

Sociology

SECOND EDITION

RICHARD T. SCHAEFER



Sociology

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IN COLLABORATION WITH
ROBERT P. LAMM

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SOCIOLOGY

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Preface

After sixteen years of teaching sociology to students in colleges, adult education programs, nursing programs, an overseas program based in London, and even a maximum-security prison, I am firmly convinced that the discipline can play a valuable role in teaching critical skills of thinking. Sociology can help students to better understand the workings of their own society and of other cultures. Through the distinctive emphasis on social policy found in this text, students will be shown how the sociological imagination can be useful in examining such public policy issues as day care, capital punishment, affirmative action, the feminization of poverty, school prayer, and nuclear power.

The first edition of *Sociology* was aimed at instructors seeking a textbook which would be thorough, challenging, and comprehensive—and, at the same time clear, readable, and lively. In view of the adoption of the text in approximately 200 colleges and universities and the enthusiastic response of both instructors and

students, I feel that the first edition succeeded in this important goal. At the same time, revising the text provides an opportunity to draw upon my own experiences using it in class, as well as the suggestions of instructors who have used it and of expert reviewers.

As in the first edition, I have taken great care to present the basic concepts and research methods of sociology through the use of understandable definitions and carefully chosen examples. Thus, in Chapter 2, a study of the effectiveness of the television series *Sesame Street* is described as a means of introducing the five steps which make up scientific method. In Chapter 19, I draw upon studies of the Miami riots of 1980 in order to explain Neil Smelser's complex value-added model of collective behavior.

Through their reading of *Sociology*, students will become familiar with the theoretical approaches of functionalism, the conflict perspective, and interactionism. Ideally, they will begin to think like sociologists and will be able to use sociological theories and concepts in evaluating

human interactions and institutions. From the first pages of Chapter 1—in which I discuss how a sociologist might observe people's interactions in a city park on a sunny summer day—the text stresses the distinctive way sociologists examine and question even the most familiar patterns of social behavior.

Organization

Sociology is divided into five parts which provide a systematic introduction to the study of human behavior. Part One focuses on sociological theories and research methods. The origins of sociology as a social science are described, and the functionalist, conflict, and interactionist approaches are clearly defined. The challenges and difficulties of sociological research are thoroughly presented; particular attention is given to ethical issues faced by sociologists in conducting research.

In Part Two, students learn how social life is organized. The basic sociological concepts of culture, society, socialization, and social structure are defined and explored. The impact of groups and organizations on social behavior is discussed, as are conformity to and deviance from accepted social norms.

Part Three addresses the persistence of social inequality in the United States and other societies. The key sociological concepts of stratification and social mobility are introduced. Separate chapters focus on inequality based on social class, race and ethnicity, sex, and age.

In Part Four, the critical social institutions of human societies—the family, religion, government, the economy, and education—are analyzed. The discussion of each institution highlights its functions, patterns of organization, and differential treatment of individuals and groups.

Part Five emphasizes change as a characteristic aspect of human societies. Students learn about changes in human communities, the social consequences of population growth, the emergence of modern health care, attempts to achieve change through involvement in social movements, and other forms of collective behavior.

Special Features

Each chapter of *Sociology* begins with a lively introduction that conveys the excitement of sociological inquiry. For example, students begin their work on communities (Chapter 17) by learning how the transfer of the Baltimore Colts football team to Indianapolis affected residents of both cities. Reflecting the positive responses to the format of the first edition, these introductions are again followed by brief chapter overviews that describe the contents of the chapter in narrative form.

Careful attention has been given to presenting understandable and accurate definitions of each *key term*. These terms are highlighted in bold italics when they are first introduced. A list of key terms and definitions is found at the conclusion of each chapter. In addition, the *glossary* at the end of the book includes the definitions of the textbook's 436 key terms.

The *boxes* used in the first edition were praised by both adopters and students because they closely supplemented text discussions. As is true of the *photographs*, *tables*, and *figures*, the boxed material in the second edition is carefully tied to the basic themes and issues of each chapter. Certain boxes illustrate the application of sociological theories, such as the functionalist view of the family presented in Chapter 20. Others provide detailed analyses of sociological research efforts, such as the discussion of the Middletown II Project in Chapter 2.

The *social policy sections* which close virtually all the textbook's 20 chapters play a critical role in helping students to think like sociologists. These sections focus on current and often controversial issues of public policy, such as community mental health care (Chapter 5), abortion (Chapter 12), the use of television in political campaigns (Chapter 14), and immigration policy (Chapter 18). In all cases, students are shown the utility of sociological theory and research in understanding and resolving major policy issues confronting policymakers and the general public.

Each chapter contains a brief numbered *summary* to aid students in reviewing the important themes of the textbook. An annotated list of *ad-*

ditional readings concludes each chapter. These works have been selected because of their sociological soundness and their accessibility for introductory students.

Some 1600 books, articles, government documents, and pamphlets have been included in the list of *references* at the end of the book. These materials have been listed with complete bibliographic information so that they can be retrieved easily by instructors or students. About 650 of these references have been added explicitly for the second edition; this reflects my continued efforts to draw upon the latest research as well as the constructive guidance of our reviewers.

Changes in the Second Edition

Sociology is not a stagnant discipline; even a casual comparison of the two editions of this textbook will confirm this view. As noted above, the second edition has been updated with the most recent data and research findings. For example, in Chapter 8, as part of an examination of poverty in the United States, I draw upon a 15-year study of family income dynamics by the University of Michigan's Institute for Social Research, reported in sociologist Greg J. Duncan's 1984 book, *Years of Poverty, Years of Plenty*. In Chapter 12, I have updated material on the American family through findings reported by sociologists Philip Blumstein and Pepper Schwartz in their extensively researched 1983 study, *American Couples*.

Users of the first edition will find 25 entirely new boxes. Among these are cross-cultural discussions on bureaucracy in China (Chapter 6), stratification in the Soviet Union (Chapter 8), and education in Japan (Chapter 16). There are nine new social policy sections, covering such issues as freedom of information (Chapter 6), the viability of Social Security (Chapter 11), tuition tax credits (Chapter 16), and gentrification (Chapter 17).

Some boxes and policy sections have been retained from the first edition because users reacted to them so positively; however, many of these have been improved and updated. For ex-

ample, Box 16-2 on the teacher-expectancy effect now includes discussion of a unique replication of this phenomenon in the Israeli army. The social policy section on bilingualism in Chapter 3 has been revised to include recent political developments, including public referenda on the use of bilingual ballots in elections.

In a general sense, the examples and boxes in the second edition include more cross-cultural topics, greater focus on health issues and health care institutions, new material on the impact of the mass media, and more consistent treatment of issues affecting women throughout the textbook. Among the new sections added for the second edition are those on:

- Applied and clinical sociology (Chapter 1)
- Preserving confidentiality in social research (Chapter 2)
- Psychological approaches to the self (Chapter 4)
- Agents of socialization (Chapter 4)
- Poverty in the United States (Chapter 8)
- Androgyny as a sex role (Chapter 10)
- Dual-career families (Chapter 12)
- Violence in the family (Chapter 12)
- Women and politics (Chapter 14)
- Leisure in the United States (Chapter 15)
- The sociology of health (Chapter 18)
- The emergence of American health care (Chapter 18)
- The natural history of a social movement (Chapter 19)
- Computers and their role in social change (Chapter 20)

Supplements

Accompanying the textbook are the *Students' Guide with Readings*, the *Instructor's Resource Manual*, and the *Test Bank*. I feel that it is important for all materials to be developed together, rather than written independently of each other. Consequently, all the supplements have been written by the same persons responsi-

ble for preparation of this textbook: author Richard T. Schaefer and collaborator Robert P. Lamm.

The *Students' Guide with Readings* includes standard features such as detailed *key points*, definitions of *key terms*, *multiple-choice questions*, *fill-in questions*, and *true-false questions*. All are keyed to specific pages in the textbook. In addition, the study guide includes a selected *reading* for each chapter along with *study questions*, a *name that sociologist* section, and *tables* showing the use of theoretical perspectives and research methods in the text. Perhaps the most distinctive feature is the *social policy exercise*, which is closely tied to the social policy section in the text. Finally, the *one last look* section which concludes each chapter of the study guide offers valuable study hints. A computerized version called *Study Disk*TM, which consists of selected and adapted questions from the *Students' Guide with Readings*, accompanies the text. This disk is available for use with Apple II, TRS-80, and IBM/PC.

The *Instructor's Resource Manual* provides sociology faculty with *chapter contents*, a list of *important concepts and people* (keyed to text pages), and detailed key points. *Master tables* are included on the use of theoretical perspectives and research methods throughout the textbook. Most important, each chapter of the manual presents *additional lecture topics* (among them alternative social policy issues), *class discussion projects*, *essay questions*, *student research topics* (along with suggested research materials for each topic), and suggested *additional readings* (unlike those in the text itself, these are meant for instructors rather than students). Finally, *media materials* will be suggested for each chapter, including audiotapes, videotapes, and films. I have updated this media list in order to include the latest available sources.

The *Test Bank* which accompanies *Sociology* can be used with the Computer-Generated Testing System (*Examiner*) and will contain about 1600 short-answer questions. Both *multiple-choice questions* and *true-false questions* will be included for each chapter; they will be useful in testing students on basic sociological concepts, application of theoretical perspectives,

and recall of important factual information. Correct answers and page references will be included for all questions. In addition to the printed format and the *Examiner* version for mainframe computers, the *Test Bank* is available on *Microexaminer*, which consists of three versions of floppy disks: Apple II, TRS-80, and IBM/PC. McGraw-Hill's local representative can assist professors in obtaining these supplements.

Sociology Update

Users of the first edition responded enthusiastically to a unique supplementary feature: the newsletter *Sociology Update* written by Richard T. Schaefer. This newsletter will be continued for the second edition and is projected to come out in early January and early September each year. It is intended primarily for instructors but may be photocopied or reproduced for students. It will update tables with the latest data, offer sketches of newly developing policy issues, discuss contemporary research findings in the social sciences, and summarize legislative and judicial decisions that have sociological relevance. All material will be keyed to text pages, thus aiding instructors in integrating *Update* material into lecture and class discussions.

Acknowledgments

The development of the first edition and the preparation of this revision have benefited greatly from the efforts of Robert P. Lamm, who is appropriately acknowledged on the title page of this book. *Sociology* represents a genuine collaboration between myself as a sociologist and Bob as a professional writer. Drawing on his background of academic studies at Yale University and teaching experience at Yale, Queens College, and the New School for Social Research, Bob played an important role in making this book a readable and informative introduction to sociology.

Both of us are deeply appreciative of the contributions made to this project by Rhona Robbin of McGraw-Hill. Rhona has worked tirelessly as

our editor for more than five years; her thoughtful, sensitive, and respectful guidance has certainly made this a better book. Additional guidance and support were provided by Phillip Butcher, editor in chief of arts and sciences; David Serbun, sociology and criminal justice editor; R. Lynn Goldberg, photo researcher; Elsa Peterson, permissions editor; Susan Gamer, editing supervisor; William O'Neal, copy editor; Joan O'Connor, designer; and Phil Galea, production supervisor. A special word of thanks goes to Joanne Heiser, editorial assistant, who handled a variety of administrative tasks both cheerfully and reliably.

I have had the good fortune to be able to introduce students to sociology for many years. These students have been enormously helpful in spurring on my own sociological imagination. In ways I can fully appreciate but cannot fully acknowledge, their questions in class and queries in the hallway have found their way into this textbook.

This edition of *Sociology* continues to reflect many insightful suggestions made by reviewers of the first edition. The current edition has benefited from the constructive and thorough evaluations provided by more than 30 sociologists from both two-year and four-year institutions. These academic reviewers are listed on page ii. In addition, my colleagues at Western Illinois University have been most supportive.

The preparation of the manuscript was facilitated by the typing of Karen Nelson, Sheila Morath, Carol Skiles, and Janet Forgy. Jeff Nelson and Monica Sealock provided important assistance in library research.

As is evident from these acknowledgments, the preparation of a textbook is truly a team effort. The most valuable members of this effort continue to be my wife, Sandy, and my son, Peter. They provide the support so necessary in my creative and scholarly activities.

Richard T. Schaefer

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Part One

THE SOCIOLOGICAL PERSPECTIVE

Part One will introduce the fundamental theories and research methods used by sociologists to understand social behavior. Chapter 1 presents the functionalist, conflict, and interactionist approaches that will be utilized throughout this book. Chapter 2 outlines the basic principles of scientific method and the techniques that sociologists employ in conducting research.