social life are presented and then compared with results of the featured research or of other research results discussed in the text.



### **Pulling it Together**

To help emphasize and reinforce the continual building of knowledge that occurs throughout the text, a feature called “Pulling It Together” appears at the end of each chapter. It directs students to pages in other chapters where there is additional discussion of topics that have been covered, both those they might have already read and those that are in later chapters of the book.

### **“Featured Research” Sections**

Each chapter, beginning with Chapter 3, has a “Featured Research” section that describes in detail the methodology and results of one research study. All of this research directly relates to issues discussed in the chapter and represents high-quality work that has been published in top journals and presses. The featured research ranges from classic studies, such as Elizabeth Cohen’s work on how status characteristics affect group interactions, to contemporary work, such as Douglas Massey and Nancy Denton’s analysis of racial-ethnic segregation in cities and Richard Wilkinson’s analysis of the relationship of social inequality to the health status of nations. The studies represent all different types of research methodology and theoretical orientations, and they reinforce the explanations of research methodology given in Chapter 2. They also provide excellent examples of how sociologists merge their concern with social issues with dispassionate and careful scientific inquiry. Each “Featured Research” section ends with a few “Critical-Thinking Questions,” which are designed to help students think about how sociological research is conducted, to develop their own critical-thinking skills, and to reinforce concepts and ideas introduced in the text.

### **“Sociologists at Work” Boxes**

Each chapter has one or two “Sociologists at Work” boxes that present brief interviews with contemporary sociologists—sometimes the person whose work is described in the “Featured Research” section and sometimes a person whose research relates to other areas discussed in a chapter. The sociologists interviewed usually describe how they became interested in sociology and then discuss aspects of their work, such as what surprised them about their findings and how their colleagues reacted to their results. They also describe what implications and effects their work has had on public policy and how their findings may relate to students’ lives. This feature helps to make sociological research come alive for students—not just the process by which it occurs but the way in which it can affect our social world.

### **“Applying Sociology to Social Issues” Boxes**

Beginning with Chapter 2, each chapter includes an “Applying Sociology to Social Issues” box that describes how sociological research and theories can help address real-life social problems. For instance, in the chapter on socialization, the box describes how sociological insights are used to help develop effective programs to aid substance-abusing mothers and their children. In the chapter on social stratification, the box examines childhood poverty in the United States and compares policies in this country with those of other industrialized nations. In the chapter on communities and urbanization, the box reviews research on city residents’ attitudes toward living in integrated neighborhoods. In Chapter 20, “Collective Behavior and Social Movements,” the box explores how social movements helped end the practice of footbinding in China and the possibility that similar movements could end the practice of female genital mutilation in Africa.

Each of these boxes ends with a series of “Critical-Thinking Questions,” which ask students to reflect upon the issues raised and the ways in which sociological understandings can be brought to bear on them. For instance, in the chapter on deviance and social control, I summarize research on “street kids” and ask students to think about how these findings would apply to their own community. In the chapter on racial-ethnic stratification I describe the efforts to improve racial-ethnic relationships within the United States Army and ask students to examine the extent to which the procedures and policies could be applied to groups in which they interact.

### **Internet Assignments and Sources**

To help students use the latest technological advances in communication and data retrieval, a series of assignments and exercises in which students can use the Internet is included at the end of each chapter. These are designed to help students find sociological data on the Internet and to reinforce and apply theories and concepts presented in the text. To help the student and instructor grasp the benefits the Internet has to offer, a glossary of terms and a list of important sites to reference are included on the endpapers.

### **InfoTrac College Edition References**

A special resource to students using Wadsworth books is the very large collection of articles within the InfoTrac College Edition collection. To help students access this material references are given at the end of each chapter to several articles that can supplement the material presented in the text.

## Writing Style and Approach

In many ways, the most important pedagogical aid in this book is the style that I have tried to use—one that can both engage students and help them understand the sociological perspective. For instance, the chapter introductions, which describe the “personal troubles” of an individual, set the stage for subsequent sociological views of “public issues.” These introductions also provide the basis for examples used throughout each chapter, showing students how sociological concepts and theories can provide insights into their own lives. Each chapter also includes an analogy or metaphor that summarizes the way in which sociologists look at an issue, such as the use of different camera lenses to portray different sociological theories and perspectives or Simmel’s notion of a web to explain social networks and relationships. These metaphors can help students develop simple mental images that are part of their everyday life and pull together and understand the material that they read.

Because abstract theories and methodological techniques can often be difficult for students to understand, I try to give a number of real-life examples whenever difficult concepts appear, showing how sociology applies both to our own lives and to important issues in the world around us. I present ideas clearly and succinctly, building on previously developed concepts. Although I cover all of the material typically included in introductory texts, I do so in the context of explaining how sociologists look at particular issues, rather than simply presenting series of definitions and theories for students to memorize.

I have also included some material often not covered in other textbooks, material that I believe is central to a contemporary understanding of sociology and the social world. Thus, I have not shied away from presenting complex ideas, such as the distinction between age, period, and cohort effects; the difference between classical and contemporary Marxian interpretations of stratification; theories regarding racial-ethnic and gender segregation; the development of a new paradigm in the sociology of religion; and the meaning of segregation indexes. But I have tried to write about these and other complex ideas in a manner that peels away extraneous considerations and builds up a gradual understanding.

The order in which I have presented concepts and ideas has been carefully planned to help students gradually develop a fuller understanding of sociological theories and concepts. Thus, I gradually introduce theories and new terms. When a concept relates to an area that has been previously studied I make that connection in the text, thus reinforcing previous learning as well as helping students to develop and expand their understandings. For instance, after presenting the ideas of the four classical theorists in Chapter 1, I continue to refer

back to their work in subsequent chapters, showing continuities in both methods and theoretical concepts. Similarly, the material in Chapter 5 on social interactions and relationships is used in later chapters in explanations of deviant behavior, racial-ethnic discrimination, decisions regarding religious affiliation, and participation in political activities and social movements. At the end of each chapter a feature called “Pulling it Together” describes many of these linkages as yet another aid to students (see description later).

## Other Pedagogical Aids

Each chapter contains a series of tables, charts, graphs, photographs, and other graphics to illustrate or reinforce key concepts and data. Many of the photograph captions ask students to apply their sociological understanding and think about the portrayal in sociological terms. Summaries at the end of each chapter provide a succinct point-by-point review of major topics. All key concepts and terms are highlighted in the text, and a list of “Key Terms,” with page references, is given at the end of each chapter to help students check their understanding. In addition, a complete glossary is provided at the end of the book. “Recommended Sources” at the end of each chapter give students additional resources with which to investigate key chapter topics.

## ANCILLARY MATERIALS

To complete the goals and themes of the text, a standard set of supplements is available for both the student and instructor. They provide something for every learning style and something for every teaching style.

### Wadsworth Classic Readings in Sociology

This set of classic readings in sociology includes a wide selection of articles that can supplement the material in the text. The reader includes excerpts from classic sociologists, such as Marx, Weber, Durkheim, Simmel, and Tönnies, to writers from just a generation or two ago, such as Goffman, Parsons, Davis and Moore, and Mills. More contemporary articles are written by Kozol, Ritzer, and Freeman. Using articles from the reader can provide students with an excellent taste of sociological writing and analysis by a wide range of authors.

### InfoTrac College Edition

The extremely versatile InfoTrac College Edition system lets you create your own reader for your students. I have included a number of references to InfoTrac College Edition in the text, and you can

also access this resource to develop a set of readings designed for your students from a very large set of journals from throughout the world.

### **Study Guide**

For students, I have written a Study Guide to supplement the text, with chapter outlines, sample test questions, and exercises. I have also included advice on how students can do better in class and how they can adapt their study techniques to accommodate their own styles of learning.

Two special elements of the study guide have been especially designed to help students develop conceptual schema that incorporate their sociological learning. One of these elements is entitled "Sociology and You" and involves a series of questions designed to help students systematically apply the concepts introduced in the text to their own lives. Several sets of questions are provided for each chapter. The second special element is instructions for developing "concept maps," individually developed diagrams that help students think about and link together the theories, ideas, and concepts that they have studied. Students are instructed to continue the maps from one chapter to the next, gradually building up their understanding as they proceed through the text. When using these techniques in my own classes, I have found that they can significantly improve students' comprehension and grades.

### **Instructor's Resource Manual**

Linda Heuser, of Willamette University, and I collaborated on an Instructor's Resource Manual that addresses the myriad ways we teach the introductory course. For those who teach writing-intensive classes or small, discussion-oriented classes, we provide suggestions for essay topics, discussion questions, and classroom exercises. For those who have large lecture sections, we have included several developed lectures for each chapter. Some of these lectures are designed to help students understand material that may be more difficult, others are designed to provide supplementary material. All of the lectures have been used successfully in my own classes.

### **Test Bank**

Written by David Ford of The University of Central Oklahoma, the Test Bank provides a diverse set of questions, including multiple-choice, true/false, and completion questions with page references. The author has included a range of questions that test different levels of knowledge: recall/definition questions and content questions based on studies and examples provided in the chapter, as well as applied questions in which students apply the knowledge they

learn in the chapter to hypothetical scenarios. The Test Bank is available in computerized Mac, Windows, and DOS formats, which allows professors to select questions, edit them, and add their own questions so that multiple versions of a test can be created and printed. Ask your Wadsworth/ITP representative about online testing options as well.

### **Transparencies**

This set of 100 full-color transparency acetates includes graphs, charts, and other key images from the text.

### **Customized Videotapes**

A customized collection of short videotapes giving a view of slices of society and societal interaction, as well as reflecting the applied research focus of the text, is available to adopters. Please contact your Wadsworth/ITP sales representative for details.

### **World Wide Web Home Page Resources**

An extensive collection of resources for studying sociology can be found on the book's World Wide Web Home Page. This site can be accessed via the Wadsworth URL: <http://www.wadsworth.com/wadsworth.html>. This book-specific Web site offers numerous materials for both students and instructors. For students, there are links to Internet resources that are relevant to sociology, postings of views and events, and real-world examples analyzed sociologically to keep the book current and evolving. Multiple-choice questions for each chapter are available for self-quizzing along with the option of participating in discussion groups or collaborating with students in another part of the country on a research project. Instructors may also use the Home Page as a tool to encourage students to do extra-credit assignments, as well as a source for conducting research over the Internet to enhance and complement the focus of the book. The Web site will also be customized to the needs of different courses and instructors, providing a valuable service and a link among students of sociology everywhere. (Please contact your Wadsworth/ITP sales representative if you would like to post your syllabus or office hours or would like to sponsor a discussion group with other adopters.)

### **CONCLUSION**

In writing this book, I focused on how to help students see how a sociological perspective can help them better understand and deal with the world around them. I have tried to convey the way in which



we can carefully and dispassionately study the social world and how the results of our studies can be used to help us understand our own lives and to address pressing social issues, both at home and throughout the world. Thus I have tried to provide students with an understanding of the theories that we use and to show them how specialists in each area actually study real problems in their research. I hope that with these basic tools they will be able to do further study themselves. Even if they never take another sociology class (which is, in fact, true of many people who take our introductory classes), they will be able to enjoy reading monographs and trade books written by sociologists or simply to see the news of the world and our society with a fresh perspective. Those who do go on to further study will have the basic skills to explore the field in more depth.

I think it would be far easier to write a textbook for my fellow sociologists than for introductory students. That is, in fact, what we do in most of our professional writing. We don't have to help one another understand the basics of our discipline or convince one another of its importance and relevance. Though I would like to think that professional sociologists won't mind reading this book, my main hope is that students will enjoy it and, most important, that this book can convince at least a few students, and hopefully more than we have convinced in the past, that the sociological perspective can open up doors and vistas that they never dreamed existed, and that this perspective can help us deal with some of the most pressing issues that face our nation and our world.

### ACKNOWLEDGMENTS

I am very grateful to the scholars who took the time to carefully read the first edition of this book and provide suggestions for this revision:

William Camp, Luzerne Community College  
 Juanita Firestone, University of Texas, San Antonio  
 George Klein, Oakton Community College  
 Sally Rogers, Rockland Community College  
 Edward Vaughn, University of Missouri, Columbia  
 Diana Wysocki, University of Nebraska, Kearney

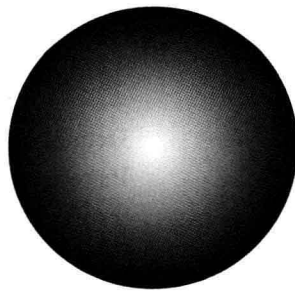
In addition, these scholars reviewed the first edition of the book, and I am grateful for their assistance: Margaret Abraham, Hofstra University; David Ashley, University of Wyoming; Tim Biblarz, University of Southern California; Sampson Lee Blair, Arizona State University; Walter Carroll, Bridgewater State College; Karen A. Conner, Drake University;

Michelle Curtain, Indiana University; Marlese Durr, Wright State University; Mohamed El-Attar, Mississippi State University; Jess G. Enns, University of Nebraska at Kearney; Michael P. Farrell, State University of New York at Buffalo; Marvin Finkelstein, Southern Illinois University; William Finlay, University of Georgia; David Ford, University of Central Oklahoma; Michael Goslin, Tallahassee Community College; David Hachen, University of Notre Dame; Ann Hastings, University of North Carolina at Chapel Hill; John Henderson, Scottsdale Community College; Frances Hoffman, University of Missouri; Darrell Irwin, Loyola University of Chicago; Michael B. Kleiman, University of South Florida; Cheryl Laz, University of Southern Maine; Sally Ward Maggard, West Virginia University; Donald B. Olsen, Kansas Wesleyan University; Harold W. Osborne, Baylor University; Mari Ruthi, Huntington College; Phil Rutledge, University of North Carolina at Charlotte; Anson Shupe, Indiana University-Purdue University; and Charles M. Tolbert, Louisiana State University.

I would also like to thank the staff of the Knight Library at the University of Oregon for their assistance in procuring books and especially Tom Stave for his help in locating the most recent statistical information. In addition, I appreciate the willingness of Claude Fischer, University of California, Berkeley, and William Cockerham, University of Alabama, Birmingham, for taking the time to help develop "Sociologists at Work" boxes that describe their work and careers.

The sociology team at Wadsworth has been continually helpful and supportive. Especially deserving of thanks are Robin Gold for her careful copyediting and guidance of the production process; Eve Howard for guiding the entire project through the editorial process; Jerilyn Emori for directing the production process; Ari Levenfeld for his work with myriad details; Andrew Ogun for his masterful design of the book; Bridget Schulte for tending to so many details with the supplements and day-to-day progress of the book; and, especially, Barbara Yien for her very helpful development of the photo program and new featured elements as well as her continual encouragement in the early stages of the revision process.

Finally, I owe an enormous debt to my family—my husband, Walt, and our children, Beth, John, and Tim. They provided useful advice and cheerful assistance with tedious details, but, even more importantly, they were always available for laughter and fun. I continue to dedicate this book to them with love and gratitude.



# Contents

## **PART ONE DOING SOCIOLOGY**

---

### **1 What Is Sociology? 1**

---

- The Sociological Imagination 4**  
*Looking at Individual Experiences with a Sociological Perspective 4*  
*Dispassionately Looking at the Passion of Life 5*
- A Passionate Science: How Sociology Developed 6**  
*Responding to Social Ferment: The Classical Theorists 7*
- Building Concepts: The Perspectives of Four Major Classical Theorists 13**  
*Sociology Today 16*
- Building Concepts: Macrolevel, Mesolevel, and Microlevel Analysis 17**
- Discovering Sociology: Three Key Themes 19**
- Box 1-1 Sociologists at Work: Janet Chafetz 20**

### **2 Methodology and Social Research 25**

---

- Asking Questions: The Logic of Social Research 27**  
*Steps in Research 27*  
*Variables, Correlation, and Causation 30*
- Gathering Data: Observing Social Structure and Social Action 32**  
*Sampling: Choosing Cases to Study 32*  
*Measurement: Finding Real-Life Indicators of Theoretical Concepts 32*  
*Observation: Gathering Data on the Social World 33*

### **Answering Questions: Data Analysis and Theory Revisions 38**

- Analyzing the Data 38*  
*Asking More Questions 39*
- Box 2-1 Applying Sociology to Social Issues: Being an Aware Consumer of Sociology in the Media 40**
- Ethical Issues in Research 42**  
*Protecting Research Subjects 42*
- Box 2-3 Sociologists at Work: Lawrence Sherman 43**  
*Separating Personal Views and Research Findings 43*

## **PART TWO INDIVIDUALS AND SOCIETY**

---

### **3 Culture and Ethnicity 49**

---

- Cultural Universals and Variability 51**  
*Caring for Children and Each Other 52*  
*Making Sense of the World 54*  
*Explaining Cultural Variations and Regularities 55*  
*Understanding Cultural Dynamics 57*
- Building Concepts: Structural Functionalism and Cultural Materialism 57**
- Culture at the Microlevel: Cultural Identity 58**  
*A Nation of Subcultures 58*  
*Cultural Identity and Ethnocentrism 59*  
*Understanding Ethnic Groups and Subcultures: The Chicago School 60*  
*Ethnic Identity in the United States Today 62*
- FEATURED RESEARCH STUDY: Creating Ethnic Identities 63**
- Box 3-1 Sociologists at Work: Mary Waters 66**
- Box 3-2 Applying Sociology to Social Issues: Measuring Ethnic Identity and Race-Ethnicity 67**  
*Ethnic Identity: Limited Choices for People of Color 68*

## 4 Socialization and the Life Course 73

---

### Becoming Part of the Social World 75

- The Interaction of Biology and Environment* 76
- Social Networks and Social Roles* 77
- Targets and Agents of Socialization* 78
- Early Socialization: Interactions with Parents and Peers* 78
- Theoretical Perspectives on Learning and Development* 79

### Developing a Notion of the Self 83

#### Building Concepts: Theoretical Perspectives on Learning and Development 83

- Aspects of the Self: A Developmental View* 83
- Social Roles and Self-Identity* 85

#### FEATURED RESEARCH STUDY: Developing Gender Schemas: The Influence of Peer Groups 87

#### Box 4-1 Sociologists at Work: Gary Fine 89

### Socialization Through the Life Course 90

- Developmental Change or Age Effects* 90
- History or Period Effects* 91
- Peer Group or Cohort Effects* 92

#### Box 4-2 Applying Sociology to Social Issues: Developing Healthy Children 94

## 5 Social Interaction and Social Relationships 99

---

### Linking Social Actors: Social Networks 101

- Opportunities and Constraints in Networks* 102
- Social Capital* 103

### Creating Social Structure Through Interactions: Three Perspectives 104

- Balancing Costs and Benefits: Exchange Theory* 104
- Norms Associated with our Place in Society: Role Theory* 106
- Taking Others' Roles: Symbolic Interaction Theory* 108

#### Building Concepts: Exchange Theory, Role Theory, and Symbolic Interactionism 109

### Producing Social Structure Through Interactions: Nonverbal and Verbal Communication 110

- Actions and Social Ties: Nonverbal Interaction* 111
- Words and Social Ties: Verbal Interaction* 112

### Interactions in Groups: The Influence of Status Characteristics 113

- Expectation States Theory* 114

#### FEATURED RESEARCH STUDY: Overcoming Status Generalizations 116

#### Box 5-1 Sociologists at Work: Elizabeth Cohen 118

### Status Attainment: Social Networks, Social Interaction, and Life Chances 118

#### Box 5-2 Applying Sociology to Social Issues: Status Characteristics and Effective Group Interactions

## 6 Deviance and Social Control 125

---

### Defining Deviance 127

#### Patterns of Deviance: Crime in the United States 129

- Defining and Measuring Crime* 129
- Changes in Crime over Time* 131
- Patterns in Victimization* 132

#### The Inevitability of Deviance: The Classical Theorists 133

- Durkheim: Deviance and the Collective Consciousness* 134
- Marx: Social Control and Maintenance of Power* 134
- Weber: Legitimation of Social Control* 135

#### Building Concepts: Perspectives on Deviance and Social Control 136

### Explaining Deviant Actions: Contemporary Middle-Range Theories 137

- Deviance as the Result of Interactions: Labeling Theory* 137
- Positions within Society: Strain Theory* 138
- The Importance of Peer Groups: Differential Association and Subcultures of Deviance* 140
- Relationships and Social Bonds: Control Theory* 140

#### Box 6-1 Sociologists at Work: Freda Adler 144

#### FEATURED RESEARCH STUDY: Deviance and Crime over the Life Course 145

#### Box 6-2 Applying Sociology to Social Issues: Street Kids, Social Capital, and Deviant Behavior

## PART THREE SOCIAL INEQUALITY

---

## 7 Social Stratification 153

---

### Social Stratification in the United States 155

- Stratification in Local Communities: Yankee City* 155
- Measuring Prestige and Social Class Today* 157

#### Why Does Stratification Exist? Four Theoretical Perspectives 159

- Economic Exploitation: Marxian Views* 159
- Bargaining Power in the Economy: Weber's Views* 162

#### Building Concepts: Why Does Stratification Exist? 163

- Supply and Demand of Special Skills: A Functionalist Perspective* 163
- Societal Complexity and Technology: Lenski's Views* 165

#### The American Dream: Mobility, Poverty, Wealth, and Power 170

- Social Mobility* 170
- Poverty and Inequality* 172

#### Box 7-1 Applying Sociology to Social Issues: Childhood Poverty: Looking at Other Countries

#### FEATURED RESEARCH STUDY: The Wealthy in America 176

#### Box 7-2 Sociologists at Work: Michael Allen 177

## 8 Racial-Ethnic Stratification 185

### Racial-Ethnic Groups and Stratification in the United States 189

*Racial-Ethnic Groups in the U.S. Population* 189  
*Racial-Ethnic Stratification and Social Stratification* 190

### Social Structure and Racial-Ethnic Stratification 192

*The Pre-Civil War South: The Plantation Economy and Racial-Caste Oppression* 192  
*The Civil War to World War II: Industrialization, Segregation, and a Split Labor Market* 193  
*World War II to the Present: Advanced Industrialization and a Segmented Occupational Structure* 195

**Box 8-1 Sociologists at Work: William Julius Wilson** 201

### Individual Discrimination: Social Actions and Racial-Ethnic Stratification 202

*Prejudiced Attitudes* 202  
*Discriminatory Actions* 204  
*Prejudice and Discrimination in Everyday Life* 205

### Prejudice and “Group Threat”: Linking Macro- and Microlevels of Analysis to Diminish Prejudice 207

### FEATURED RESEARCH STUDY: Group Threat and Racial-Ethnic Prejudice: The Work of Lincoln Quillian 207

*Decreasing Group Threat in Everyday Interactions: The Contact Hypothesis* 209

**Box 8-2 Applying Sociology to Social Issues: Creating an Equitable Environment: The Case of the United States Army** 211

## 9 Gender Stratification 215

### Comparing Gender, Racial-Ethnic, and Social Stratification 219

**Gender Segregation and Stratification** 219  
*Gender Stratification in Preindustrial Societies* 220  
*Gender Stratification in Contemporary Societies* 221

### Explaining Gender Segregation and Stratification 229

**Box 9-1 Sociologists at Work: Paula England** 230  
*The Structure of the Occupational World* 231  
*Social Actions of Employers and Employees* 231

**Building Concepts Macrolevel and Microlevel Theories on Gender Segregation and Stratification** 232  
*A Psychoanalytic View of Gender Stratification* 233

**Box 9-2 Sociologists at Work: Michael Kimmel** 234

### FEATURED RESEARCH STUDY: Testing Psychoanalytic Theory 235

**Box 9-3 Applying Sociology to Social Issues: Understanding Sexual Harassment** 238

## PART FOUR SOCIAL ORGANIZATIONS AND SOCIAL INSTITUTIONS

## 10 The Family 243

### Defining Social Institutions 245

### Sociological Study of the Family 247

#### Variations in Family Forms:

##### A Macrolevel View 247

*Cross-Cultural Variations in the Family* 248  
*The Changing Family in the United States* 251

#### The Family as a Social Group:

##### A Mesolevel View 257

*Family Structure: A Combination of Statuses* 257  
*Family Roles: Obligations and Expectations* 258  
*Family Development: Changes over Time* 259

#### The Family and Individuals:

##### A Microlevel View 261

*Studying Single-Parent Families: A Politically Sensitive Issue* 262

**Building Concepts: Macrolevel, Mesolevel, and Microlevel Analysis of the Family** 262

### FEATURED RESEARCH STUDY: Taking a Dispassionate Approach to the Issue of Single-Parent Families 264

**Box 10-1 Applying Sociology to Social Issues: Helping Children in Disrupted Families** 267

**Box 10-2 Sociologists at Work: Murray Straus** 268

## 11 Formal Organizations 273

### Bureaucracies as an Ideal Type:

#### Weber's Classical View 277

*Characteristics of Bureaucracies* 277  
*Dysfunctions of Bureaucracies* 278

### Organizations: A Mesolevel Analysis 279

*Structure* 280  
*Technology* 283  
*Organizational Culture* 284

#### Organizational Environments:

##### A Macrolevel View 285

*Adapting to the Environment* 285

**Box 11-1 Sociologists at Work: James Lincoln** 286  
*Surviving the Environment* 288

#### Organizations and Individuals:

##### A Microlevel Perspective 290

### FEATURED RESEARCH STUDY: Building Successful Organizations: The Importance of Structure, Environment, and Leadership 293

**Box 11-2 Applying Sociology to Social Issues: Creating Humane Organizations** 297