



SOCIETY IN FOCUS

INTRODUCTION
TO SOCIOLOGY

THIRD EDITION

William
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Joseph
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A special dedication: With love and affection
to Ellen and John Schildkamp*

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PREFACE

These are exciting and challenging times for sociologists and sociology students alike. As we enter a new century, there is a growing consensus on campus and in the larger society that many traditional approaches to understanding our social world are no longer very useful. Changing times require new emphases in textbooks. In this Third Edition of *Society in Focus* we emphasize how society and social forces affect virtually everything from international policies to our everyday lives. This makes the subject matter of this book seemingly familiar and ordinary.

Peter Berger's admonition, "The first wisdom of sociology is this—things are not what they seem"—serves as a challenge to our teaching and provided special inspiration in writing this book. To help meet this challenge, our chapter-opening vignettes focus students on the concept that "things are not what they seem." The questioning of "common sense notions" and the "official interpretation" of issues and events have always been at the heart of the sociological enterprise, and we emphasize this in the vignettes and throughout the text. *Society in Focus* shows students that sociological thinking is much more than an ivory-tower enterprise. Because sociology is about all of us and our daily lives, it is an eminently practical discipline.

Our diverse research interests and experiences illustrate the fact that, for sociologists, all the world is a laboratory. Individually and collaboratively, our research projects include field studies of the Fulani in West Africa, American cowboys, African American settlements, ethnic communities, and the Old Order Amish in Oklahoma and Kansas. We have also worked in a beef slaughtering plant, interviewed topless dancers and morticians, and even played Santa Claus and the Easter Bunny at suburban shopping malls. Over thirty-five years of combined experience in teaching Introduction to Sociology has taught us what "works" and what does not work in class.

In this edition, we go beyond the mere questioning of issues to taking a closer look at the social world in which we live. We provide an integrated approach that uses sociological thinking to help students analyze and understand every chapter component from the opening vignette, which is the chapter focus, to theoretical perspectives, boxed material

(Sociological Focus), and even the photographs, maps, and cartoons. To focus increased attention on sociological thinking and research methods, we have chosen four key areas that reviewers have told us are of greatest interest to students and instructors alike—Mass Media, Globalization, Cultural Diversity, and the Future.

FEATURES

The Mass Media and Technomedia

In earlier editions we pioneered a critical analysis of the mass media—especially television—to help students grapple with sociological concepts and methods. In this Edition we continue our critical analysis of mass media in every chapter, by exploring issues such as the possible link between television violence and aggression in children (see Chapter 7) and over half a century of patriarchal portrayals of women in television (see Chapter 11). Virtually all sociologists today recognize student interest in this area as well as the potency of the media which broadcast a standard message to widespread audiences in shaping, defining, and influencing our social world. Most introductory textbooks have followed our lead, including a chapter or at least some examples that acknowledge the media's importance.

In this edition of *Society in Focus*, we use the term technomedia to better describe emerging media technologies and their special role in contemporary society. Technomedia include a host of newer, more personalized forms of information and entertainment technologies, such as personal computers, fax machines, video games, cellular phones, the Internet, and interactive television.

In Chapter 1 we introduce all forms of media and then include a section on their powerful social influence in every chapter of the book. Whether these various forms of media use technology to collect, interpret, and disseminate information, or for entertainment, they shape and give meaning to the world in which we live. Moreover, for many people the problem with media is no longer finding information

but dealing with “information overload” and developing the necessary critical thinking skills to make sense of diverse perspectives. For example, we look at differential access to and use of the Internet by various social classes (Chapter 8) and racial and ethnic groups (Chapter 10). We ask whether new technologies may be the solution or merely part of the problem in our educational system today and in the future (Chapter 14). We look at the blending of what some call the “old media” (radio, television, magazines, newspapers, and books) with the “new media” (cellular phones, computers, the Internet, and others). For example, today, the major television networks and major newspapers and magazines can be almost instantaneously accessed 24 hours a day around the world through the World Wide Web. We believe that any introductory sociology book that fails to acknowledge and critically examine all forms of the media is ignoring one of the most powerful and influential institutions in contemporary life.

Globalization

In the past few decades modern technology and economic development have greatly facilitated the flow of people, goods, ideas, and money across old national boundaries and from one end of the earth to the other. This process of globalization has altered social relations and societies everywhere. Today, people reside and work in geographic locations far removed from where they were born. The annual migration of more than one million immigrants into the United States—and a population shift from the rust belt to the sunbelt—is dramatically altering America’s social landscape. Moreover, today’s complex global economy has blurred not only the lines that once distinguished one major corporation from another, but also the political and economic boundaries that once separated nations. We explore these important developments in Chapter 9 “Global Stratification” and in Chapter 17, “The Economy and Work.” In addition, we have woven comparative material from the diverse cultures of the world into every chapter to demonstrate how globalization has made all of our lives increasingly complex and interdependent.

Cultural Diversity

In an effort to acknowledge and affirm the rich tapestry of human culture and achievement, in this edition of *Society in Focus* we expand the emphasis on social and cultural diversity. Reflecting fundamental

changes in the social composition of American cities and most other major cities of the world, we have greatly expanded our coverage of race, ethnicity, gender, sexual orientation, and many other forms of cultural diversity. At the same time, we wish to illuminate social inequality and what it means to be at the margins or even outside of the cultural mainstream in various parts of the world. We have expanded coverage of the important issues of sexual orientation, disability, and problems with identity in postmodern society as well.

Here are just a few of the diversity issues that we ask you to examine in various chapters: Chapter 7 differentiates between diversity and deviance and illustrates how entire categories of people are sometimes labeled and treated as deviants and thus become victims of prejudice, discrimination, and even hate crimes simply because of their differences. Chapter 10 raises the question: given increasing rates of interracial marriages, should the current U.S. racial classification system be changed to include new biracial and multiracial categories? In Chapter 13, you are asked to take positions for and against the long high-standing tradition of spanking children.

The Future

Our final theme is called Looking to the Future. While predicting the future is always a risky venture, we are convinced that critical thinking and sociological perspectives can vastly improve the accuracy of anyone’s forecasts. We pioneered this popular feature in our first two editions, and we continue to provide cutting-edge and comprehensive sociological projections of the future in each chapter. This section also has another goal: It is designed to increase student awareness of the importance of collective action, as well as the ability of ordinary people to alter public policy and improve society. In Chapter 1, for example, we look at the future of sociology and what important issues are likely to dominate the discipline during the twenty-first century. We show how the future of sociology, and the future of society itself, are tied to a better understanding of the impact of the technomedia, cultural diversity, and globalization.

PLAN OF THE BOOK

Society in Focus is designed to help students think clearly and critically about sociological issues, con-

cepts, and methods. Questioning is at the heart of this approach and as students read this book they are encouraged to become part of the sociological enterprise—rather than remain passive observers. Every element of the text is designed to challenge students to evaluate social issues and, guided by the sociological imagination, to clearly formulate their own positions. By asking questions that demand sociological and creative thought, we want to remind students that their conclusions and decisions, as well as their nondecisions and inaction, may have important social consequences. The following features have been chosen to help students achieve these goals.

ORGANIZATION

Society in Focus is divided into five parts. In Part I “The Sociological Perspective,” Chapter 1, “Discovering Sociology,” introduces sociology and the history of the discipline. Chapter 2, “Doing Sociology,” describes the methods and theories of sociological research.

Part II, “The Social Framework,” discusses the influence of “Culture” (Chapter 3), “Socialization” (Chapter 4), “Society and Social Interaction” (Chapter 5), and “Groups and Organizations” (Chapter 6) on individual and social behavior.

Part III, “Social Differentiation and Inequality,” details how people are rewarded differentially in society. This section includes “Deviance and Conformity” (Chapter 7) and the extent to which behavior is sanctioned according to whether people conform to or deviate from established norms. Chapter 8, “Social Stratification and the U.S. Class System,” discusses class inequality in the United States; and Chapter 9, “Global Stratification,” examines stratification on a global scale. Chapter 10, “Race and Ethnicity,” Chapter 11, “Sex and Gender,” and Chapter 12, “Age and the Elderly,” explore how people are treated (and rewarded) differently because of their social defined physical attributes.

In Part IV, “Social Institutions,” we discuss major social institutions and their vital roles in the social order. The traditional institutions discussed are “Families” (Chapter 13), “Education” (Chapter 14), “Religion” (Chapter 15), “Politics and War” (Chapter 16), and “The Economy and Work” (Chapter 17). Chapter 18, “Health and Medicine,” looks at medicine and health care in contemporary society.

Part V, “Social Change,” contains two chapters. Chapter 19 explores issues related to “Population, Urbanization, and Ecology,” and Chapter 20, “Social

Change and the Future,” looks at collective behavior, social movements, social change, and the future.

SPECIAL FEATURES

Opening Vignettes

Each chapter opens with an interesting case study, anecdote, or other example to capture the reader’s interest and introduce the chapter topic. The material is also meant to stimulate sociological thinking by raising a variety of important social issues and questions. Opening vignettes illustrate our theme that things are not necessarily what they seem, and introduce students to important concepts that follow, as well as set the tone for the entire chapter. For example, Chapter 1, “Discovering Sociology,” begins with a vignette about surfing the Net and interaction in cyberspace between millions of people worldwide. This vignette explores the power of new media in society and introduces the concept of technomedia. More importantly, it shows how easily people can be deceived while interacting through cyberspace, and it raises questions that are at the very heart of the sociological enterprise. For example, is a person alone at a computer who anonymously chats on-line with others participating in “social interaction,” as sociologists have traditionally defined the term? Who has and who should have access to these media—which raises fundamental questions of power, freedom, and equality?

Theoretical Perspectives

To enhance sociological thinking, we include a comprehensive examination of what are generally considered the three major perspectives in sociology—*interactionism*, *functionalism*, and *conflict theory*. In addition, throughout the book, we present new paradigms, conflicting research findings, and controversial approaches. This encourages students to look beneath the surface of complex issues and recognize how the various perspectives alter both sociological questions and answers. For example, feminist theory is introduced in Chapter 1, “Discovering Sociology,” and then is applied to special topics, such as “Doing Sociology” (Chapter 2), “Sex and Gender” (Chapter 11), the “Family” (Chapter 13), and “The Economy and Work” (Chapter 17). In this edition, we prominently list our theoretical coverage in the Detailed Contents, as well as in each chapter outline. More importantly, with

many more examples from contemporary social theorists, we provide new, cutting-edge models and approaches that are both interesting and accessible to students.

Taking a Closer Look: Thinking Sociologically

At the end of each chapter we raise several questions that are also designed to cultivate sociological thinking. For example, in Chapter 20, we ask students to examine a current futuristic movie, magazine, or book and analyze how it portrays the future, as well as the key factors that it claims will determine that future. In the same chapter we ask if new information technologies (and surveillance technology in particular) can be used to protect the public without infringing on people's privacy and the ideal of individual freedom.

Sociological Focus: Controversial and Thought-Provoking Boxes

We have added many new boxes to this edition that encourage you to take a closer look at society and selected social issues. In each chapter there are two or more Sociological Focus boxes that challenge students to focus on major sociological concepts or examine contemporary social issues, such as euthanasia, abortion, genital mutilation, and capital punishment. These boxes ask students to peer beneath the surface of common sense and official views and use their sociological skills to decipher and analyze the issue in question. For example, Chapter 3, "Culture" examines female genital mutilation and asks students to decide if the custom is a universal human rights violation?

Photographs, Maps, Tables, Figures, and Cartoons

Full-color illustrations, tables, figures, photographs, maps, and cartoons have been carefully selected to capture interest while visually underscoring major sociological concepts and ideas. Also, we do more than simply present these visual materials as if they offered obvious conclusions. Instead, we provide questions for students to analyze and critique. For example, in Chapter 7, a map of the United States illustrates rates of violent and property crimes in various sections of the country, and students are encouraged to think about what social and cultural variables might help explain the geographic variations in crime rates. In the same chapter, the FBI's official crime data are graphically displayed, and students are asked to analyze why

these data do not necessarily give an accurate picture of crime in the United States. In Chapter 9, we present a fanciful map of the world where giant corporations have claimed regions currently dominated by nation states. In the caption and the text we ask students to evaluate whether giant megacorporations are indeed expanding at the expense of contemporary governments. Similar thought-provoking questions accompany visuals in each chapter throughout the entire text.

Chapter Summaries, Key Terms and Concepts, and Suggested Readings

There are additional aids to reinforce and expand student learning.

A **summary** that highlights the most important material for reflection and review is provided at the end of each chapter. Further, it helps boost sociological thinking skills by providing a thumb-nail sketch of the most important components with their logical connections within each chapter.

Key terms and concepts are boldfaced and defined within the text at first mention and are listed at the end of each chapter with cross-reference page numbers.

Suggested readings with a brief synopsis of each work indicating how they relate to the chapter topic are also provided.

A comprehensive **glossary** and complete **bibliography** as well as **subject** and **name indexes** are included at the end of the book.

On the Net: Internet Websites

New to this edition is a section called On the Net, which provides website information where students and professors can find additional information and resources that pertain to the material presented in each chapter. Census data, government documents, social activist websites, and other Internet resources not only provide the most current statistics and data available, they also enable students to gather alternative and competing views of social issues, as well as special topics of particular concern to them. Also, students can visit our website for this book at <http://www.longman.awl.com/thompson>.

ANCILLARY PACKAGE

A full package of ancillaries accompanies the text.

Instructor's Resource Manual with Active Learning Techniques for Large and Small

Classrooms—The Instructor's Resource Manual by Jerry M. Lewis of Kent State University includes chapter overviews, learning objectives, key terms, lecture outlines, questions for discussion, references, and suggested films for each chapter of the text. For this edition, Professor Lewis has added sections on active learning techniques for both large and small classes.

Instructor's Resource—CD-ROM This multimedia presentation tool enhances lectures and engages students with hundreds of PowerPoint images, including charts, tables, and lecture outlines. The PowerPoint presentation can be used as is, or downloaded and customized by instructors. The CD also contains TestGen-EQ 2.0, Longman's user-friendly test generating software, and the entire Test Bank.

Test Bank—The Test Bank by Gary Scott Smith of Grove City College contains 40–50 multiple choice questions, 10 short answer questions, and 5 essay questions per chapter. The Test Bank is available in printed or computerized form (IBM or Macintosh). The computerized version, TestGen-EQ 2.0, allows instructors to customize and print test questions easily.

Computerized Testing—The Test Bank is available on our computerized testing system, TestGen-EQ 2.0. This fully networkable test generating software is available in Windows and Macintosh. TestGen-EQ's friendly graphical interface enables instructors to view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts and forms. Search and sort features allow instructors to locate questions quickly and arrange them in a preferred order. Six question formats are available, including short-answer, true-false, multiple-choice, essay, bimodal, and matching.

"Seeing Sociology" Video, Updated Version—Ten "Lecture Launcher" video segments examine a broad range of introductory sociology topics, including culture, stratification, deviance, socialization, and gender. The segments provide an attention-grabbing start for lectures using a variety of approaches (e.g., interviews, narrated stories, edited documentaries). "Seeing Sociology" is accompanied by an extensive User's Manual which provides background on the stories, links to topics in the textbook, and discussion questions.

Study Guide—Prepared by Robert Griffith Turner, Jr. of Virginia Polytechnic Institute & State University, the Study Guide includes learning objectives, chapter overviews, key terms, learning activities for each chapter, as well as multiple choice, true-false, and short answer test questions.

Study Wizard CD-Rom—This computerized student tutorial program helps students review and

master key concepts in the text. Using chapter and topic summaries, practice test questions, and a comprehensive glossary, the software supplements the text by allowing students to explore new topics and test their understanding of terms and ideas already presented in the reading assignments. Students receive immediate feedback on test questions in the form of answer explanations and page references to the text. In addition, the program allows students to print chapter outlines, difficult vocabulary, missed test questions, or a diagnostic report, which includes suggestions for further study.

"Surfing Sociology" Internet Guide—"Surfing Sociology" by Susan Weeks, PhD, introduces students and instructors to ways in which the Internet can be used to gather information on sociological issues. Its five sections are divided into 24 sociological subtopics, and contain unique exercises that facilitate the use of the Internet to research social issues. In addition, the guide includes dozens of Internet sites on sociological topics, as well as chatroom addresses and mailing lists students can use to discover firsthand how social norms manifest themselves in cyberspace.

Transparencies—A set of acetate transparencies is available to adopters. The set includes graphs, charts, and tables from the text.

Society in Focus Website—This comprehensive Web resource features both faculty and student areas. It includes chapter summaries, research links for students and instructors, practice tests, Web-based activities for each chapter, simulated search activities to help students gain familiarity with researching topics on the Internet, and reference material. The website can be found at <http://longman.awl.com/thompson>.

Penguin Paperback Titles—Available at over a 60% discount when ordered shrink-wrapped with *Society in Focus*, Third Edition. Please contact your local Addison Wesley Longman sales representative for more information.

Newsweek Discount Subscription—For 80% off the regular subscription price your students can receive 12 issues of Newsweek magazine. Please contact your local Addison Wesley Longman sales representative for more information.

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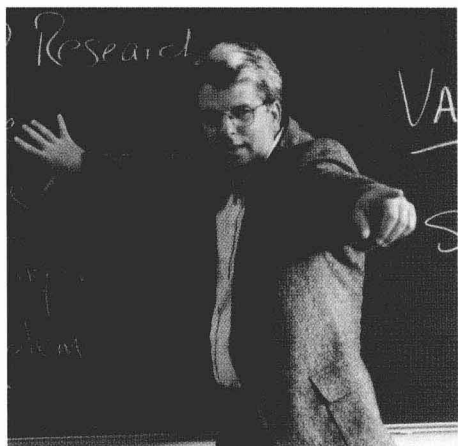


Photo by Brandon Thompson

William E. Thompson was born and raised in Tulsa, Oklahoma, and was the first member of his family to receive a high school diploma. He received his bachelor's degree from Northeastern State University, a master's degree from Southwest Missouri State University, and a Ph.D. from Oklahoma State University. Professor Thompson has authored and coauthored more than thirty articles that have been published in professional journals, including several that have been reprinted in sociology textbooks and readers. He has coauthored a textbook on juvenile delinquency that is in its fourth edition and has coedited an anthology on juvenile delinquency.

After serving as an administrator and teacher in the public school system for five years, Professor Thompson began his college teaching career at the University of Tulsa. He spent the next ten years at Emporia State University in Emporia, Kansas, where he served as Chair of the Department of Sociology-Anthropology. He is currently a professor of sociology and criminal justice at Texas A & M University–Commerce. He has also taught in the British Studies Program at Kings College, University of London. In 1993 Thompson received an Outstanding Teaching Award from the Texas Association of College Teachers, and in 1994 he won the Distinguished Faculty Award for Research and Teaching at Texas A & M University–Commerce.



Photo by Christopher P. Hickey

Joseph V. Hickey received his bachelor's and master's degrees from George Washington University and his Ph.D. from the University of New Mexico. A native New Yorker and Midwest transplant, Professor Hickey has won both writing and film awards. He has authored and coauthored two dozen articles and has written and produced numerous videotapes on such diverse subjects as popular culture, racial and ethnic communities, and cross-cultural studies.

Joseph Hickey is currently a professor in the Department of Sociology-Anthropology at Emporia State University in Emporia, Kansas, where for more than two decades he has taught introductory courses in sociology and cultural anthropology to undergraduates.

Thompson and Hickey's cooperative writing efforts began more than a decade ago, when they decided to explore the mall Easter Bunny and Santa Claus as well as other "taken-for-granted" roles, social settings, and everyday social interactions.

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