



# SOCIOLOGY

## *An Introduction*

**FIFTH EDITION**

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**RICHARD J. GELLES  
ANN LEVINE**

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**RICHARD J. GELLES**

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**ANN LEVINE**

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## **SOCIOLOGY**

### *An Introduction*

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## ABOUT THE AUTHORS

**Richard J. Gelles** is Professor of Sociology and Psychology and Director of the Family Violence Research Program at the University of Rhode Island. His book, *The Violent Home*, was the first systematic empirical investigation of family violence and continues to be highly influential. He is the author or coauthor of 15 books and more than 90 articles and chapters on family violence. His most recent books are *Intimate Violence*, Simon and Schuster, 1988; *Physical Violence in American Families: Risk Factors and Adaptations in 8,145 Families*, Transaction Books, 1990; *Intimate Violence in Families*, Sage Publications, 1990; *Current Controversies on Family Violence*, Sage Publications, 1993; and *Contemporary Families: A Sociological View*, Sage Publications, 1995.

Dr. Gelles received his A.B. degree from Bates College (1968), an M.A. in Sociology from the University of Rochester (1971), and a Ph.D. in Sociology from the University of New Hampshire (1973). He edited the journal *Teaching Sociology* from 1973 to 1981 and received the "Outstanding Contributions to Teaching Award" in 1979 from the American Sociological Association, Section on Undergraduate Education.

Gelles frequently serves as a consultant to policy-making and media groups. In 1984 *Esquire* named him as one of the men and women under the age of forty who are "changing America."

**Ann Levine** is a freelance writer and editor based in New York City. Levine received her B.A. with Highest Honors in English from New York University in 1966. She was an editor in the Journals Department in Rockefeller University and in the College Department of Prentice-Hall. Levine has been the principal writer on a number of college textbooks in sociology, psychology, and anthropology. She was coauthor of *Social Problems*, with Michael Bassis and Richard Gelles, and of *Understanding Development*, with Sandra Scarr and Richard Weinberg. *You and Your Adolescent: A Parents' Guide for Ages 10 to 20*, written with Laurence Steinberg, was published in 1990.

In 1992 Levine went to Borneo as a volunteer for the Orangutan Research and Rehabilitation Program, founded by Biruté Galdikas almost 25 years ago. Levine is currently working with Dr. Galdikas, whose book on the great red apes, *Reflections of Eden*, was recently published.

*To Judy, Jason, and David*  
*R.J.G.*

*To Stacy and our “boys”*  
*A.L.*

# PREFACE

Students come to their first course in sociology with a natural curiosity about the social world. In responding to that curiosity, the authors of an introductory sociology textbook have two basic responsibilities. The first is to introduce students to the sociological perspective: to theoretical orientations, to the use of the scientific method in studying human behavior, and to the concepts that guide the thinking and research of sociologists. The second is to describe what sociologists have learned about how the social world is put together and why people behave as they do.

Some texts emphasize the first responsibility on the grounds that students must master theoretical constructs, technical vocabulary, and methodology before they can begin to understand social behavior. We agree that learning the basics is important. But we believe that a true understanding of the discipline of sociology comes from the active effort to understand society and how it got to be the way it is. Hence our emphasis is on how sociology answers real world questions, about both public issues and private troubles.

In this edition, as in previous ones, our primary goal is to show how social structures affect people; how the society in which one lives, the place one occupies in that society, and the roles one plays influence individual experience and social behavior. Sociology shows that many of the things we take for granted, such as the differences between the sexes, are in large part social creations. Sociology also shows how apparently irrational behavior—such as the shoot-out between members of the Branch Davidian cult and the Bureau of Alcohol, Tobacco, and Firearms in

Waco, Texas, the riots in Los Angeles, and the beating of Reginald Denny—are predictable, given a certain set of social circumstances.

## THE FIFTH EDITION

This edition has been revised in three main ways:

First, we have expanded the **global coverage**. Looking at social issues and social processes from outside our culture helps us to see our own society more clearly. Furthermore, events and trends within our society increasingly are shaped by global forces, which may be beyond our control but not beyond sociological understanding. The United States is inextricably linked to the global community—economically, politically, culturally, and even morally. Global issues are discussed in every chapter of the book, either in the text and/or in boxed essays on specific issues.

Second, we have emphasized the impact on socioeconomic, racial and ethnic, and gender stratification, both on individuals and on society. Understanding the causes and consequences of institutionalized inequality is the very heart of sociology. On many topics covered in the book, we show how sociology overlaps with economics, history, political science, and psychology. Sociology's unique contribution to the understanding of human behavior is its emphasis on social stratification. In this edition:

*Chapter 8, Social Stratification*, has been updated to explain the changing distribution of wealth in the United States, the new (and old) faces of poverty, and current patterns of social mobility. The problems of the ghetto poor and



the homeless are analyzed in detail. Through statistics and discussion, the chapter shows that socioeconomic status affects not only our educational and career opportunities but also the health of our children, which diseases make us sick, and even when and how we die.

*Chapter 9, Racial and Ethnic Stratification*, compares changing patterns of intergroup relations around the globe to patterns in the United States, with special emphasis on the history and current state of race relations in the United States. This chapter includes in-depth discussions on the civil rights movement in the United States, the rise and fall of apartheid in South Africa, and “everyday racism,” for example, on college campuses. The basic message is that although conditions for minorities in the United States have improved substantially in the past quarter century, African Americans, Latinos, and Native Americans still are far from equal in our society, while Asian Americans occupy an ambiguous position.

A new chapter, *Chapter 10, Gender Stratification*, includes a discussion of the biological, cultural, and social forces that contribute to gender differences, and why women are often seen as “inferior”; an analysis of women’s roles in the workplace and the family (including the “mommy track,” sexual harassment, and “the second shift”); and a history of the women’s movement in the United States, illustrated with a photo essay. But this is not just a “women’s chapter”: a new section, Men and Masculinity, analyzes the hazards of being male and discusses the changing definitions of masculinity. In addition, gender issues are discussed in many other chapters, including the family, religion, and politics. The basic message of this chapter is that the revolution in gender roles is at best incomplete.

## FEATURES

Each chapter in the book begins with a list of **key questions**, which correspond to the major sections in the chapter. The chapter summary then reviews how the concepts, theories and

data introduced in the chapter answer these key questions.

This edition includes three kinds of boxed essays:

1. **A Global View.** In the last edition, published in 1991, we focused on the changes then taking place in communist societies. In this edition we look at a broader cross-section of societies and a wider range of issues—for example, “Social Stratification in Japan,” “Beyond the Nuclear Family: The Case of Sweden,” “Women as ‘Missing Persons,’” and “The Politics of Famine.”
2. **Sociology and the Media.** This popular feature from previous editions has been updated and expanded. Most of our information about the world comes to us via the media, especially the news, and most especially television news. By examining the creation of news from a sociological perspective we hope to encourage students to become more intelligent consumers of media information. This theme is introduced in Chapter 1 and followed up with a series of boxes that analyze media coverage of a topic, identify the hidden assumptions in media reporting, and/or consider the impact of the media on people’s attitudes and behavior. For example, a box in Chapter 1, “The Making—and Unmaking—of a ‘Cocaine Plague’” shows how the news media used headlines and graphics to create the false impression of a dramatic rise in the use of cocaine among high school students. Other Sociology and the Media boxes include “Prime Time Families” and “Polls, Politics, and the 1992 Presidential Election.”
3. **Closeup.** These essays are in-depth discussions of a particular topic or piece of research—for example, “A Cultural History of Jeans,” “An Inside View of Prejudice,” and “Women at Odds: ‘Pro-Choice’ and ‘Pro-Life’ Activists.”

A list of **Key Terms** appears at the end of each chapter, each of which is defined in a **Glossary** at the end of the book.

## AIDS FOR STUDENTS AND INSTRUCTORS

### Study Guide

Each student will receive, along with the text, a copy of a Study Guide prepared by Kenrick Thompson, Northern Michigan University. The Study Guide is designed to enable students to test their comprehension of the material in each text chapter and prepare for class and for exams. Each chapter begins with a list of basic questions the student should be able to answer and a list of concepts the students should be able to understand after reading the corresponding chapter in the text. A chapter review highlights the major points discussed in the chapter, following the order in which they are presented. To enable students to test how well they have mastered the text material, each chapter in the Study Guide includes a concept review, in which terms must be matched with the correct definition; 20 to 30 review questions, with brief explanations of the correct answers; and true/false questions that challenge the student to distinguish between popular myths and social fact.

**Critical Thinking** sections—with thought-provoking questions, short readings, and hypothetical scenarios—encourage students to apply the sociological concepts presented in each chapter. Each chapter in the Study Guide also includes an exercise—a questionnaire or activity that allows students to assess their own behavior from a sociological point of view.

### Instructor's Manual

The **Instructor's Manual** provides chapter overviews summarizing key principles and research findings, a list of teaching objectives, two or more mini-lectures, research projects to promote student learning through "hands-on" experience, essay questions, and a classroom exercise that can usually be conducted during one class period to help illustrate basic concepts. The fifth-edition Instructor's Manual was

prepared by a team directed by John Maiolo at East Carolina University.

### Test Bank

The **Test Bank** contains approximately 60 multiple-choice questions per chapter, with answers keyed to the relevant pages in the text and the type of question (applied or factual). The Test Bank was prepared by Kenrick Thompson who also did the Study Guide.

### Supporting Software and Transparency Acetates

**Computerized Activities in Sociology** provides simulations or social situations in which the student plays an active role and learns how sociology can be used to understand important everyday experiences. Another instructional aid is an extensive set of 50 beautiful four-color transparency acetates available to adopters of introductory sociology textbooks from McGraw-Hill.

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Phil Butcher, our sponsoring editor, provided the motivation to get the revision done on time and to do it well. Phil combines dedication to the project with compassion for his authors. We would never want to work with an editor who didn't have both of these qualities. Midway through the revision, when the senior author was hospitalized for three days, Phil called on the first day to find out how sick he was and whether this would disrupt the schedule. The next day he called back to apologize for having been so insensitive. Phil was remarkably tolerant when the second author became involved in a cause that might have banished her to the "endangered writer" list.

Our very special thanks to our development editor Roberta Meyer, who encouraged us to look at this revision as a "new book," provided constructive criticism at every stage, and, miraculously, kept this edition on schedule. Roberta is everything an editor ought to be. Others at McGraw-Hill who skillfully guided this book through the publishing process are Sheila Gillams, editing supervisor, Karen Quigley, who created a handsome new design, and Paula Keller and Louise Karam, production supervisors. Matt Zimbelmann, editorial assistant, provided administrative support.

Research assistant Heidi Recksiek, the brightest student the senior author has worked with in his entire career, was indispensable in the preparation of the fifth edition. Jason Gelles also provided research assistance. Jinny Joyner and Paula Franklin helped us to prepare several chapters.

Richard J. Gelles  
Ann Levine

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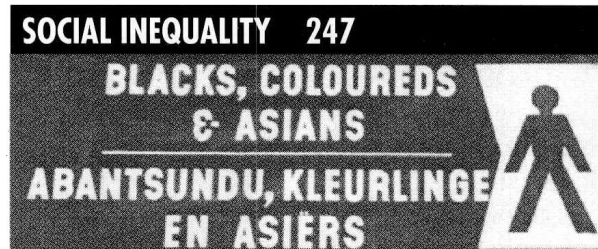
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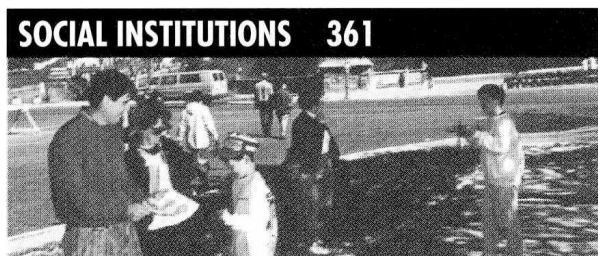
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