

SOCIOLOGY

Second Edition

JOHN E. FARLEY

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Second Edition

SOCIOLOGY

John E. Farley

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**There are times in each person's life
when he or she especially understands the value of friendship.
The past year has been such a time for me,
so I dedicate this edition to my friends, now and over the years.**



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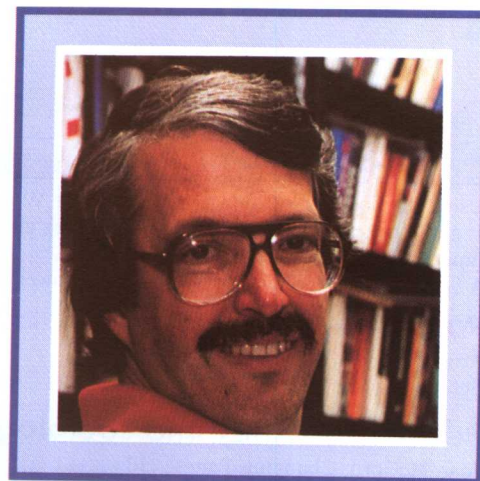
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About the Author



John E. Farley is Professor of Sociology at Southern Illinois University at Edwardsville, where he regularly teaches the introductory course, among others. He conducted his undergraduate studies at Michigan State University, where he received a B.A. in political science. He continued his studies at the University of Michigan, where he received an M.A. and a Ph.D. in sociology, as well as the master of urban planning degree. He has taught at Southern Illinois University at Edwardsville since 1977. He is the author of two other Prentice Hall books, *Majority-Minority Relations* (second edition, 1988) and *American Social Problems: An Institutional Analysis* (second edition, 1992). He is an active researcher in urban sociology and race and ethnic relations, and his articles have appeared in the *American Journal of Sociology*, the *American Journal of Economics and Sociology*, *Urban Affairs Quarterly*, and a number of other journals. He also regularly presents the results of his research at professional meetings, and has addressed such meetings in Canada and Sweden as well as in the United States. He has provided expert testimony in a number of federal court cases pertaining to racial discrimination and segregation in housing, and he serves as a member of the editorial board of *Urban Affairs Quarterly*. He recently headed a research team studying public response to Iben Browning's prediction of an earthquake in the Midwest in early December, 1990, and is currently conducting research on racial housing segregation based on the 1990 census, and on white support for black political candidates. He enjoys fishing, snow skiing, tennis, and camping, particularly when sharing these activities with his daughter Megan, 7.

Preface

An introductory sociology text attempts to do many things. On one level, it must impart basic information on a variety of subjects to the students. At the same time, it must develop students' ability to think critically and to analyze everyday events through the sociological perspective. Ideally, students who complete the introductory course should be able to transcend the common-sense approach to social phenomena that most of them bring to the class.

My textbook has been written with both objectives in mind. To increase students' store of sociological knowledge, I have included the most up-to-date information, accompanied by current citations. In my conversations with faculty members who teach the introductory course, I have found that their most frequent complaint about introductory texts is their tendency to jump from topic to topic in a disconnected manner as they try to mention every concept that any instructor might want included. The result is that such texts fail to explain most topics adequately and to show how one topic or issue relates to another. In this text, I have deliberately introduced slightly fewer concepts than most competing books, although all major topical areas are covered. By adopting this approach, I have been able to discuss the concepts I cover in greater depth than most introductory texts. I also show how theories, issues, and debates in different specialties of sociology relate to one another. I believe

that this will help students to see relationships among ideas that are often missed in the attempt to cover every possible concept in an encyclopedic manner.

To assist students in developing critical-thinking skills, I have organized my text around the three basic sociological perspectives: the functionalist, conflict, and symbolic-interactionist perspectives. Rather than introducing these concepts briefly in the opening chapter and referring to them intermittently in later chapters, I have devoted an entire chapter to explaining them, including the strengths and weaknesses of each and the ways students can use all three to achieve a more complete understanding of social phenomena. This analysis is carried through all remaining chapters, as the key concepts in each chapter are analyzed from these different perspectives. I genuinely believe that each perspective helps us to understand an important piece of social reality. Thus, throughout the book each perspective is discussed with respect to those sociological issues and debates to which it is relevant. There is special effort to encourage critical thinking by inviting students to consider how the findings of sociological research are consistent or not consistent with the claims of one or more of these broad perspectives, or those of more narrowly-defined theories. The sections of the book in which there is particular emphasis on such critical thinking are identified by a small blue square next to main topic headings; a black square next to subheadings.

Special attention is paid to synthesizing the three major sociological perspectives. A major focus of this discussion is current efforts by several leading sociologists to integrate macro- and microsociological theories. The goal is to teach students to see the perspectives not as competing arguments, but as approaches that can each contribute to the student's understanding of social phenomena. Ultimately, this will help students to develop their own perspectives.

Organization

I have divided my book into five parts. The first introduces sociology as a discipline. Chapter 1 begins with a brief discussion of the key theories and theorists of sociology and discusses the social conditions that gave rise to sociology and that continue to make it relevant. The book then moves on in Chapter 2 to research methodology, with special focus on the scientific method. Two end-of-book appendixes are also linked to Part I. The first discusses careers in sociology and offers many real-life examples of former students who have entered careers within and outside of the profession. The second provides an overview of certain quantitative concepts, including standard deviation and correlation coefficients.

Part II focuses on society and interaction. It begins with a chapter devoted exclusively to the key perspectives, a chapter unique to this text. Chapter 4 combines culture and social structure. These two topics are treated together because they are so closely interrelated that they cannot be separated realistically into two chapters. This approach provides students with a better-integrated view of the basis of social organization. After discussing socialization in Chapter 5, I move immediately to sex and gender, unlike most texts, which treat sex and gender in a later chapter. The reasoning here is that because people are *taught* to be male or female, the gender chapter incorporates and illustrates the major topics introduced in socialization. The remaining chapters in Part II deal with groups and organizations, deviance, and social control.

Part III deals with the crucial concept of stratification. There are two stratification chapters: eco-

nomic and prestige, and political. This division reflects the standard analysis of Weber. I then conclude with the race and ethnicity chapter, which includes such current issues as race versus class and affirmative action. Part IV, social institutions, focuses on the basic human institutions: economic and political systems, marriage and the family, education, religion, and health care. We then conclude with Part V, which examines change and social behavior on a mass scale.

Changes in the Second Edition

Although the basic organization of the first edition has been retained, extensive revisions have been made throughout the book. All data has been updated to reflect the most current information available. Special effort was made to discuss current events of sociological import, including the Persian Gulf War, the failed coup attempt and subsequent collapse of communism in the Soviet Union, and the changing nature of racial inequality in South Africa. Considerable effort was also made to incorporate findings of new sociological research, and over 325 new sources are cited, the majority published since 1990. I have also incorporated numerous suggestions received from users of the first edition of the book.

Portions of several chapters have been rewritten entirely, either to reflect new directions and findings in social research or in response to ideas from users about how certain concepts and issues could be presented more clearly. New material has been added, or existing material substantially revised, on poverty and youth gangs (Chapter 8), deindustrialization, homelessness, and socioeconomic mobility (Chapter 9), the impact of the environment on technology, and the changing economies of eastern Europe (Chapter 12), the social consequences of belief in romantic love, and the relationship between poverty and family structure (Chapter 13). Chapter 14 features new material analyzing industrialization and the emergence of mass education, the conceptualization and measurement of ability, and students of color in higher education. In Chapter 15, there is extensive new material analyzing the paradoxical trends of secularization and

fundamentalist revival, and exploring the role of religion in American political life. Chapter 19 uses the dramatic recent events in the Soviet Union to illustrate Smelser's theories of collective behavior and social movements, and includes material from the author's own studies of the mass hysteria that resulted from a pseudoscientific forecast of a major earthquake in the Midwest in December, 1990. Chapter 20 has been extensively revised, using the changes that have dominated the headlines of the early 1990s to illustrate basic theories and processes of social change. As I have made all these changes, however, I have been very sensitive to retaining those features of the book that instructors and students have told me they have found useful. I hope and believe that the result is a book that makes improvements upon the first edition, while retaining its best features.

Features

My book contains a number of special features, including boxes, photo essays, and pedagogical aids, designed to assist students in developing a sociological perspective. The major ones are listed below.

Photo Essays Each part opens with a photo essay that ties together the main concepts introduced in the chapters. This will provide students with a well-integrated overview of each part.

Personal Journey into Sociology Major figures in sociology, including Harry Edwards, Joan McCord, William Domhoff, and Charles Tilly, have written boxes especially for this text explaining both the nature and the personal meaning of their work.

Polls Apart Special interactive boxes based on research data help students analyze their responses to surveys and research questions on the basis of popular opinion. Exercises are useful for critical thinking and understanding the relevance of sociological research.

Comparing Cultures and Societies These boxes examine social issues such as romantic love, homelessness, and the division of household labor in other

societies around the world. In addition to familiarizing students with societies and cultures other than their own, these boxes help students to understand their own society better by seeing the social forces that make other societies different from or similar to their own.

Pedagogy This book contains a number of valuable pedagogical aids, including a variety of boxes on special topics, end-of-chapter glossaries, chapter summaries, further readings, and real-life opening vignettes. It is clearly written and carefully edited, always with the introductory student as the intended audience. Although it is highly readable, it is also comprehensive and thorough.

Supplements

Accompanying this book is a first-rate supplements package. In fact, Prentice Hall offers the most comprehensive supplements package currently available in the sociology market. The key supplements are listed below.

Annotated Instructor's Edition (81748-6): The student version of the text, annotated with extra instructor material, such as notes and critical-thinking questions, written by the author.

Instructor's Resource Manual (81837-7): Written by Lee Frank, of the Community College of Allegheny County. For each text chapter, this resource provides a detailed outline, list of chapter objectives, discussion questions, additional lectures, and a section suggesting how to use the various supplements.

Test Item File (81747-8): Completely new, with over 2000 questions in multiple choice, true-false, and essay formats. Page-referenced to text. **Prentice Hall TestManager:** An electronic test-generating system available on IBM 3.5 (81838-5), IBM 5.25 (81841-9), and Mac TestManager (81839-3). **Telephone Test Preparation Service:** Provides test preparation and typing on bond paper or ditto master within 48 hours of the request.

Study Guide (81746-0): Includes chapter outlines and summaries, key concepts, student self-tests, and applied exercises.

Prentice Hall Color Transparencies, Sociology, Series I (82331-0) and II (81715-5): 93 full-color acetates taken from illustrations and charts both in and outside of the text. **Instructor's Guide to Transparencies, Series I (82376-5) and II (83398-9):** These guides offer suggestions for effectively using each transparency in the classroom.

Social Survey Software: This interactive program contains 70 sociologically based data sets, most taken from the General Social Survey (1972–1989). 5.25 IBM (81892-2); 3.5 IBM (81891-4) and Mac (81893-0) disks. Instructor's Manual (83263-4) and Student Manual (83262-6) available.



ABC News/Prentice Hall Video Library for Sociology: Video is the most dynamic supplement you can use to enhance a class. But the quality of the video material and how well it relates to your course still makes all the difference. Prentice Hall and ABC News are now working together to bring you the best and most comprehensive video ancillaries available in the college market.

Through its wide variety of award-winning programs—*Nightline*, *Business World*, *On Business*, *This Week with David Brinkley*, *World News Tonight*, and *The Health Show*—ABC offers a resource for feature and documentary-style videos related to the chapters in *Sociology*. The programs have extremely high production quality, present substantial content, and are hosted by well-versed, well-known anchors.

Prentice Hall and its authors and editors provide the benefit of having selected videos on topics that will work well with this course and text and include notes on how to use them in the classroom in the Instructor's Resource Manual.

A Contemporary View: *The New York Times* and Prentice Hall are sponsoring *A Contemporary View*, a program designed to enhance student access to current information of relevance in the classroom. Through this program, the core subject matter provided in the text is supplemented by a 32-page collec-

tion of current articles from one of the world's most distinguished newspapers, *The New York Times*. These articles demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world around us. Besides the collection of sociology-related articles, we also offer an 8-page collection of articles on the coup attempt in the U.S.S.R. in August, 1991.

Prentice Hall and *The New York Times* are proud to co-sponsor *A Contemporary View*. We hope it will make the reading of both textbooks and newspapers a more dynamic, involving process. To enjoy the wealth of information of *The New York Times* daily, a reduced subscription rate is available. For information, call toll-free 1-800-631-1222.

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This book reflects the efforts of a large number of people. With respect to the first edition, I especially wish to thank Bill Webber for initiating the project and Robert Weiss for carefully editing the manuscript and serving as an indispensable resource person. I also want to thank graduate students Don Conway-Long, Ming Yan, John Egel, and Julie Dare, who provided key assistance at several important stages during the writing of the book. Special thanks are due to the people who provided the initial drafts for the following chapters in the first edition. Larry Koch, Ball State University, for the deviance chapter; Marlene Lehtinen, University of Utah, for the marriage and family chapter; Christine M. Von Der Haar, Baruch College, for the religion chapter; and Steven Vago, St. Louis University and Thomas D. Hall, DePauw University, for the social change chapter.

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As I have revised this book for a second edition, my colleagues and graduate students at SIUE have again been most helpful. Many an idea that has gone into this book is a product of lunchtime discussions with my colleagues in the Department of Sociology and Social Work and the School of Social Sciences. I would particularly like to thank graduate students Xhinhe Bi, Cui-Xia Zhang, Harold Ross, and John Cronin for their helpful assistance. And, once again, I am grateful for the continuing support, both substantive and emotional, that I have received from my family.

PART 1

INTRODUCTION

As I think back to my own first course in sociology, the most important thing I learned was a new way of thinking about my world, which enabled me to see and understand things that I had been unable to see and understand before. In large part, it was nothing more than learning to ask questions that I otherwise would never have thought of. By asking the right questions, I could often understand why people thought and acted as they did, even when in the past the same thoughts and behaviors had seemed impossible to understand.

Based on this experience, it seems to me that the most important thing that most of you can learn from an introductory sociology course is a new — and to me, very exciting — way of thinking, analyzing, and asking questions about the world in which you live. That is what Part 1, consisting of Chapters 1 and 2, is all about. In Chapter 1, sociology is presented as a new way of understanding human thought and behavior. You will see examples of questions you probably could not answer without using sociology. Two key aspects of the sociological way of understanding human thought and behavior are addressed in Chapter 1. First, you will see how sociology uses the methods of scientific inquiry. Second, you will see that sociology enables us to see the influence on our lives of human collectivities, ranging from small informal groups up to entire societies.

In Chapter 2, we shall explore the scientific method of inquiry used by sociologists in greater detail. This method involves asking questions, then collecting information in a systematic way in order to answer those questions. Once the information has been collected, its meaning must be interpreted, which usually leads to new questions. Thus, the scientific method is an ongoing cycle of building theory and conducting research. Sociology has developed a number of methods specifically designed for the study of human society, human thought, and human behavior. Chapter 2 will familiarize you with these methods.

Brief Contents

PART 1 INTRODUCTION 1

CHAPTER 1 Sociology: The Discipline 3

CHAPTER 2 How Sociology Is Done 23

PART 2 SOCIETY AND HUMAN INTERACTION 55

CHAPTER 3 Perspectives on Society and Interaction 57

CHAPTER 4 Culture and Social Structure 83

CHAPTER 5 Socialization 117

CHAPTER 6 Sex, Gender, and Society 147

CHAPTER 7 Groups and Organizations 179

CHAPTER 8 Deviance, Crime, and Social Control 207

PART 3 STRATIFICATION: STRUCTURED SOCIAL INEQUALITY 237

CHAPTER 9 Social Stratification: The Economic and Prestige Dimensions 239

CHAPTER 10 Stratification: The Political Dimension 275

CHAPTER 11 Race and Ethnic Relations 305

PART 4 SOCIAL INSTITUTIONS 341

CHAPTER 12 Economic and Political Systems 343

CHAPTER 13 Marriage and the Family 375

CHAPTER 14 Education 407

CHAPTER 15 Religion 439

CHAPTER 16 Health and Health Care 469

PART 5 SOCIAL CHANGE 501

CHAPTER 17 Population and Aging 503

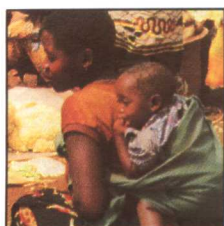
CHAPTER 18 Urban Society 539

CHAPTER 19 Social Movements 569

CHAPTER 20 Social Change 603

Contents

ABOUT THE AUTHOR xiv
PREFACE xv



PART 1 INTRODUCTION

1

CHAPTER 1 Sociology: The Discipline 3

WHAT IS SOCIOLOGY? 4
Characteristics of Sociology 5
SOCIOLOGY AS A SCIENCE 5
Science as a Way of Thinking 5
The Scientific Method 7
SOCIOLOGY AS A SOCIAL SCIENCE 7
Can Human Behavior Be Studied Scientifically? 7
Limitations of the Social Sciences 8
Complications in the Study of Human Behavior 8
The Sociological Imagination 10
SOCIOLOGY AND THE OTHER SOCIAL SCIENCES 12
Sociology 12
Psychology 12
Economics 13
Political Science 13
Social Anthropology 13
THE EVOLUTION OF SOCIOLOGY 13
The Nineteenth Century 13
Early Sociologists 14

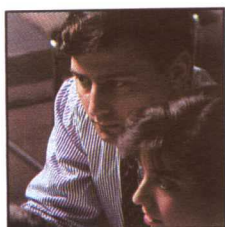
THE DEVELOPMENT OF SOCIOLOGY IN THE UNITED STATES 16
The Chicago School 16
Symbolic Interactionism 17
1940–1960: A Turn from Activism 17
The 1960s: Return to Activism 18
The 1970s and 1980s: A New Diversity 18
A CRITIQUE OF SOCIOLOGY: WHAT USE TODAY? 18

CHAPTER 2 How Sociology Is Done 23

SOCIAL THEORY AND RESEARCH 24
Cause and Effect 24
Theory and Research 24
The Relationship between Theory and Research 26
STEPS IN A SOCIAL RESEARCH PROJECT 29
Defining the Research Problem 30
Variables 31
Measurement 32
Identifying Cause-Effect Relationships 33

Interpretation and Dissemination 35
KEY RESEARCH METHODS IN SOCIOLOGY
EXPERIMENTS 37
 Experimental and Control Groups 39
 Reactivity in Experimental Research 40
 Field Experiments 40
SURVEY RESEARCH 41
 Kinds of Surveys 42
 Multivariate Analysis 42
 Survey Questions 42
 Sampling 43
FIELD OBSERVATION 46

Field Observation and Theory Generation 46
 Participant Observation 46
 Unobtrusive Observation 47
USE OF EXISTING DATA SOURCES 47
 Data Archives 48
 The U.S. Census 48
 Content Analysis 48
EXPRESSING SOCIAL RESEARCH RESULTS AS NUMBERS 49
 Measures of Central Tendency 49
 Reading Tables 49



PART 2

SOCIETY AND HUMAN INTERACTION

55

CHAPTER 3 Perspectives on Society and Interaction 57

PERSPECTIVES IN SOCIOLOGY 58
MACROSOCIOLOGY I: THE FUNCTIONALIST PERSPECTIVE 58
 The Functionalist Perspective Defined 58
 Key Principles of the Functionalist Perspective 60
 Functions and Dysfunctions 62
MACROSOCIOLOGY II: THE CONFLICT PERSPECTIVE 62
 The Conflict Perspective Defined 62
 Conflict of Interest versus Value Conflict 65
MACROSOCIOLOGICAL PERSPECTIVES: IS SYNTHESIS POSSIBLE? 66
 Can Social Structure Be Simultaneously Biased and Functional? 66
 Simultaneous Forces for Conflict and Cooperation 66
 Macrosociological Perspectives: A Final Note 68
MICROSOCIOLOGY: THE SYMBOLIC-INTERACTIONIST PERSPECTIVE 69
 The Interactionist Perspective Defined 70
 Interpreting Situations and Messages 70
 The Social Construction of Reality 70
 Social Roles 73
 Sending Messages: The Presentation of Self 74
MICRO- AND MACROSOCIOLOGY: IS SYNTHESIS POSSIBLE? 75
 Simultaneous Effects of Function, Conflict, and Interaction 75
 Exchange Theory 77
 Using All Three Perspectives: An Example 78
 The Three Perspectives and This Book 79

CHAPTER 4 Culture and Social Structure 83

SOCIETY, CULTURE, AND SOCIAL STRUCTURE 84
WHAT IS CULTURE? 84
 Shared Truths: Knowledge and Beliefs 84
 Shared Values 86
 Ideology 86
 Social Norms 87
WHAT IS SOCIAL STRUCTURE? 88
 Statuses 88
 Roles 89
 Division of Labor 90
 Stratification 91
 Relationships between Roles and Statuses 91
 Institutions 91
COMPATIBILITIES BETWEEN CULTURE AND SOCIAL STRUCTURE 93
 The Functionalist Perspective and Culture 93
 Cultural and Structural Variation 94
 The Conflict Perspective and Culture 97
INCOMPATIBILITIES BETWEEN CULTURE AND SOCIAL STRUCTURE 99
 Culture against Structure: The Functionalist Perspective 99
 Culture against Structure: The Conflict Perspective 105
AMERICAN CULTURE 107
 Core American Values and Beliefs 107
 Ideal versus Real Culture 107
 Recent Changes in American Values and Beliefs 108

CHAPTER 5 Socialization 117

- BECOMING "HUMAN" THROUGH SOCIALIZATION 118
 - Learning about Norms and Social Roles 119
- THEORIES OF SOCIALIZATION AND DEVELOPMENT 119
 - Nature versus Nurture 119
 - Interactionist Theories of Socialization 120
 - Freudian Theories of Socialization 123
 - Cognitive Development Theories of Socialization 126
 - Overview of Theories of Socialization 129
- AGENTS OF SOCIALIZATION 131
 - Who They Are 131
 - What They Do 133
 - Conflicting Messages 134
- ADULT SOCIALIZATION 137
 - Life-Cycle Roles 137
 - Role Change, Adult Socialization, and Stress 139
 - Resocialization in Total Institutions 139
- FUNCTIONALIST AND CONFLICT PERSPECTIVES ON SOCIALIZATION 142
 - The Functionalist Perspective 142
 - The Conflict Perspective 143

CHAPTER 6 Sex, Gender, and Society 147

- WHAT ARE SEX AND GENDER ROLES? 148
 - Sex and Gender Roles 148
 - Sexism 148
 - Traditional American Sex Roles 149
 - Cultural Variation in Sex Roles 150
- SEX-ROLE SOCIALIZATION: AN INTERACTIONIST ANALYSIS 153
 - Teaching Sex Roles in the Home 154
 - Teaching Sex Roles in the School 155
 - Teaching Sex Roles on Television 156
 - How Peers Teach Sex Roles 156
- HOW SEX ROLES ARE LEARNED 157
 - The Looking-Glass Self and Sex-Role Socialization 157
 - Modeling and Sex-Role Socialization 158
- STRUCTURED SEXUAL INEQUALITY 158
 - Men, Women, and Power 158
 - The Income of Men and Women 162
- FUNCTIONALIST AND CONFLICT PERSPECTIVES ON SEX ROLES 165
 - The Functionalist Perspective 165
 - The Conflict Perspective 167
- HOW ARE SEX ROLES CHANGING IN AMERICA? 171
 - Sexual Double Standard 171
 - Employment Discrimination 171
 - Sexual Assault 171
 - Limitations of Change 172
 - What Does the Future Hold? 173

CHAPTER 7 Groups and Organizations 179

- GROUPS AND ORGANIZATIONS: WHAT IS THE DIFFERENCE? 180

- Groups 180
- GROUP CHARACTERISTICS AND DYNAMICS 180
 - Group Size 180
 - Primary and Secondary Groups 182
 - Conflict and Cohesion within and between Groups 182
- BASIC CHARACTERISTICS OF ORGANIZATIONS 182
- OLIGARCHY VERSUS DEMOCRACY 185
 - Michels's Iron Law of Oligarchy 185
 - Oligarchy: Iron Law or Just a Tendency? 186
- LEADERSHIP IN GROUPS AND ORGANIZATIONS 186
 - Instrumental and Expressive Leadership 186
 - Characteristics of Leaders 188
- THE PERVASIVENESS OF BUREAUCRACY 189
 - Bureaucracy: What Is It? 189
 - Why Bureaucracy? 189
 - Bureaucracy and Democracy 190
 - Karl Marx on Bureaucracy 191
 - Evaluating Bureaucracy 191
 - Dysfunctions of Bureaucracy 192
- AN INTERACTIONIST VIEW OF BUREAUCRACY 195
 - Formal and Informal Structure 195
 - Negotiated Order 196
 - Organizational Roles: Case Studies 197
- NEW TRENDS IN WORK ORGANIZATION 199
 - Japanese Work Organization 199
 - Scandinavian Work-Place Innovations 203
 - Alternatives to Bureaucracy 203

CHAPTER 8 Deviance, Crime, and Social Control 207

- THE NATURE OF DEVIANCE 208
 - How Sociologists View Deviance 208
 - Types of Norms 209
 - The Sociology of Rule Making 209
 - Social Control 210
- CRIME 213
 - Street Crime 213
 - Victimless Crime 214
 - White-Collar and Corporate Crime 215
 - Organized Crime 217
 - Political Crime 217
- THE NATURE OF CRIMINALS 218
 - Crime Statistics: A Closer Look 218
- EXPLAINING DEVIANT BEHAVIOR 219
 - Kinds of People: Biological Theories of Deviant Behavior 219
- SOCIETAL EXPLANATIONS OF DEVIANT BEHAVIOR 221
 - Anomie and Deviant Behavior 221
 - Subcultural Explanations of Deviance 223
 - Labeling Tradition 224
- FUNCTIONALIST AND CONFLICT PERSPECTIVES ON DEVIANCE 229
 - The Functionalist View 229
 - The Conflict View 232



PART 3

STRATIFICATION: STRUCTURED SOCIAL INEQUALITY

237

CHAPTER 9 Social Stratification: The Economic and Prestige Dimensions 239

WHAT IS STRATIFICATION? 240
 Dimensions of Stratification 240
 THE DISTRIBUTION OF WEALTH AND INCOME IN THE
 UNITED STATES 241
 The Distribution of Income 241
 The Distribution of Wealth 243
 POVERTY IN THE UNITED STATES 244
 How Poverty Is Defined 244
 Poverty in America: The Current Situation 245
 Who Is Poor? 246
 CAUSES OF POVERTY 247
 Poor People Themselves? 247
 Unemployment 251
 Low Wages 252
 Government Policy 253
 CONSEQUENCES OF POVERTY 253
 The Cycle of Poverty? 256
 SOCIOECONOMIC MOBILITY 256
 Stratification and Mobility 256
 SOCIAL CLASS IN AMERICAN SOCIETY 259
 Defining Social Class 259
 Class Consciousness in America 264
 FUNCTIONALIST AND CONFLICT PERSPECTIVES ON
 STRATIFICATION 266
 The Functionalist View: Davis and Moore 266
 The Conflict View 267
 Is Stratification Really Functional? 267
 Synthesis 268
 Gans and the Functions of Poverty 269

CHAPTER 10 Stratification: The Political Dimension 275

WHAT IS POWER? 276
 SOURCES OF POWER 277
 Authority 277

Voting 280
 Force and Coercion 283
 Control of Information 285
 Wealth and Income 286
 ECONOMIC AND POLITICAL INEQUALITY: HOW CLOSELY
 RELATED? 287
 Origins of the Debate: Marx and Weber 287
 The Debate Today 288
 WHO HAS POWER IN AMERICA TODAY? 289
 Interest Groups in American Politics 290
 The Distribution of Power: The National Level 291
 The Distribution of Power: The Local Level 297
 The Importance of Local versus National Power 300

CHAPTER 11 Race and Ethnic Relations 305

RACIAL AND ETHNIC GROUPS: WHAT IS THE
 DIFFERENCE? 306
 Majority and Minority Groups 306
 RACISM 307
 Ideological Racism 308
 Racial and Ethnic Prejudice 309
 Individual Discrimination 309
 Institutional Discrimination 309
 CAUSES OF RACIAL AND ETHNIC INEQUALITY 312
 Social-Psychological Theories of Race Relations 312
 Social-Structural Theories of Race Relations 316
 RACIAL AND ETHNIC RELATIONS: AN INTERNATIONAL
 PERSPECTIVE 319
 Ethnic Inequality and Conflict: How Universal? 319
 Racial Caste in South Africa 320
 Interethnic Conflict in Northern Ireland 321
 Racial Assimilation in Latin America 321
 RACIAL AND ETHNIC GROUPS IN AMERICA 322
 Minority Groups 322
 Intermediate Status Groups 327
 The Majority Group 331
 CURRENT ISSUES IN U.S. RACE RELATIONS 332
 The Significance of Race versus Class 332
 The Affirmative Action Debate 333



PART 4

SOCIAL INSTITUTIONS

341

CHAPTER 12 Economic and Political Systems 343

- ECONOMIC SYSTEMS 344
 - Sectors of the Economy 344
 - Economic Development and the Division of Labor 345
 - Hunting and Gathering Economies 346
 - Agricultural Economies 346
 - Industrial Economies 347
 - Postindustrial Economies 348
- MODERN ECONOMIC SYSTEMS 350
 - Capitalism 350
 - Socialism 351
 - Communism 352
 - Capitalism, Socialism, and Economic Values 352
 - Convergence Theory 353
- CONCENTRATION IN ECONOMIC SYSTEMS 354
 - Concentration in Corporate Capitalism 355
 - Multinational Corporations 357
- ECONOMIC SYSTEMS, PRODUCTIVITY, AND EQUALITY 358
 - Productivity and Equality: Effects of Concentration 358
 - Unemployment and the Economic Cycle 359
 - The Functionalist Perspective 359
 - The Conflict Perspective 359
- POLITICAL SYSTEMS 360
 - The Rise of the Modern Nation-State 360
 - Authoritarian and Democratic Governments 361
 - Authoritarian Governments 362
 - Democratic Governments 365
 - Necessary Conditions for Democracy 367
- ECONOMIC SYSTEMS AND POLITICAL SYSTEMS 368
 - Political Systems and Levels of Economic Development 368
 - Capitalism, Socialism, and Political Systems 368

CHAPTER 13 Marriage and the Family 375

- FAMILY AND MARRIAGE DEFINED 376
 - Extended and Nuclear Families 377
 - Family Memberships 378
 - Marriage Patterns 378
 - Mate Selection 379
 - Romantic Love and Mate Selection 380
- PATTERNS WITHIN MARRIAGES 381
 - Power and Authority 381

- Residency Patterns 382
- Inheritance and Descent Patterns 383
- A FUNCTIONALIST ANALYSIS OF THE FAMILY 384
 - Changing Functions 384
- A CONFLICT ANALYSIS OF THE FAMILY 385
 - Role Inequality within the Family 385
 - Violence in the Family and in Courtship 386
 - The Family in the Larger Social Structure 388
- CHANGING PATTERNS OF MARRIAGE AND THE FAMILY 388
 - Changing Roles within Marriage 388
 - Delayed Marriage and Permanent Singlehood 381
 - Cohabitation 390
 - Gay and Lesbian Couples 391
 - Fewer Children, No Children 392
- MARITAL DISRUPTION AND DIVORCE 392
 - Divorce in the United States 392
 - Causes of Divorce 393
 - Changing Divorce Laws 394
 - Remarriage 395
- SINGLE-PARENT FAMILIES 398
 - Race, Poverty, and the One-Parent Family 398
- THE FAMILY AND SEXUALITY 401
 - The Family as a Regulator of Sexual Behavior 402
- THE FUTURE OF SEXUALITY, MARRIAGE, AND THE FAMILY 403

CHAPTER 14 Education 407

- EDUCATION AS A SOCIAL INSTITUTION 408
 - Luther and Mass Education 408
 - Mass Education in the United States 409
- THE FUNCTIONALIST PERSPECTIVE ON EDUCATION 410
 - Manifest Functions of Education 410
 - Latent Functions of Education 411
 - The Schools and Equal Opportunity 413
 - The Functionalist View and Educational Policy 414
- THE CONFLICT AND INTERACTIONIST PERSPECTIVES ON EDUCATION 416
 - Reproducing, Transmitting, and Justifying Inequality 416
 - Schools and Mobility 417
 - Unequal Funding of Schools 417
 - Symbolic-Interaction and Educational Inequality 418
 - The Hidden Curriculum: A Conflict Analysis 423
- HIGHER EDUCATION 426
 - The Changing Role of College in American Society 426