



Society

THE BASICS

FOURTH EDITION

JOHN J. MACIONIS

Society The Basics

Fourth Edition

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Kenyon College



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PREFACE

As we approach the twenty-first century, one can sense a wave of anticipation building across the country. Many people recognize that change is accelerating, making our future less certain. Over the past generation, for example, the national economy has been transformed as work has flowed from industrial factories to a host of new service companies. More and more, earning a living demands working with ideas rather than with things, manipulating symbols rather than, say, bending steel. Is it any wonder, in light of this change, that many jobs are less secure? And, just as important, for those lucky enough to be working steadily, income seems to have stalled. Even though women have now joined men in the labor force, many two-earner couples struggle to hold on to their standard of living.

At a broader level, a vast global economy now connects nations the way, a century ago, the burgeoning national economy linked cities. Changes wrought by this process of globalization are rippling through the world's political systems, sparking waves of migration, especially to the United States, and challenging educators everywhere to rethink their courses. Even the stunning cultural diversity that has long fascinated and frustrated humankind may now be eroding as communications technology—from satellite transmissions to facsimile machines—draws members of thousands of world societies into a global conversation.

Against this backdrop of ongoing change—indeed, because of it—sociology is gaining in popularity with close to one million students enrolling in courses each year. Never before has sociology been so necessary as we seek to understand the ever-more complex world around us. And, to this end, we are pleased to present the fourth edition of *Society: The Basics*. Like its predecessors, this new edition of *Society* is authoritative, comprehensive, stimulating, and, as daily electronic mail messages from students around the country (and around the world) testify, plain fun to read.

Society: The Basics is derived from *Sociology*, sixth edition, published in 1997. Comprehensive paperback and hardback versions—these are the texts chosen more than any other by instructors for their students. This brief edition—sixteen chapters presenting the

essentials of sociology in a trim, paperback format—is favored by colleagues who teach at “quarter” schools, by those who wish to supplement a text with additional readings, and by instructors concerned about minimizing the cost of student texts.

Society: The Basics was not the first brief text in sociology, but it is distinctive. Most brief texts are the cut-down versions of longer books (with scissors wielded as often by editors as by authors). Such “cut-and-paste” books may be attractively priced, but typically they do not earn the loyalty of instructors, who try them for a term only to return to more comprehensive books. By contrast, *Society: The Basics* is the product of extensive *rewriting* by the author. This is why it reads smoothly with discussions that flow seamlessly together. Just as important, the author has retained in this brief format each and every major topic found in the longer, hardcover version. There are no holes in the coverage; the presentations are simply more focused and direct, providing fundamentals without frills. We hope that short-text users will conclude that, in this case, less is truly more.

The Organization of This Text

Society: The Basics carries students through sociology's basic ideas, insights, and research in sixteen logically organized chapters. Chapter 1 (“Sociology: Perspective, Theory, and Method”) explains how the discipline's distinctive point of view illuminates the world in a new and exciting way. In addition, the first chapter introduces major theoretical approaches and explains the key methods sociologists use to test and refine their thinking.

The next five chapters examine core sociological concepts. Chapter 2 (“Culture”) explains how and why humanity has created fascinating and variable ways of life around the world. Chapter 3 (“Socialization: From Infancy to Old Age”) investigates how people everywhere develop their humanity only as they learn to participate in society. While highlighting the importance of the early years to the socialization process,

this chapter describes significant transformations that occur over the entire life course, including old age. Chapter 4 (“Social Interaction in Everyday Life”) presents a micro-level look at how people construct the daily realities that we so often take for granted. Chapter 5 (“Groups and Organizations”) focuses on social groups, within which we have many of our most meaningful experiences. It also highlights the expansion of formal organization and points up some of the problems of living in a bureaucratic age. Chapter 6 (“Deviance”) analyzes how the routine operation of society promotes deviance as well as conformity.

The next four chapters provide more coverage of social inequality than is found in any other brief text. Chapter 7 (“Social Stratification”) introduces basic concepts that describe social hierarchy throughout history and within societies around the world. The chapter then highlights dimensions of social difference in the United States today. Chapter 8 (“Global Stratification”) is a ground-breaking chapter that demonstrates this text’s commitment to global education by analyzing the social ranking of nations themselves. Why, in other words, do some people live with abundant wealth while others struggle every day simply to survive?

Society: The Basics also provides full-chapter coverage of two additional dimensions of social difference. Chapter 9 (“Race and Ethnicity”) explores racial and ethnic diversity in the United States, as well as the social rankings accorded to racial and ethnic categories of our population. Chapter 10 (“Sex and Gender”) describes patterns of human sexuality and explains how societies transform the biological facts of sex into systems of gender stratification.

Next are three chapters that survey social institutions. Chapter 11 (“Economics and Politics”) explains how the Industrial Revolution transformed the Western world, contrasts capitalist and socialist economic models, and investigates how economic systems are linked to a society’s distribution of power. This chapter also contains coverage of the military and important issues of war and peace.

Chapter 12 (“Family and Religion”) spotlights two institutions central to the organization and symbolism of social life. The chapter begins by focusing on the variety of families in the United States, making frequent comparisons to kinship systems in other parts of the world. Basic elements of religious life are discussed next, with an overview of recent religious trends.

Chapter 13 (“Education and Medicine”) examines two institutions that have gained importance in the modern world. First, it addresses the historical emergence of schooling, noting many ways in which

educational systems are linked to other social institutions. Like education, medicine has become a central institution during the last century. The chapter concludes by explaining the distinctive strategies various countries—including the United States—employ to promote public health.

The final three chapters of the text focus on important dimensions of social change. Chapter 14 (“Population and Urbanization”) traces the growth of population and the rise of cities in the United States and, especially, the urban explosion now taking place in poor nations of the world. Chapter 15 (“The Natural Environment”) surveys a new and important area of sociological study, exploring how the state of the natural world is a consequence of how we organize our lives. Finally, Chapter 16 (“Social Change: Modernity and Postmodernity”) summarizes major theories of social change, looks at how people forge social movements to encourage or to resist change, points up various benefits and liabilities of modern social patterns, and highlights the recent emergence of a “postmodern” way of life.

Continuity: Established Features of *Society: The Basics*

Although brief texts have much in common, they are not all the same. The extraordinary popularity of *Society: The Basics* results from a combination of the following distinctive features:

Unsurpassed Writing Style. Most important, this text offers a writing style praised by students and faculty alike as elegant and engaging. *Society: The Basics* is an enjoyable text that encourages students to read, even beyond their assignments.

Engaging and Instructive Chapter Openings. One of the most popular features of earlier editions of *Society: The Basics* has been the engaging vignettes that begin each chapter. These openings—for example, using the *Titanic* tragedy to illustrate the life-and-death consequences of social inequality or the story of Linda Brown to illustrate the history of U.S. race relations—spark the interest of readers as they introduce important themes. Although retaining the best of chapter openings from earlier editions, almost half of this revision’s vignettes are new.

A Celebration of Social Diversity. *Society: The Basics* invites students from all social backgrounds to discover

a fresh and exciting way to see themselves as part of an ongoing social world. Readers will discover in this text the diversity of U.S. society—people of African, Asian, European, and Latino ancestry, as well as women and men of various class positions and at all points in the life course. Just as important, without flinching from the problems that marginalized people confront, this text does not treat minorities as social problems but notes their achievements. A recent scholarly comparison of sociology texts published in the journal *Teaching Sociology* evaluated Macionis's *Sociology* (from which this book is derived) as the best of all the leading texts in terms of integrating racial and ethnic material throughout the chapters (Stone, 1996).

A text broadly inclusive of all people follows naturally from the author's own twenty-five years of teaching in diverse academic settings, including large universities, small liberal arts colleges, community colleges, and even a prison and a police academy. In every case, inclusiveness is good sociology because a text that acknowledges *all* categories of students better serves everyone by portraying the rich variety of U.S. society.

Inclusive Focus on Women and Men. Beyond devoting a full chapter to the important concepts of sex and gender, *Society: The Basics* “mainstreams” gender into *every* chapter, showing how the topic at hand affects women and men differently, and explaining how gender operates as a basic dimension of social organization.

Instructive and Varied Examples. Sociologist George Herbert Mead characterized effective teaching as transforming information into real knowledge. Mead's insight applies to books as well as to instructors; on virtually every page of *Society: The Basics*, therefore, rich and illuminating examples give life to concepts and demonstrate to students the value of applying sociology to their everyday lives.



A Global Perspective. Each chapter of *Society: The Basics* contains comparative material that highlights the social diversity of the entire world. Moreover, this text explains that social trends in the United States—from musical tastes, to the price of wheat, to the growing disparity of income—are influenced by what happens elsewhere. Conversely, students will recognize ways in which social patterns and policies that characterize the

United States and other rich countries affect, for both better and worse, poor nations around the world.

Theoretically Clear and Balanced. This text makes theory easy. The discipline's major theoretical approaches are introduced in Chapter 1 and systematically reappear in later chapters. The text highlights not only the social-conflict, structural-functional, and symbolic-interaction paradigms, but incorporates social-exchange analysis, ethnomethodology, cultural ecology, and sociobiology.

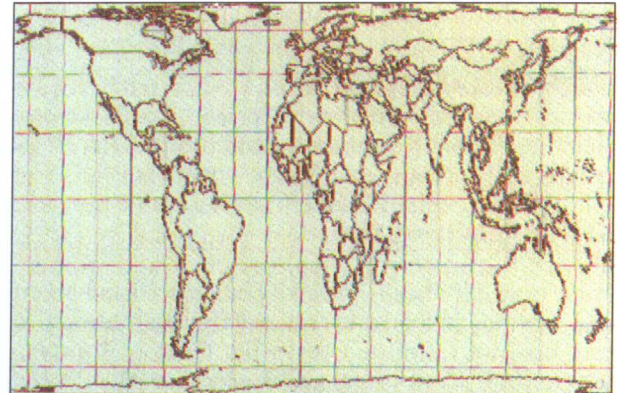
Emphasis on Critical Thinking. Critical-thinking skills include the ability to challenge common assumptions by formulating questions, to identify and weigh appropriate evidence, and to reach reasoned conclusions. This text not only teaches but encourages students to explore and discover on their own.

Recent Sociological Research. *Society: The Basics*, fourth edition, blends classical sociological statements with the latest research as reported in the leading publications in the field. Hundreds of new studies inform this revision, and the vast majority of cited research has been published since 1980. Statistical data found throughout the text, compiled from Web sites as well as from conventional publications, are the most recent available.

Learning Aids. This text has many features to help students learn. In each chapter, **Key Concepts** are identified by boldfaced type, and following each appears a *precise, italicized definition*. Every chapter includes an alphabetical listing of key concepts with their definitions, and a complete **Glossary** is found at the end of the book. Each chapter also contains a numbered **Summary** and four **Critical-Thinking Questions** that help students to review material and assess their understanding.

Outstanding Images: Photography and Fine Art. *Society: The Basics* has more images by far than any comparable text. Moreover, the author searches extensively to obtain the finest images of the human condition and presents them with thought-provoking captions, often in the form of questions.

Moreover, both photographs and artwork present people of various social backgrounds and historical periods. For example, alongside art by well-known Europeans such as Vincent van Gogh and U.S. artists including George Tooker, this edition has paintings by celebrated African American artists Jacob Lawrence and Henry Ossawa Tanner, outstanding Latino artists



All maps distort reality, since they portray a three-dimensional world in two dimensions. Most of us are familiar with the Mercator projection (devised by the Flemish mapmaker Gerhardus Mercator, 1512–1594), which accurately presents the shape of countries (a vital concern to early seafaring navigators). But Mercator maps like the one at left distort the size of the land masses (more so the farther they lie from the equator), thereby exaggerating the dimensions of Europe and North America. The Peters projection, at right, is used in this text because it accurately displays the size of all nations.

Frank Romero and Diego Rivera, renowned folk artists including Grandma Moses, and the engaging Australian painter and feminist Sally Swain.

Thought-Provoking Theme Boxes. Although boxed material is common to introductory texts, *Society: The Basics* provides a wealth of uncommonly good boxes. Each chapter typically contains three boxes, which fall into five types that expand upon central themes of the text. **Global Sociology** boxes raise our awareness of the fascinating social diversity that characterizes our world. **Social Diversity** boxes focus on multicultural issues and amplify the voices of women and people of color. **Critical Thinking** boxes teach students to ask sociological questions about their surroundings, and help them to evaluate important controversial issues. **Controversy & Debate** boxes, new to this edition, present several points of view on hotly debated issues and include “Continue the debate” questions to stimulate thought and generate spirited class discussion. Finally, **Exploring Cyber-Society** boxes, also new to this edition, highlight changes in our way of life brought about by our increasing use of computers and other information technology. A complete listing of this revision’s forty boxes—twenty-five of which are new to this edition—appears after the table of contents.

An Unparalleled Program of Thirty-Seven Global and National Maps. Another popular feature of *Society: The Basics*, fourth edition, is the program of global and national maps. **Window on the World** global maps—eighteen in all and many updated for this edition—are truly sociological maps that offer a comparative look at income disparity, favored languages, the extent of prostitution, permitted marriage forms, the degree of political freedom, the incidence of HIV infection, the global expansion of the Internet, and a host of other issues. **Windows on the World** use a non-Eurocentric map projection (shown above), devised by cartographer Arno Peters, that accurately portrays the relative size of all the continents. A complete listing of **Window on the World** maps follows the table of contents.

Seeing Ourselves national maps—nineteen in all—help to illuminate the social diversity of the United States. While a few national maps provide state-by-state data, most offer an even closer look at all of the 3,014 U.S. counties, highlighting suicide rates, median household income, labor force participation, college attendance, divorce rates, most widespread religious affiliation, air quality, and, as measures of popular culture, where baseball fans live or where households eat white bread or consume croissants. Each **Seeing Ourselves** map includes an explanatory

caption that poses questions to stimulate students' thinking about social forces. A complete listing of the **Seeing Ourselves** maps follows the table of contents.

Innovation: Changes in the Fourth Edition

Each new edition of *Society: The Basics* has broken new ground, introducing new material and innovative features. A revision of a best-seller raises high expectations, but, after several years of work guided by the generous suggestions of faculty and students, we are confident that no one will be disappointed. Here is a brief overview of the innovations that define *Society: The Basics*, fourth edition.

CONTROVERSY & DEBATE

Controversy & Debate Boxes. Thirteen Controversy & Debate boxes—all new to this edition—raise issues that are at once timely and provocative. One box is found in almost every chapter, providing an ideal forum to review key chapter themes by addressing a topic sure to provoke class discussion. Here are the topics: “Is Sociology Nothing More Than Stereotypes?” (Chapter 1); “What Are the ‘Culture Wars’?” (Chapter 2); “Are We Free Within Society?” (Chapter 3); “What Can Be Done About Crime?” (Chapter 6); “The Bell Curve Debate: Are Rich People Really Smarter?” (Chapter 7); “Will the World Starve?” (Chapter 8); “Affirmative Action: Problem or Solution?” (Chapter 9); “Men’s Rights! Are Men Really So Privileged?” (Chapter 10); “Here Comes ‘On-Line Democracy!’” (Chapter 11); “Does Science Threaten Religion?” (Chapter 12); “Apocalypse Soon? Will People Overwhelm the Earth?” (Chapter 14); “Reclaiming the Environment: What Are You Willing to Give Up?” (Chapter 15); and “Personal Freedom and Social Responsibility: Can We Have It Both Ways?” (Chapter 16).

EXPLORING CYBER-SOCIETY

Exploring Cyber-Society Boxes. The dramatic development of new information technology prompts this

second new theme box. For this edition of *Society: The Basics*, seven chapters contain Exploring Cyber-Society boxes, helping students to imagine the shape and character of the “cyber-society” of the twenty-first century. These boxes include: “Welcome to the Information Revolution!” (Chapter 1); “The Coming of Virtual Culture” (Chapter 2); “Growing Up in the Information Age” (Chapter 3); “How New Technology Is Changing Reality” (Chapter 4); “The Internet: Welcome to Cyberspace!” (Chapter 5); “Is Gender Part of Virtual Reality?” (Chapter 10); and “Welcome to ‘Cyber-College!’” (Chapter 13). A complete listing of all boxes in this revision appears after the table of contents.

Journal Entries. Drawn from the author’s travels to some fifty countries around the world, journal entries offer a brief, personal, and comparative insight into a topic found in each chapter. One or two of these journal entries amplify ideas in each chapter of this revision.

The Time Line. Have you ever wished there was an easy way to help students gain a better sense of history? Then take a look at the time line inside the front cover. This time line locates all the historical periods and key events mentioned in the text, portraying sociological events and trends against a backdrop of technological advances.

Global Snapshots. These new and colorful bar graphs—included in almost every chapter—offer a quick and insightful comparison between the United States (always represented by a blue bar) and other countries. Global Snapshots are especially helpful in showing how the United States differs from other industrial countries in terms of *what we have* (automobile and television ownership, for example), *how we act* (a comparative look at handgun deaths or incarceration rates), and *what we think* (attitudes about inequality, romantic love, contraception, and government funding of health care). Many of the Global Snapshots reflect data from the recent multinational World Values Survey (Inter-university Consortium for Political and Social Research, 1994).

More Interactive Pedagogy. More than ever, *Society: The Basics* turns students into active learners. “Critical-Thinking Questions” at the end of each chapter prompt readers to consider key themes and implications; “Continue the debate” questions that conclude each Controversy & Debate box further stimulate students to become actively engaged with the material. In addition, captions that accompany the National Maps

and many photographs pose questions that provoke further critical thinking.

Sociology Web Sites. Prentice Hall and John Macionis are collaborating to provide the most comprehensive Internet program in sociology. Visit the Macionis Web site (address: <http://www.prenhall.com/macionis>), click on *Society: The Basics*, and find a complete cyber-support system for this text. Here you will find a “Newsflash” feature that offers late-breaking news of interest to any sociologist, and, for each and every chapter of this text, (1) a list of learning objectives, (2) an automatically scoring multiple-choice test, (3) a true-false test, (4) essay topics, (5) a “chat” room, and (6) annotated Web links to sites throughout cyberspace coupled to exercises and questions.

New Topics. The fourth edition of *Society: The Basics* also offers dozens of new or expanded discussions. Here is a partial listing, by chapter: **Chapter 1:** A new chapter opening demonstrates the power of the sociological perspective; new discussions introduce applied sociology and cyber-research; a new Exploring Cyber-Society box explores the Information Revolution; and a new Controversy & Debate box asks how sociological generalizations differ from common stereotypes; **Chapter 2:** A new chapter opening describes the growing importance of the ancient Chinese practice of *feng shui* in the United States; new discussions reveal how advances in information technology shape cultural patterns; a new Global Snapshot reports on automobile ownership; a new National Map asks “Who’s ‘Upper Crust?’” profiling consumers of “high-culture” croissants and “low-culture” white bread; a new Exploring Cyber-Society box explores virtual culture; and a new Controversy & Debate box investigates the “culture wars”; **Chapter 3:** A new Global Snapshot spotlights television ownership; a journal entry suggests the importance of television to U.S. students; a new Exploring Cyber-Society box examines growing up in the information age; and a new Controversy & Debate box asks if, as members of society, we are ever really free; **Chapter 4:** New discussions, including a new Exploring Cyber-Society box, focus on how new information technology is changing our everyday lives; a new National Map asks where the U.S. baseball fans are; a new Global Snapshot contrasts people’s happiness around the world; and new journal entries report on the author’s recent visit to Ho Chi Minh City, Vietnam, and suggest why humor doesn’t travel well; **Chapter 5:** A new Exploring Cyber-Society box introduces stu-

dents to the Internet, the world’s largest network; a new Global Snapshot highlights organizational memberships; a new discussion explores self-managed work teams; and a new journal entry reports on the taste of McDonald’s food halfway around the world in Macau; **Chapter 6:** A new chapter opening features a journal entry on facing off against the police in Morocco; a new series of “crime clocks” indicates the relative frequencies of serious crimes; new data show the proliferation of hate-crime laws across the United States; a new Global Snapshot shows this nation’s unparalleled level of handgun deaths; and a new Controversy & Debate box presents Travis Hirschi’s prescriptions for reducing crime; **Chapter 7:** Look for the newest data on income and wealth disparity in the United States; new Global Snapshots compare economic inequality around the world and contrast public understandings of stratification; a new journal entry reports the plight of people in the former Soviet Union; another journal entry describes one struggling U.S. service worker; and a new Controversy & Debate box on the bell curve debate asks if rich people are really smarter than everyone else; **Chapter 8:** A new chapter-opening journal entry bears witness to the stunning poverty of people living at the Smokey Mountain dump in Manila, the Philippines; find the latest data on global economic inequality; a new Global Snapshot indicates the percentage of births attended by trained health-care workers; and a new Controversy & Debate box assesses the chances for reducing global poverty; **Chapter 9:** A new chapter-opening vignette introduces the landmark *Brown* school decision concerning school desegregation; a new Critical Thinking box asks if race is related to intelligence; a new journal entry portrays ethnic hostility in Jerusalem, Israel; and the expanded discussion of affirmative action includes a new Controversy & Debate box; **Chapter 10:** We’ve enlarged the discussions of sexual orientation and bisexuality; find data from the new Laumann study of U.S. sexual practices, 1995 data for U.S. women’s participation in the labor force, and a “gender analysis” of the new Congress that took office in 1997; a new Global Snapshot contrasts women’s use of contraception; a new National Map shows the representation of women in U.S. state governments; a new Exploring Cyber-Society box asks if gender is part of virtual reality; and a new Controversy & Debate box profiles the men’s rights movement; **Chapter 11:** This chapter opens with a new journal entry report of how Saigon, Vietnam, is becoming a boom town; a new Controversy & Debate box sizes up prospects for “on-line

democracy”; look for updates on labor union membership, self-employment, and unemployment; and three new Global Snapshots highlight the striking diversity in hourly wages worldwide, the relative size of government, and perceptions of who runs national governments; **Chapter 12:** Another new chapter-opening vignette investigates the “family values” debate in Japan; find new data and discussion on interracial and interethnic marriages, as well as the debate over gay marriage; a new journal entry describes an arranged marriage in Sri Lanka; and two new Global Snapshots look at the role of love in marriage and track the percentage of births to unmarried women; a new Critical Thinking box asks “Should We Save the Traditional Family?”; a Global Snapshot contrasts religiosity in eight nations; and a new Controversy & Debate box assesses the threat to religion posed by science; **Chapter 13:** A new Global Snapshot shows which societies send the largest share of people to college; a new discussion of schooling in poor nations focuses on India; 1995 data support a discussion of educational achievement by race and ethnicity; a new Exploring Cyber-Society box announces the opening of the nation’s first virtual university; 1995 data document the life-expectancy disparity between black people and white people; the latest statistics update readers on the AIDS crisis; a new Global Snapshot shows the share of health-care costs paid by government; and a new Global Sociology box reports on the practice of female genital mutilation; **Chapter 14:** A new Global Snapshot provides current global demographic comparisons; a new Critical Thinking box links the status of women to population control; one new journal entry records the excitement of Hong Kong at night, while another describes Cairo’s “City of the Dead”; and a new Controversy & Debate box weighs the chances that population increase will overwhelm the earth’s resources; **Chapter 15:** A new chapter opener reports on Nauru, the most environmentally devastated place on earth; a new Global Sociology box reports the growing prosperity of Cairo’s Zebaleen “dump people”; new discussions highlight environmental racism, cultural ecology, and the role sociologists play in the environmental movement; a new Global Map presents patterns of water consumption; and a new Controversy & Debate box asks what we are willing to give up in pursuit of an environmentally sustainable way of life; **Chapter 16:** A new journal entry notes the way Japan fuses reverence for tradition with eagerness for new technology; a new Global Snapshot highlights support for science around the world; a

new discussion highlights global variations in modernization; and a new Controversy & Debate box looks at a key cultural conflict between personal freedom and social responsibility.

The Latest Statistical Data. In an age of government cut-backs and even agency shut-downs, the challenge of providing current statistical data is greater than ever. However, we are happy to assure readers that *Society: The Basics*, fourth edition, is again at the cutting edge with the most current data available. The author, collaborating with Carol A. Singer, a professional government documents librarian employed at the District of Columbia Reference Center of the National Agricultural Library, has incorporated new statistics throughout the text—in most cases, data for 1994, 1995, 1996, and even 1997. Check periodically for data updates at the Macionis Web site. Finally, this revision is informed by the results of hundreds of new research findings and also incorporates current events that elevate readers’ interest.

A Word About Language

This text’s commitment to representing the social diversity of the United States and the world carries with it the responsibility to use language thoughtfully. In most cases, we prefer the terms *African American* and *person of color* to the word *black*. We use the terms *Hispanic* and *Latino* to refer to people of Spanish descent. Most tables and figures refer to “Hispanics” because the U.S. Bureau of the Census employs this term in collecting statistical data about our population.

Students should realize, however, that many individuals do not describe themselves using these terms. Although the term “Hispanic” is commonly used in the eastern part of the United States, and “Latino” and the feminine form “Latina” are widely heard in the West, across the United States people of Spanish descent identify with a particular ancestral nation, whether it be Argentina, Mexico, some other Latin American country, or Spain or Portugal in Europe.

The same holds for Asian Americans. Although this term is a useful shorthand in sociological analysis, most people of Asian descent think of themselves in terms of a specific country of origin (say, Japan, the Philippines, Taiwan, or Vietnam).

In this text, the term “Native American” refers to all the inhabitants of the Americas (including the Hawaiian Islands) prior to contact with Europeans. Here again, however, most people in this broad category identify with their historical society (for example, Cherokee, Hopi, or Zuni). The term “American Indian” designates only those Native Americans who live in the continental United States, not including Native peoples living in Alaska or Hawaii.

Learning to think globally also leads us to use language more carefully. This text avoids using the word “American”—which literally designates two continents—to refer to just the United States. Thus, for example, the “American economy” is more correctly termed the “U.S. economy.” This convention may seem a small point, but it implies the significant recognition that we in this country represent only one society (albeit a very important one) in the Americas.

Supplements

Society: The Basics, fourth edition, is the heart of an unparalleled learning package that includes a wide range of proven instructional aids as well as several new ones. As the text author, I maintain a keen interest in all the supplements (and, indeed, collaborate on several) to ensure their quality and integration with the text. The supplements for this revision have been thoroughly updated, improved, and expanded.

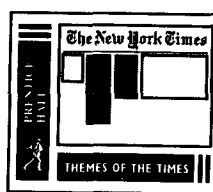
The Annotated Instructor's Edition. The AIE is a complete text annotated by the author on every page in a special edition for instructors. These annotations—which have won praise from teachers for enriching class presentations—have been thoroughly revised for this edition. Margin notes include summaries of research findings, statistics from the United States or other nations, insightful quotations, information highlighting patterns of social diversity in the United States, and high-quality survey data from the National Opinion Research Center's (NORC) General Social Survey and World Values Survey data from the Inter-university Consortium for Political and Social Research (ICPSR).

Data File. This is a “serious” instructor's manual that provides far more than detailed chapter outlines and discussion questions. The *Data File* also offers statistical profiles of the United States and other nations, summaries of important developments and significant research, and supplemental lecture material for every

chapter of the text. The *Data File* has been prepared by John Matthews in collaboration with John J. Macionis.

Test Item File. A revised test item file for this edition has been prepared by Beverly Jeter Scott. This file is available in both printed and computerized form. The file contains over 1600 items in multiple-choice, true/false, and essay formats. The answers to all questions are page-referenced to the text. *Prentice Hall Custom Test* is a test generator and classroom management system designed to provide maximum flexibility in producing and grading tests and quizzes. It is available in DOS, Windows, and Macintosh formats. Prentice Hall also provides a test preparation service to users of this text that is as easy as one call to our toll-free 800 number.

Social Survey Software, Third Edition. This is the supplement that is changing the way instructors teach and students learn. *Student CHIP Social Survey Software* is an easy yet powerful program that allows users to investigate U.S. society and other nations of the world employing the best source of survey data available, the General Social Survey. John J. Macionis and Jere Bruner (Oberlin College) have transformed 260 CSS items into CHIP data sets and linked them to the concepts discussed in the book. In addition, an easy-to-understand *Social Survey Software Student Manual* leads students through multivariate analysis of attitudes and reported behavior by sex, race, occupation, level of income and education, and a host of other variables. *Student CHIP Social Survey Software*, which investigators can now manipulate either with keyboard or mouse, also has a new graphing feature. The *Student CHIP* microcomputer program was developed by James A. Davis (Harvard University) and is available in IBM and Macintosh formats.



The New York Times Supplement. The *New York Times* and Prentice Hall are sponsoring *Themes of the Times*, a program designed to enhance student access to current information relevant to the classroom.

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Media Supplements

ABCNEWS *ABC News/Prentice Hall Video Library for Sociology, Volumes I-VII.*

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Prentice Hall and its authors and editors provide the benefit of having selected videos and topics that will work well with this course and text and include notes on how to use them in the classroom. An excellent video guide in the *Data File* carefully and completely integrates the videos into your lecture. The guide has a synopsis of each video showing its relation to the chapter and discussion questions to help

students focus on how concepts and theories apply to real-life situations.

Sociology on the Internet 1997/98. This brief guide introduces students to the origin and innovations of the Internet and provides clear strategies for navigating the complexity of the Internet and World Wide Web. Exercises within and at the end of the chapters allow students to practice searching for the myriad resources available to the student of sociology. This ninety-six-page supplementary book is free to students when shrinkwrapped as a package with *Society: The Basics*, fourth edition.

Web Site. Students and instructors can take full advantage of the World Wide Web to enrich the use of this text by accessing the Macionis Web site. The site's "Newsflash" feature offers late-breaking news of interest to sociologists. Moreover, corresponding to every chapter of this text, the site provides learning objectives, practice tests (self-grading true-false and multiple-choice tests as well as essay questions), a "chat" room, and Web links to dozens of fascinating destinations in cyberspace. Address: <http://www.prenhall.com/macionis>

Prentice Hall Introductory Sociology PowerPoint Transparencies, Version 1. Created by Roger J. Eich of Hawkeye Community College, this PowerPoint slide set combines graphics and text in a colorful format to help you convey sociological principles in a new and exciting way. Created in PowerPoint, an easy-to-use, widely available software program, this set contains over 300 content slides keyed to each chapter in the text.

Prentice Hall Color Transparencies, Sociology Series IV. Full-color illustrations, charts, and other visual materials from the text as well as outside sources have been selected to make up this useful in-class tool.

Other supplements available to aid in classroom teaching are:

Instructor's Guide to Prentice Hall Color Transparencies: Sociology Series IV

Film/Video Guide: Prentice Hall Introductory Sociology, Fifth Edition

Study Guide

Critical Thinking Audiocassette Tape

In Appreciation

The conventional practice of designating a single author obscures the efforts of dozens of women and men that have resulted in *Society: The Basics*, fourth

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John Macionis

ABOUT THE AUTHOR

John J. Macionis

John J. Macionis (pronounced ma-SHOW-nis) grew up in Philadelphia, Pennsylvania. He received his bachelor's degree from Cornell University and his doctorate in sociology from the University of Pennsylvania. His publications are wide-ranging, focusing on community life in the United States, interpersonal intimacy in families, effective teaching, humor, and the importance of global education. He is the author of *Sociology*, the leading introductory textbook in the field, as well as *Discovering Sociology on CD-ROM*, an interactive version of that text. He has coedited the fourth edition of the companion volume to this text, *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology*, and is coauthor of the urban studies text, *Cities and Urban Life*.

John Macionis is professor of sociology at Kenyon College in Gambier, Ohio. He has chaired the Anthropology-Sociology Department, directed Kenyon's multidisciplinary program in humane studies, and presided over the college's faculty.

Professor Macionis has been active in academic programs in other countries, having traveled to some fifty nations. In the fall of 1994, he directed the global education course for the University of Pittsburgh's Semester at Sea program, teaching four hundred students on a floating campus that visited twelve countries as it circled the globe.

Macionis writes, "I am an ambitious traveler, eager to learn—and, through the texts, I try to share much of what I discover with students, many of whom know so little about the rest of the world. For me, traveling and writing are all dimensions of teaching. First and foremost, I am a teacher—a passion for teaching animates everything I do." At Kenyon, Macionis offers a wide range of upper-level courses but his favorite class is Introduction to Sociology, which he schedules every semester. He enjoys extensive contact with students, making an occasional appearance on campus with his



guitar and, each term, inviting his students to enjoy a home-cooked meal. Macionis is a frequent visitor to other campuses as well.

The Macionis family—John, Amy, and children McLean and Whitney—live on a farm in rural Ohio. Their home serves as a popular bed and breakfast where they enjoy visiting with old friends and making new ones. In his free time, Macionis enjoys bicycling through the Ohio countryside, or a warm afternoon might find him out sharing an adventure with his two children.

The author welcomes (and responds to) comments and suggestions about this book from faculty and students. Write to Palme House, Kenyon College, Gambier, Ohio 43022, or reach him at his Internet address: MACIONIS@KENYON.EDU For more information about all the Macionis textbooks, visit our Web site. Address: <http://www.prenhall.com/macionis>

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