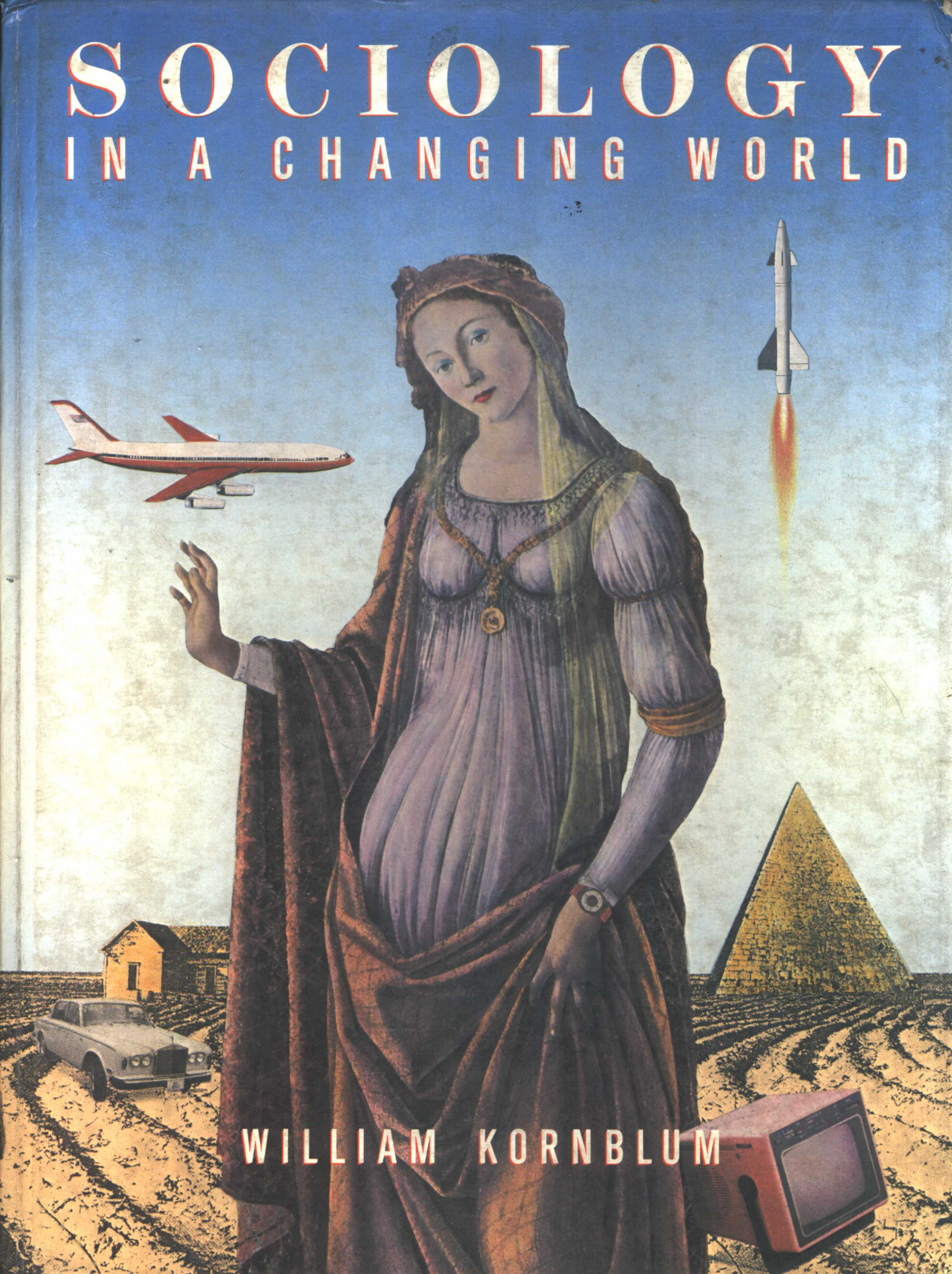
SOCIOLOGY
IN A CHANGING WORLD



WILLIAM KORNBLUM

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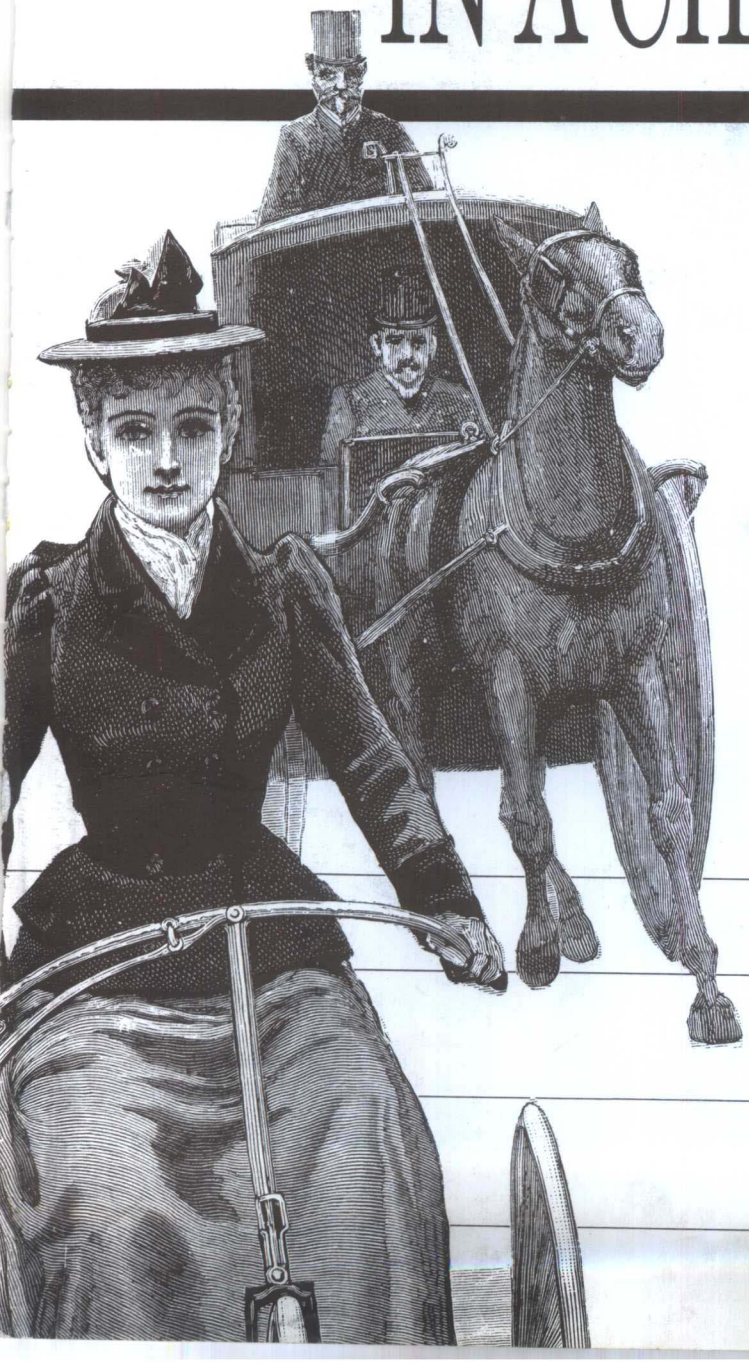

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PREFACE

The more I study, teach, and do research in sociology, the more I love the subject. No other area of intellectual work overlaps with so many other fields of knowledge; none straddles the sciences and the humanities so squarely or offers such varied insights into the vexing questions of our own time. It is out of this conviction that I undertook the demanding task of creating this book. My greatest hope is that it will convey the excitement of sociological discovery and move its readers to take more advanced courses in the field.

Sociology, like the other social sciences, is taking on greater importance. Major, often tumultuous changes are creating an ever-increasing demand for scientific description and analysis of human behavior. There is growing recognition that information has become a key source of wealth and power. In consequence, sociological concepts and methods are being applied with increasing frequency throughout the major institutions of modern societies. And the study of sociology is attracting a far more diverse student population than was true when the field was little more than an academic specialty. *Sociology in a Changing World* thus is designed not only to meet the requirements of the standard introductory course but also to address recent changes in the discipline, the students, and the work of sociologists.

This book is designed for the basic introductory course, but I hope its emphasis on the frontiers of sociological research and its combination of classic and new research will make it a useful reference source for students to carry with them through more advanced social-science courses. One major way in which *Sociology in a Changing World* differs from other sociology texts is in its consistent focus on issues of social change. Moreover, it is not slanted toward one or another perspective, ideological or methodological; rather, it presents ample evidence of the strengths and weaknesses of the interactionist, functionalist, and conflict approaches to the explanation and prediction of social change. In addition, it has a stronger grounding in demographic, ecological, and historical methods than is found in existing comprehensive texts. And throughout the text an effort is made to strike a balance between the use of comparative and historical material and research based on American culture and the social changes that have occurred and are occurring today in the United States.

When the first draft was completed, I brought the manuscript to my students at Queens College of the City University of New York. I wanted them to use the book and to criticize the manuscript as I was revising it. Some of the students were young undergraduates, tired of college textbooks whose content and design reminded them of high school books. Others were older adults going back to school after many years in the "real world"; they were distinctly wary of sociological platitudes. All wanted clear information about how sociology could matter in their professional and personal lives, and most were avid critics. They pointed out numerous places where concepts were not presented clearly enough or where their interest flagged. On the other hand, their enthusiasm for the theme of social change and the concept of the sociological imagination was evident. They found that these ideas applied in many concrete ways to their own interests and aspirations. The value of observing a changing world with a sociological eye quickly became real to them.

The most interested students found many levels of meaning in the opening vignettes and other features built into the text. Less well prepared students came away from the course with a solid grasp of what sociology is, what sociologists do, and the different ways in which sociological theories and research help explain complex social phenomena. This demonstrated that the text could be used successfully in teaching students with quite varied backgrounds and abilities.

I hope that both instructors and students will be able to benefit from the strengths of this book. I know, also, that any book can be improved. Like my students and colleagues, you will undoubtedly have ideas about im-

provements that might be made in future editions. Please feel free to send your ideas or comments to me at the CUNY Graduate School, 33 West 42nd St., New York, NY 10036.

Distinctive Features

Sociology in a Changing World differs from its competitors primarily in its emphasis on social change. Throughout, the book highlights the tension between attempts to modify social institutions and efforts to maintain traditional modes of behavior. The text also tries to point out the unanswered questions on the frontiers of social-scientific research. The following are some of the special features that incorporate this teaching philosophy:

- Opening vignettes, some fictional, some based on classic sociological writings, some from more recent literature, but all illustrating the questions to be addressed in the chapter.
- Boxes within the chapters; these, like the vignettes, highlight key points or feature important studies or research traditions.
- "Visual Sociology," a photo essay in each chapter that shows how sociologists analyze photographs or other visual material as part of their research.
- "Frontiers of Sociology," a two-page feature that appears in almost every chapter and discusses current research in subject areas covered in the chapter, relating it to applied research and policy issues.
- Chapter summary—a thorough but concise rendering of the key concepts and relationships presented in the chapter.
- End-of-chapter glossary—students will not have to flip to the end of the book to review important terms and their definitions.
- "Where to Find It," a set of suggested readings that includes not only books and journal articles but also basic references and data sources.
- A contemporary, mature design. The design of the text is a product of close cooperation between the designer and the author and editors, with the goal of integrating all aspects of the book's design with its content.

Organization of the Text

In organizing the book, I resisted the temptation to perform radical surgery on the standard introductory sociology course. There are traditional approaches to the subject that deserve respect, such as presenting an overview of sociology and its history, introducing the basic research methods, examining the dimensions of social inequality, and including a series of chapters on major social institutions. But I have added to this solid, time-tested framework and in some cases have moved a chapter from its traditional position in an introductory text.

The first nine chapters of the book set forth most of the concepts that any student needs to know and be able to use. This makes the book easy to adapt to courses of different length. In addition, the first two parts of the book introduce many of the basic sociological explanations of social stability and change. This means that topics like social stratification and social movements are presented in the first half of the book rather than in later sections. Other fundamental concepts are presented in these early chapters also—community, social class, bureaucracy, social institution, and many others. I refer repeatedly to these concepts in the second half of the book, rather than introducing them and then going on to entirely new material. In fact, I believe the concept of a social institution is so central to sociology that it deserves its own chapter. Accordingly, Chapter 13 develops a framework for analyzing specific institutions like the family, the economy, and the other institutions covered in Part IV.

Another nontraditional aspect of the book's organization is the position of Chapter 7, "Stratification and Social Mobility." This chapter introduces the concept of social stratification and shows how stratification systems have changed throughout human history. Chapters 8 and 9 deal primarily with reactions to stratification, whether those reactions take the form of deviant behavior and crime or protests, social movements, and other kinds of collective behavior. The activities of deviant groups and social movements are a major source of change in stratification patterns. Thus, the text proceeds from stratification to deviance and collective be-

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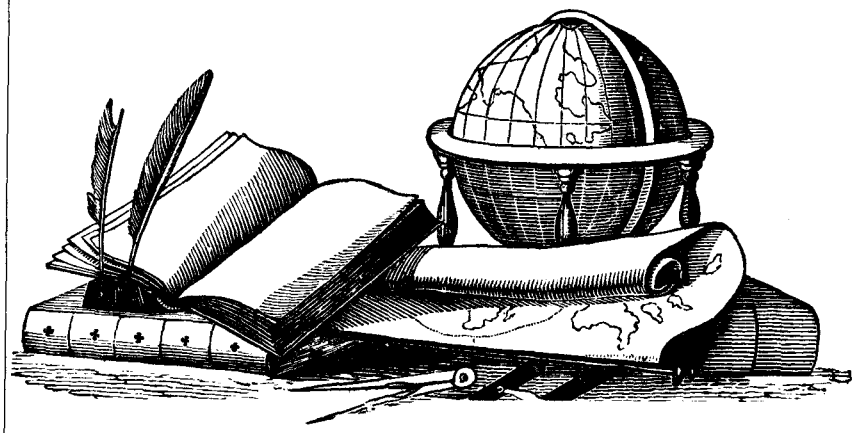
havior in order to highlight significant dimensions of social change. A further analysis of stratification and social class is presented in Part III, "Social Divisions."

Synopsis

The book is divided into five parts. Part 1, "Concepts and Methods," introduces the "human science" of sociology: Chapter 1 traces the history of sociology and introduces the major perspectives used by sociologists. Chapter 2 describes the methods used by sociologists in conducting their research. Chapters 3 and 4 focus on two of sociology's most fundamental concepts—social structure and culture. Part 2, "Social Dynamics," covers many of the processes that seem to account for social stability and change. Chapter 5 discusses socialization; Chapter 6 examines the structure of groups and how people behave in groups of different kinds, and Chapter 7 introduces the concept of social stratification. Chapters 8 and 9 move from the structure and function of groups within a society to the processes that change societies. Chapter 8 deals with deviance, and Chapter 9 looks at collective behavior and social movements, phenomena that often bring about major changes in stratification systems, cultural norms, and social institutions.

The three chapters in Part 3, "Social Divisions," examine social inequality, particularly in American society. Chapter 10 deals with inequalities of social class, and Chapters 11 and 12 are about social inequalities due to race, ethnicity, age, and gender. Part 4, "Social Institutions," applies the concepts and perspectives discussed earlier in the book to an analysis of several major institutions. Chapter 13 introduces the section with an analysis of the nature of social institutions. Chapter 14 explores the changing nature of the family; Chapter 15 deals with economic institutions and Chapter 16 with political institutions; Chapter 17 analyzes the institutions of science, technology, and medicine; and Chapter 18 discusses three major cultural institutions—religion, education, and the media.

Part 5, "Social Change," contains the book's final two chapters, which focus on several aspects of social change. Chapter 19 examines the changes in the nature of human settlements that have accompanied the growth of the world's population. Finally, Chapter 20 summarizes the ways in which sociologists think about and conduct research on the causes and consequences of social change.



Ancillary Package

Sociology in a Changing World is accompanied by an extensive ancillary package designed to augment students' understanding of sociology and offer instructors additional teaching aids and resources.

The Instructor's Manual includes lecture outlines, instructional goals, teaching suggestions that explain the distinctive features and central concepts of each chapter, topics for discussion, suggestions for using the charts and tables, and sample assignments for the software (to be described shortly).

The Study Guide provides students with a self-paced review of the text. Each chapter begins with an outline and learning objectives, followed by a fill-in-the-blank review, an exercise in which key terms are matched with their definitions, a self-test consisting of 15 multiple choice and 5 true/false questions, and a short-answer section that requires the student to apply concepts presented in the text. Answers to the matching exercise and self-test are provided. The Study Guide also includes opening sections on study tips, strategies for alleviating test anxiety, and careers in sociology.

The Test Bank, written by Peter Kott of the Borough of Manhattan Community College, includes 100 multiple choice, 25 true/

false, and 10 essay questions for each chapter. Several questions ask students to interpret graphs and tables from the text. With *TestBase*, the computerized version of the Test Bank, instructors can modify or add questions, and create, scramble, and print tests.

SocialScene™, an interactive software program available for both Apple and IBM-compatible personal computers, allows students to explore basic procedures of social-scientific data analysis using an actual data set taken from the General Social Survey of the National Opinion Research Center. This innovative software, designed by Stefan Savage and Dean Savage of Queens College, is simple enough to be used by students with no previous computer experience, yet it allows them to choose variables, run frequency distributions, perform two- and three-way cross-tabulations, and calculate Chi-square values. The Instructor's Manual suggests ways of integrating use of this software into your course and provides assignments that reinforce key sociological concepts.

All of these ancillary items are available free upon adoption of the text. Contact your local sales representative or the publisher to obtain them.

ACKNOWLEDGMENTS

Writing *Sociology in a Changing World* has been a four-year project. During that time my debts to colleagues, friends, and professional associates have steadily accumulated. The heartfelt thanks that I offer them here is an inadequate measure of what their support has meant to me.

Among the many people who have influenced this project, my greatest debt by far is to my editor and collaborator Carolyn Smith. It was Carolyn who encouraged me to take on this project, and when my resolve wavered, her faith in our ability to complete it sustained me. Carolyn has untangled my prose, agonized with me over reviewers' comments, and kept track of the endless details that go into creating a scholarly text. There is not one word in this book that she has not thought about; every page bears the stamp of her expertise. Guy Smith also has my gratitude for his supportiveness during the long and demanding development process.

Another incentive for writing this book was the promise that Miriam Smith would create the design and layout. Miriam is the art director of *Newsday's* Sunday magazine, and a prize-winning design artist. We all wanted a text that would integrate sociological ideas with the design and layout of the book. I hope you will agree that Miriam has helped us achieve an unusual merger of visual and textual material. I also want to thank my dear friends Gary Rogers, Ben Smith, and Margo Smith for helping and encouraging Miriam during the often stressful months of work on design, layout, and preparation of mechanicals.

My colleagues at the City University of New York were unstinting with their suggestions and advice. Although I cannot thank them all, I would be remiss not to publicly thank Vernon Boggs for his faith in my ability and his deep commitment to sociological research and education. Rolf Meyersohn has been heroic in his generosity with books and articles and words of encouragement. My colleague Charles Kadushin's intimate knowledge of the publishing world was invaluable on many occasions, as were Erol Ricketts's mastery of recent demographic and ecological research and Stanley Aronowitz, William DiFazio, and Bogdan Denitch's profound knowledge of social movements and class theory. If I have managed to avoid a natural predisposition toward male bias, much of the credit must go to Susan Kornblum, Cynthia Epstein, Gaye Tuchman, Judith Lorber, June Nash, and many other friends and colleagues who shared their insights and knowledge. Finally, let me thank Dean Savage, Andrew Beveridge, and Peter Kott for their work on the ancillary materials that accompany the text, and Jane Moore and the staff at the CUNY Graduate School library for putting up with this notorious bibliopath.

College textbooks are reviewed more thoroughly than any other scholarly product. This one was reviewed at different times by three sets of reviewers. It is a humbling experience to have one's favorite ideas and examples criticized by one's peers, but it is also the way a textbook is tested against the standards of the profession. I am fortunate to have been criticized, praised, and helped by the panel of top-notch educators whose names appear in the following list.

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Mercy College
Bernard Beck
Northwestern University
Phillip Bosserman
Salisbury State College
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Los Angeles Valley College
William W. Zellner
Doane College

At times their comments offered conflicting advice, but I have done my best to follow their suggestions. Despite their best efforts, you will no doubt argue with some points of interpretation or even fact in this first edition. For any such lapses I accept full responsibility.

Textbook publishing is an extremely risky business. Hundreds of thousands of dollars are spent on the development of a book like this one before any sales are made. For this reason there is a tendency for publishers to try to make new textbooks conform to ideas of what has been successful in the past. I had my own ideas about what a modern sociology text ought to convey, but I recognized the need to satisfy a demanding market as well. Thus, as an author I needed creative publishing executives who would agree with my goals and would also teach me how to develop a successful text. I found such people in Susan Katz, Jane Knetzger, Kirsten Olson, and Earl McPeek of Holt, Rinehart and Winston; Jere Calmes of Textbook Development Inc.; and Bob Cobb of Cobb/Dunlop Publisher Services, Inc. They all encouraged me, and also Carolyn and Miriam, whenever we had good ideas, and they were sensitive in their criticism when our work was in its formative stages. We could not have asked for a better team to work with.

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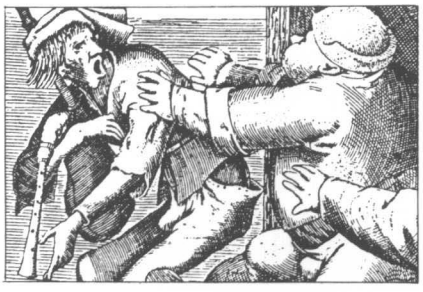

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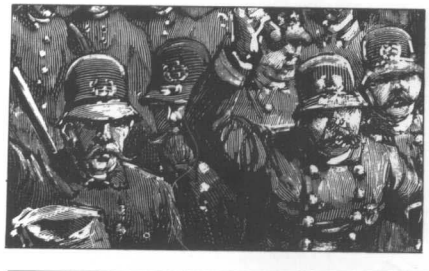

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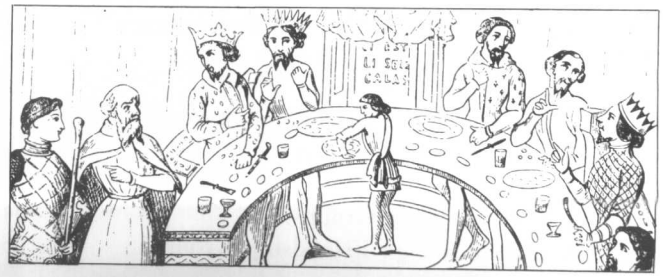

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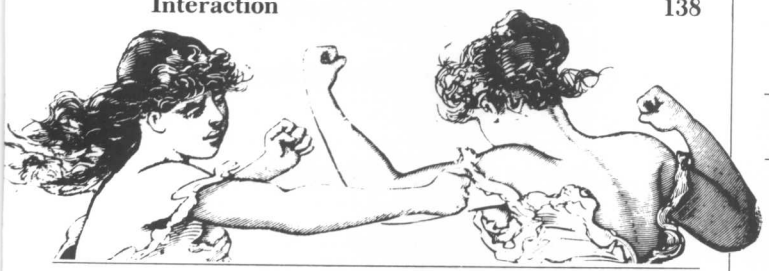

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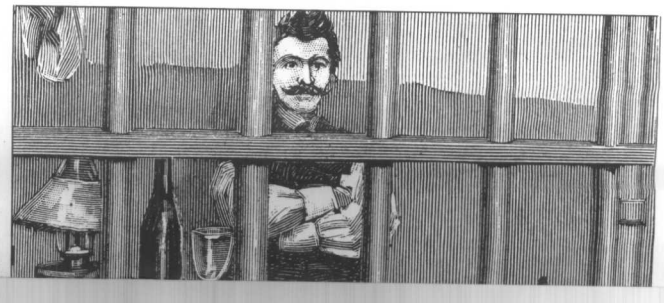

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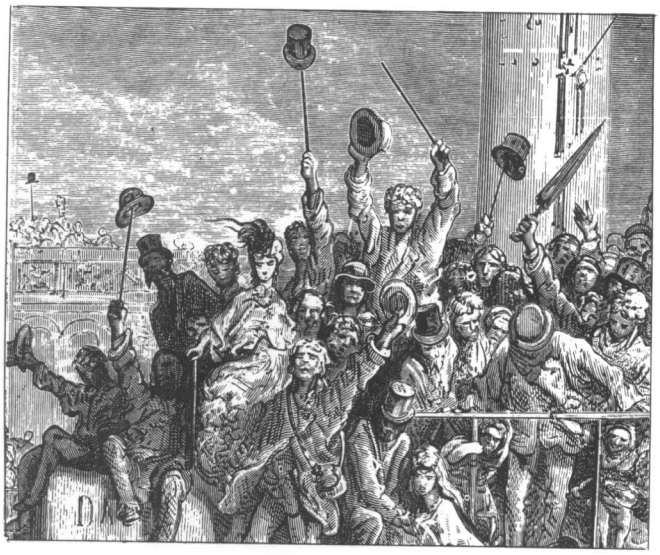

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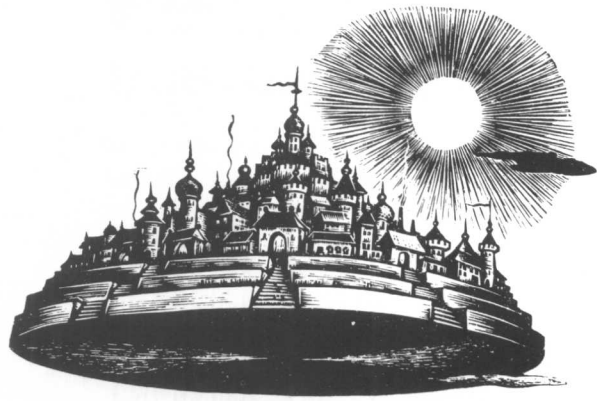

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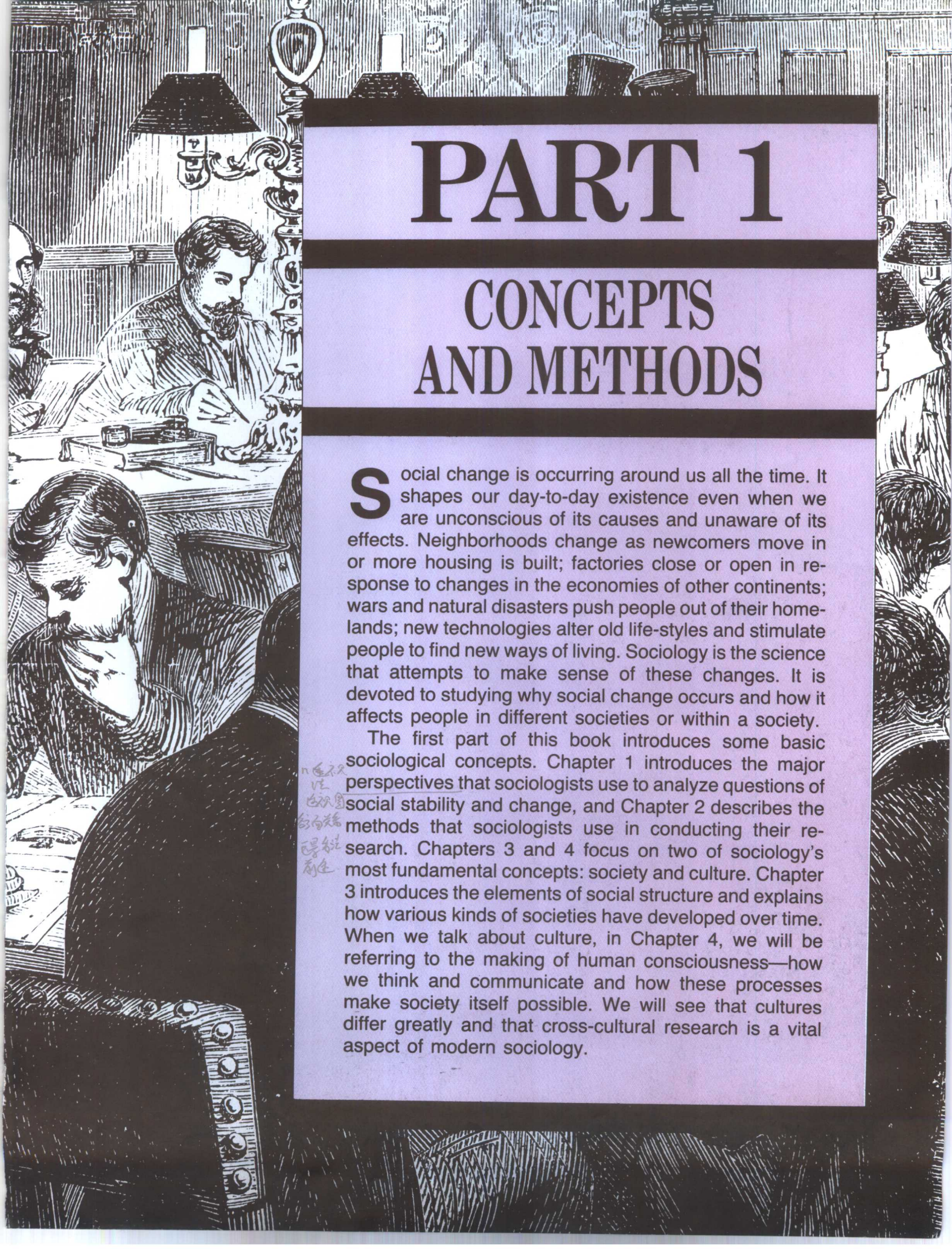

PART 1

CONCEPTS AND METHODS

Social change is occurring around us all the time. It shapes our day-to-day existence even when we are unconscious of its causes and unaware of its effects. Neighborhoods change as newcomers move in or more housing is built; factories close or open in response to changes in the economies of other continents; wars and natural disasters push people out of their homelands; new technologies alter old life-styles and stimulate people to find new ways of living. Sociology is the science that attempts to make sense of these changes. It is devoted to studying why social change occurs and how it affects people in different societies or within a society.

The first part of this book introduces some basic sociological concepts. Chapter 1 introduces the major perspectives that sociologists use to analyze questions of social stability and change, and Chapter 2 describes the methods that sociologists use in conducting their research. Chapters 3 and 4 focus on two of sociology's most fundamental concepts: society and culture. Chapter 3 introduces the elements of social structure and explains how various kinds of societies have developed over time. When we talk about culture, in Chapter 4, we will be referring to the making of human consciousness—how we think and communicate and how these processes make society itself possible. We will see that cultures differ greatly and that cross-cultural research is a vital aspect of modern sociology.

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