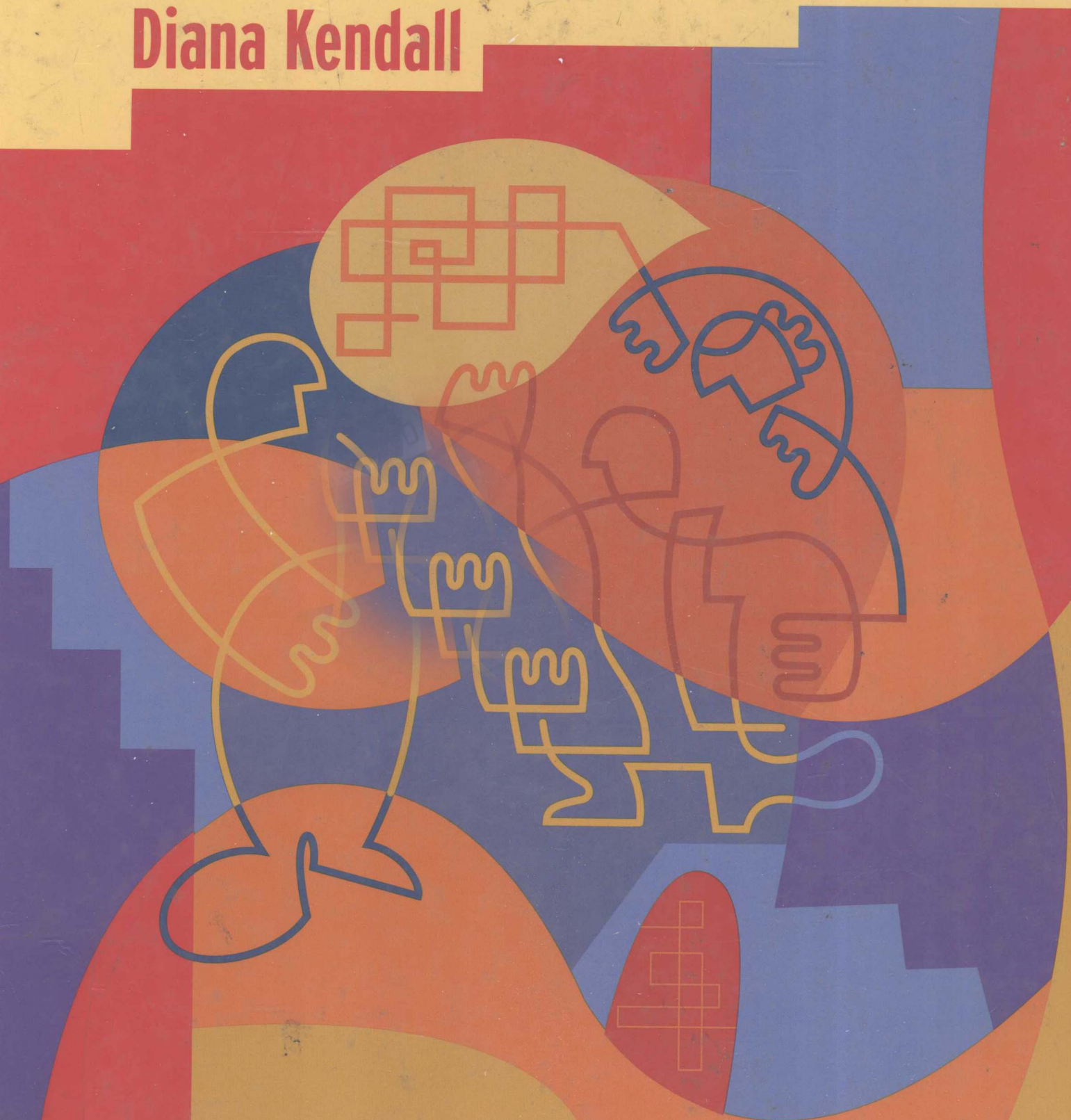


# Sociology in Our Times

Third Edition

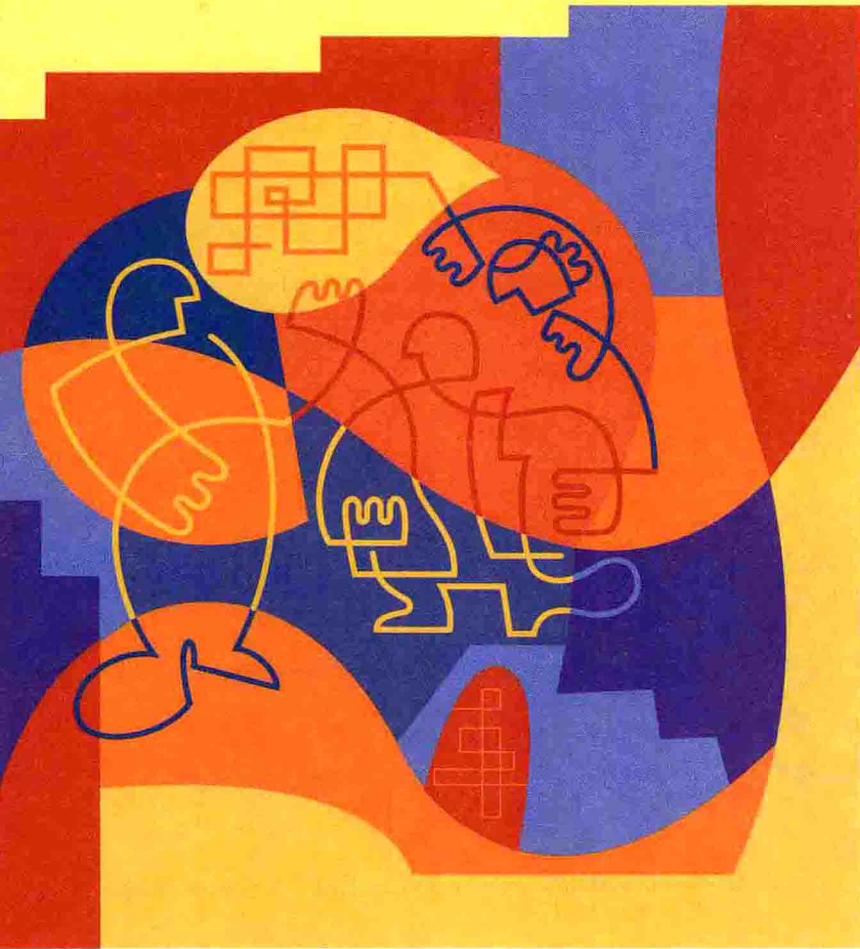
Diana Kendall



# Sociology in Our Times

**Diana Kendall**

*Baylor University*



**Third Edition**



**Wadsworth**  
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*To Harold Osborne, chairman of the department of sociology, anthropology, and gerontology at Baylor University, who not only has inspired me in the writing of this text, but also to take on new and exciting teaching and research endeavors.*

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# Preface

Welcome to the third edition of *Sociology in Our Times*! A sense of excitement emerged as we entered the twenty-first century. More than ever before, people are interested in the workings not only of their own society but also of the larger world. They are coming to understand how events in other nations around the globe have a direct effect on life in the United States. I wrote *Sociology in Our Times* to capture this excitement and to help students understand how sociological theory and research can be applied to everyday life and to the pressing social issues we face in a rapidly changing world.

While visiting with instructors and students across the United States and Canada, I have learned that three questions are paramount in people's minds about a sociology textbook: **Is this book interesting and relevant to students' lives? Is the book well organized and easy to understand? Does it show how sociological theory and research can be applied to everyday life and to the pressing social issues we face in our diverse society and rapidly changing world?** The third edition of *Sociology in Our Times* was written with these three questions in mind, and the reaction to previous editions has been most positive: The answer to all three questions is an emphatic *yes*.

What do students think about *Sociology in Our Times*? Their responses have been most gratifying. For example, Tonesha Harris, who was a student in Professor John Zipp's introductory sociology course when she was asked what she liked most about *Sociology in Our Times*, stated as follows:

Very contemporary in regards to the ever changing society. Everytime I read something from one of the chapters, minutes later it was on the primetime news. . . . [T]his book made me feel like part of my generation's history simply because many of the is-

sues pertained to me, friends, family, etc. It was like you understand my generation and its changes and you showed this by talking about it. Thanks! (correspondence with author, April 13, 1996, used with student's permission)

Like previous editions, the third edition of *Sociology in Our Times* is designed to be a cutting-edge book that highlights the relevance of sociology. It does this in at least two ways: (1) by including a diversity of classical and contemporary theory, interesting and relevant research, and lived experiences that accurately mirror the diversity in society itself, and (2) by showing students that sociology involves important questions and issues that they confront both personally and vicariously (for example, through the media). This text speaks to a wide variety of students and captures their interest by taking into account their concerns and perspectives. The research used in this text includes the best work of classical and established contemporary sociologists—including many white women and people of color—and it weaves an inclusive treatment of *all* people into the examination of sociology in *all* chapters. Although a number of introductory sociology texts give the *appearance* of inclusion, most existing texts were initially written with class, race, and gender neatly *compartmentalized* into their “appropriate” chapters and perhaps an occasional “diversity” box. Not only does such an approach *marginalize* an increasing proportion of the students in introductory sociology classes—as well as in the U.S. population—but it also leads many students to view race, class, and gender as nothing more than variables in sociological research (e.g., statistics on crime and homelessness). That approach downplays the significance of the interlocking nature of class, race, and gender in all topics examined by sociologists.

I would encourage you to read a chapter in the book and judge for yourself the writing style, which I have sought to make both accessible and engaging for students and instructors. Concepts and theories are presented in a straightforward and understandable way, and the wealth of concrete examples and lived experiences woven throughout each chapter makes the relevance of sociological theory and research abundantly clear to students. As Amie Jenkins, another of John Zipp's students, noted, "I found that the chapters were easy to understand and very interesting as well. The material was organized very well and the structure of the book was perfect for keeping or holding my attention" (correspondence with author, May 1, 1996, used with student's permission).

## Organization of This Text

*Sociology in Our Times*, third edition, is divided into twenty chapters. **Chapter 1** introduces students to the sociological imagination and traces the development of sociological thinking. The chapter sets forth the major theoretical perspectives used by sociologists in analyzing compelling social issues such as the problem of credit card abuse and hyperconsumerism among college students and others. **Chapter 2** focuses on sociological research methods and shows students how sociologists conduct research. This chapter provides a thorough description of both quantitative and qualitative methods of sociological research, and shows how these approaches have been used from the era of Emile Durkheim to the present to study social concerns such as suicide.

The next five chapters focus on the nature of social life and core sociological concepts. In **Chapter 3**, culture is spotlighted as either a stabilizing force or a force that can generate discord, conflict, and even violence in societies. Cultural diversity is discussed as a contemporary cultural issue, and unique coverage is given to popular culture and leisure and to divergent perspectives on popular culture. **Chapter 4** looks at positive and negative aspects of socialization and presents an innovative analysis of gender and racial-ethnic socialization and issues associated with recent immigration. **Chapter 5** examines society, social structure, and social interaction in detail, using homelessness as a sustained example of the dynamic interplay of structure and interaction in society. Unique to this chapter are discussions of the sociology of emotions and of personal space as viewed through the lenses

of race, class, gender, and age. **Chapter 6** analyzes groups and organizations, including innovative forms of social organization and ways in which organizational structures may differentially affect people based on race, class, gender, and age. **Chapter 7** examines diverse perspectives on deviance, crime, and the criminal justice system. Key issues are dramatized for students through an analysis of recent research on peer cliques and gangs.

In the next five chapters, we examine social differences and social inequality, looking at issues of class, race/ethnicity, and sex/gender. **Chapter 8** addresses systems of stratification and surveys social inequality in the United States. The chapter analyzes the causes and consequences of inequality and poverty. The ideology and accessibility of the American Dream are a recurring theme in the chapter. **Chapter 9** extends the discussion to global stratification and examines differences in wealth and poverty in rich and poor nations around the world. Explanations for these differences are discussed. The focus of **Chapter 10** is race and ethnicity, and the chapter uses as an illustration the historical relationship (or lack of it) between sports and upward mobility by persons from diverse racial-ethnic groups. A thorough analysis of prejudice, discrimination, theoretical perspectives, and the experiences of racial and ethnic groups is presented, along with global racial and ethnic issues in the twenty-first century. **Chapter 11** examines sex and gender, with special emphasis on gender stratification in historical perspective. Linkages between gender socialization and contemporary gender inequality are described and illustrated by lived experiences and perspectives on body image. **Chapter 12** provides a cutting-edge analysis of aging, including theoretical perspectives and inequalities experienced by people across the life course.

Next are six chapters that examine social institutions, making students more aware of the importance of social institutions and showing how problems in one can have a significant impact on others. The economy and work are explored in **Chapter 13**, which examines global economic systems, the social organization of work in the United States, unemployment, and worker resistance and activism. The chapter concludes with a discussion of the global economy in the future. **Chapter 14** discusses the intertwining nature of politics, government, and the military. Political systems are examined in global perspective, and politics and government in the United States are analyzed with attention to governmental bureaucracy and the military-industrial complex. Families and intimate relationships are explored in **Chapter 15**,

which focuses on families in global perspective and on the diversity found in U.S. families today. **Chapter 16** investigates the history of education in the United States and contrasts it with systems of education in other nations. In the process, the chapter highlights issues of race, class, and gender inequalities in current U.S. education. In **Chapter 17**, religion is examined in global perspective, including a survey of world religions and how religious beliefs affect other aspects of social life. Current trends in U.S. religion are also explored, including various sociological explanations of how and why religion is a means by which people seek purpose and meaning in everyday life. **Chapter 18** analyzes health, health care, and disability in the United States and worldwide. This chapter is unique in that it contains one of the only thorough discussions in any introductory sociology text of mental illness and disability as factors in health and health care delivery.

The final two chapters focus on social dynamics and social change. **Chapter 19** examines population and urbanization, looking at demography, global population change, and the process and consequences of urbanization. **Chapter 20** discusses collective behavior, social movements, and social change. Environmental activism is used as a sustained example to help students grasp the importance of collective behavior and social movements in producing social change. The concluding section takes a final look at the physical environment, population, technology, social institutions, and change in the future.

## Distinctive Features

The following special features are specifically designed to reflect the themes of relevance and diversity in *Sociology in Our Times*, as well as to support students' learning.

### *Interesting and Engaging Lived Experiences Throughout Chapters*

Authentic first-person accounts are used as opening vignettes and throughout each chapter to create interest and give concrete meaning to the topics being discussed. Lived experiences provide opportunities for students to examine social life beyond their own experiences and for instructors to systematically incorporate into lectures and discussions an array of interesting and relevant topics demonstrating to students the value of applying so-

ciology to their everyday lives. Some examples of the lived experiences include the following:

- Graduate student Annalee Newitz's reaction to her first experience of using her own (not her parents') credit card is linked to the discussion of consumerism and debt as a source of both personal troubles and public issues (Chapter 1, "The Sociological Perspective").
- Kurt Cobain's suicide note, describing how a person about to commit suicide might feel, shows how such beliefs can be linked to sociological theories and research on pressing social issues such as suicide (Chapter 2, "Sociological Research Methods").
- Scott Johnson, whose son was involved in the 1998 Jonesboro school shooting, describes his feelings in the aftermath of the Littleton, Colorado, school violence that ended the lives of fifteen people and injured many others (Chapter 7, "Deviance and Crime").
- Joe Aguinaldo, a technician at a Silicon Valley chip manufacturer, describes how his workday begins as he prepares to work in a high-tech "clean room" (Chapter 13, "The Economy and Work").
- John Cronin and Robert F. Kennedy, Jr., environmental activists, describe their work to save the Hudson River from environmental degradation (Chapter 20, "Collective Behavior, Social Movements, and Social Change").

### *Focus on the Relationship Between Sociology and Everyday Life*

Each chapter has a brief quiz that relates the sociological perspective to the pressing social issues presented in the opening vignette. (Answers are provided on a subsequent page.) Topics such as these will pique students' interest:

- "How Much Do You Know About Consumption and Credit Cards?" (Chapter 1, "The Sociological Perspective")
- "How Much Do You Know About Homeless Persons?" (Chapter 5, "Society, Social Structure, and Interaction")
- "How Much Do You Know About Body Image and Gender?" (Chapter 11, "Sex and Gender")
- "How Much Do You Know About U.S. Education?" (Chapter 16, "Education")
- "How Much Do You Know About Health, Illness, and Health Care?" (Chapter 18, "Health, Health Care, and Disability")

## *Emphasis on the Importance of a Global Perspective*

*Sociology in Our Times* analyzes our interconnected world and reveals how the sociological imagination extends beyond national borders. Global implications of all topics are examined throughout each chapter and in the Sociology in Global Perspective box found in many chapters. Here are a few examples:

- “Charge! The New Global Rallying Cry?” (Chapter 1, “The Sociological Perspective”)
- “Living in Two Worlds at Once: How Some Immigrants Learn to Cope with Dual Identities” (Chapter 4, “Socialization”)
- “Sexual Harassment in Cyberspace” (Chapter 11, “Sex and Gender”)
- “McJobs: Assembling Burgers in the Global Economy” (Chapter 13, “The Economy and Work”)
- “Women’s Literacy in Low-Income Nations” (Chapter 16, “Education”)
- “The HIV/AIDS Epidemic Grows in Africa” (Chapter 19, “Population and Urbanization”)

## *Focusing on “Changing Times: Media and Technology” to Encourage Critical Thinking*

A significant benefit of a sociology course is encouraging critical thinking about such things as how media and technological changes influence our daily lives. Here are the topics of a few Media/Technology boxes that will foster critical-thinking skills:

- “Living in the Age of ‘Buy-Me’ TV and Cyber-shopping” (Chapter 1, “The Sociological Perspective”)
- “Portrayals of Youths and Violence in the Media” (Chapter 7, “Deviance and Crime”)
- “Hollywood’s Double Standard of Aging: The ‘Old Boy’ Always Gets the ‘Girl’” (Chapter 12, “Aging and Inequality Based on Age”)
- “The Brick-and-Mortar College Campus Meets Cyberspace” (Chapter 16, “Education”)
- “Medicine.com—The Wave of the Future?” (Chapter 18, “Health, Health Care, and Disability”)
- “‘Transit-Dependent’ People in the High-Tech Age” (Chapter 19, “Population and Urbanization”)
- “How the Internet Has Changed Environmental Activism” (Chapter 20, “Collective Behavior, Social Movements, and Social Change”)

## *Applying the Sociological Imagination to Social Policy*

The Sociology and Social Policy boxes in selected chapters help students understand the connection between sociology and social policy issues in society. Here are a few of the topics in these interesting and informative boxes:

- “Homeless Rights Versus Public Space” (Chapter 5, “Society, Social Structure, and Interaction”)
- “Juvenile Offenders and ‘Equal Justice Under the Law’” (Chapter 7, “Deviance and Crime”)
- “Mixed Messages on the Effects of ‘Welfare Reform’” (Chapter 8, “Class and Stratification in the United States”)
- “Facing Old Age in the United States and Japan” (Chapter 12, “Aging and Inequality Based on Age”)
- “The Separation of Church and State” (Chapter 17, “Religion”)
- “The Fight Over Water Rights” (Chapter 20, “Collective Behavior, Social Movements, and Social Change”)

## *“You Can Make a Difference” Helps Get Students Involved in Each Chapter*

The You Can Make a Difference boxes address the ways in which students can find out how the chapter theme affects their lives. For example:

- “Taking a Stand Against Overspending” (Chapter 1) makes students aware of the warning signs of overspending and amassing large credit card debts.
- “Understanding People from Other Cultures” (Chapter 3) passes on techniques developed by Daisy Kabagarama for communicating across cultures. It also provides information on Internet web sites that focus on multicultural issues and cultural diversity.
- “Combating Delinquency and Crime at an Early Age” (Chapter 7) describes organizations that help prevent gang violence and delinquency, and suggests ways students can locate more information about such groups.
- “Joining the Virtual Community” (Chapter 14) explains how the Internet is offering concerned citizens greater access to information, to politicians, and to one another, and provides suggestions for gaining more information on issues and candidates and getting involved in the political process.

- “Joining the Fight Against Illness and Disease” (Chapter 18) explains how one person can start an organization such as Patient Pride and have a profound effect on many people who experience illness or disability.

## New Chapters and Features in the Third Edition

The third edition of *Sociology in Our Times* adds one new chapter to provide students with more comprehensive coverage of sociological theory and research methods. Chapter 1 now examines “The Sociological Perspective” whereas Chapter 2 discusses “Sociological Research Methods.”

The many new features in *Sociology in Our Times* enhance the materials in the text by providing students with an opportunity to get involved in sociology. Here is a summary of the new or updated features:

- **Questions and Issues.** After the opening lived experience in each chapter, a series of introductory questions invites students to think about the major topics discussed in this chapter. *Sociology in Our Times* also features a “Chapter Focus Question” linking the chapter topic to the compelling social theme analyzed in the chapter.
- **Key Terms.** Major concepts and key terms are concisely defined and highlighted in bold print within the text flow to avoid disrupting students’ reading. These concepts and terms are also listed at the end of the chapters and in the glossary at the back of the text.
- **Questions for Critical Thinking.** Each chapter concludes with “Questions for Critical Thinking” to encourage students to reflect on important issues, to develop their own critical-thinking skills, and to highlight how ideas presented in one chapter often build on those developed previously.

## Unparalleled Study Aids

### Internet Exercises

*Sociology in Our Times* not only has its own home page on the Internet, but it also provides outstanding exercises that help students use the Internet. The exercises (which appear at the end of each chapter) provide students with additional learning opportunities and chances to get involved.

### End-of-Chapter Summaries in Question-and-Answer Format

Chapter summaries provide a built-in review for students by re-examining material covered in the chapter in an easy-to-read question-and-answer format to review, highlight, and reinforce the most important concepts and issues discussed in each chapter.

### In-Text Learning Aids

*Sociology in Our Times* includes a number of other pedagogical aids to promote students’ mastery of sociological perspectives:

- **Chapter Outlines.** A concise outline at the beginning of each chapter gives students an overview of major topics and a convenient aid for review.

## Innovations

The third edition of *Sociology in Our Times* builds on the best from previous editions while providing students with new insights for their times.

**Chapter 1** provides a new and interesting approach for teaching sociological theory. Throughout the chapter, consumerism is used as an example of a research topic that sociologists pursue. The chapter reinforces the significance of theory in understanding a diversity of social issues, including how shopping, spending, and credit card debt have become a major problem for some people. Chapter 1 features all-new boxes and provides more recent theoretical insights not typically found in other introductory texts. For example, postmodern perspectives are included along with those of the functionalist, conflict, and symbolic interactionist approaches to studying social life. A new figure shows a “Typical Credit Report ‘Scorecard’” to demonstrate how economic and social factors are often intertwined in sociological analyses.

**Chapter 2** provides a chapter-length analysis of sociological research methods. This greatly expanded discussion of how sociologists do social research will provide students with new insights on how problems such as suicide can be viewed from a social, rather than a purely individualistic, perspective. The chapter features an expanded discussion of sociology and scientific evidence and the theory and research cycle. A new Changing Times:



Media and Technology box looks at “The Heaven’s Gate Suicide and the Internet.”

**Chapter 3** has a new opening lived experience that introduces the theme of how “outsiders” may experience intolerance in a culture different from their own. This chapter continues a discussion of the Confederate flag as a symbol. Inclusion of this topic in *Sociology in Our Times* has been widely praised in light of extensive media coverage of the continuing controversy over this issue in South Carolina and other states. Chapter 3 also provides a new discussion of the postmodernist perspective, including Baudrillard’s analysis of *simulation*, *hyperreality*, and Disneyland. The chapter also includes a new Sociology in Global Perspective box on “Popular Culture, the Internet, and Cultural Imperialism.”

In **Chapter 4**, the opening lived experience features Drew Barrymore’s discussion about her first encounter with her father. This discussion has been extremely popular with students and professors because it calls attention to the fact that although some people may grow up in a home where there are problems, it is still possible to overcome such concerns and live a productive life. The Sociology and Everyday Life box has been revised and updated to focus on “Early Socialization and Child Care.” In addition to the perspectives of Charles H. Cooley and George H. Mead, the chapter now includes “Recent Symbolic Interactionist Perspectives,” such as the view of childhood as a *socially constructed category*. New to this edition are the theories of William A. Corsaro and Urie Bronfenbrenner. The discussion of the media as an agent of socialization has been extended to include the effects of the Internet and the World Wide Web on the socialization process.

**Chapter 5’s** linkage of society, social structure, interaction, and the social problem of homelessness, which was so popular in earlier editions, has been updated and expanded in the third edition. A new section examines “Societies, Technology, and Sociocultural Change” and includes a discussion of types of societies (hunting and gathering, horticultural and pastoral, industrial, and postindustrial). A new figure demonstrates differences in *Gemeinschaft* and *Gesellschaft* societies. An existing figure comparing role expectations, role performance, role conflict, and role strain has been extremely popular and was retained in this edition to help students grasp these abstract concepts.

**Chapter 6** applies the sociological imagination to groups, organizations, and sexual harassment. New to this edition are a discussion on networking and a pathbreaking section on “Social Exchange

and Rational Choice Theories,” which receive little attention in other introductory texts. This chapter asks students to examine the reasons that it is possible for sexual harassment to take place in some kinds of groups and organizations but not in others.

**Chapter 7** includes the latest available crime statistics and a new opening lived experience that features the father of a young man involved in a recent school shooting and anchors the chapter’s discussion on deviance and crime. The new chapter focus question is “What do studies of peer cliques and youth gangs tell us about deviance?” A new box asks “How Much Do You Know About Peer Cliques, Youth Gangs, and Deviance?” There is a new discussion of the importance of conformity for members of teen cliques. Also included are a new Media/Technology box, “Portrayals of Youths and Violence in the Media,” and a new Social Policy box, “Juvenile Offenders and ‘Equal Justice Under the Law.’” Other new discussions include the *rational choice theory of deviance*, a new section under conflict perspectives on “Deviance and Power Relations,” and a new section on “Deviance and Capitalism.” New postmodern theories include Michele Foucault’s analysis of the *Panopticon*.

**Chapter 8** focuses on the U.S. system of social stratification. It contains a new section on “The New Class Society?” discussing the sociologists Robert Perrucci and Earl Wysong’s (1999) assertion that we have a new class society in which transnational corporations, high technology, and disposable workers encounter new and increasingly polarized class lines: the privileged class and the new working class. Under “Consequences of Inequality,” there is a new discussion of crime and lack of safety. A new Media/Technology box makes students more aware of the “Depictions of Poverty on Television and in Films,” and includes an analysis of Fox’s *The P.J.’s* and the documentary film *American Hollow*. Finally, a revised Social Policy box discusses “Mixed Messages on the Effects of ‘Welfare Reform.’”

**Chapter 9** examines wealth and poverty in global perspective, particularly through the eyes of women who have been carrying water for their families to drink or working on the global assembly line in low-income nations. It includes a new discussion of Manuel Castell’s (1998) analysis of the *Fourth World*, which he uses to describe the “multiple black holes of social exclusion” around the world. The chapter features a new Media/Technology box (“A Wired World?”) that highlights the difference between the “haves” and the “have nots” in regard to new technologies such as the Internet and the World Wide Web.

In **Chapter 10**, new data on race and ethnicity are set forth in this cutting-edge chapter that examines the relationship between sports and racial-ethnic groups throughout U.S. history. The new Media/Technology box asks “How Heavy Is the Racial Weight of Sports Images?” The chapter also provides a new discussion of critical race theory.

**Chapter 11** uses a new opening lived experience (about weight and appearance) from the diary of a high school student to introduce the discussion of sex and gender. The section on “Gender Stratification in Historical Perspective” now includes a section on postindustrial societies. A new Media/Technology box discusses “Virtual Barbie, Red Jack, and Computerized Genders.” Similarly, a newly revised Sociology in Global Perspective box looks at “TV-Thin Is ‘In’ from France to the South Pacific Islands.”

**Chapter 12** focuses on aging and problems associated with age. It features a new section on “Age in Global Perspective” regarding how people are treated based on age in hunting and gathering, horticultural, pastoral and agrarian, industrial, and postindustrial societies. It also compares aging and gender issues in the United States and Japan. “Hollywood’s Double Standard on Aging: The ‘Old Boy’ Always Gets the ‘Girl’” is a new Media/Technology box that will undoubtedly stimulate student discussion, particularly among those who have watched movies over the past decade.

**Chapter 13**, regarding the economy and work, has been revised to include an opening lived experience by an employee who works in a high-tech “clean room” at a microcomputer chip manufacturing company. This individual’s experiences are then compared with those of a person who worked as a riveter on the General Motors’ vehicle assembly line. New or revised features include an expanded discussion of economic systems in global perspective, industrial economies, and postindustrial economies. A new Media/Technology box discusses the issue of being “On Top of the World, Stuck in Traffic.” A new Global Perspective box invites students to think about “McJobs: Assembling Burgers in the Global Economy.”

**Chapter 14** has been revised to focus on “Politics and Government in Global Perspective” (formerly titled “Politics, Government, and the Military”). A new opening lived experience features a student journalist describing her reaction to photos of the widely televised suicide of a man on a Los Angeles freeway. The new chapter focus is on the effect that the intertwining of politics and the media has on the United States and other nations. New boxes include “How Much Do You Know About

the Media?” (Sociology and Everyday Life), “Merger Mania: Who’s Watching Out for the Public Interest?” (Sociology and Social Policy), “Political Socialization and the Media” (Changing Times: Media and Technology), and “Joining the Virtual Community” (You Can Make a Difference). Also provided are current debates over recent media megamergers and acquisitions and what effect these may have on individuals and society.

**Chapter 15** has new opening lived experiences that call attention to the changing nature of families and how family members view their lives. After a father explains how divorce and joint custody affected his son, Nick, students are able to hear from Nick (a number of years later) about how he thinks the joint custody arrangement influenced his life. All figures and tables have been updated with the latest available information on such topics as household composition. Postmodernist perspectives have been added to the chapter, and a revised Sociology in Global Perspective box provides an “Update on Family Life in Japan.” New to this edition is a Media/Technology box titled “The Reproductive Revolution: Who Are My Parents?”

**Chapter 16**, on education, has been expanded to include a new subsection on “Gender Bias and the Hidden Curriculum” and a new discussion of postmodernist perspectives, including George Ritzer’s analysis of “McUniversity.” The discussion of school violence has been revised and expanded, and a new Media/Technology box discusses “The Brick-and-Mortar College Campus Meets Cyberspace.” The chapter highlights ways in which race, class, and gender differentially affect people’s access to education and its outcomes. The map showing how much money that states spend per person on public education each year has been updated to reflect important inequalities in this area of public funding.

**Chapter 17** starts with a discussion of separation of church and state in the United States. It also contrasts the sociology of religion with theological perspectives on religion. It contains a balanced discussion of the world’s religions, including how they originated, what their central teachings are, and what forms of social conflict have been found in each. In addition, the chapter examines the relationship between U.S. religion and social inequality in centrality and suburban churches. Addressing the contemporary debate over how the media depict various religions, a new Media/Technology box examines “Distortion of ‘Islam’ and ‘Muslims’ in the Media.”

**Chapter 18**, on “Health, Health Care, and Disability” (formerly “Health and Medicine”), features a new opening lived experience in which a

first-year college student describes her experience with chronic illness. Revised and expanded sections include health in global perspective and the section on age as it relates to illness and dying. The chapter has been reorganized to strengthen the discussion of how health care is paid for and to provide more information on social implications of advanced medical technology, holistic medicine, and alternative medicine for patients and health care providers. New theoretical interpretations in this edition include a postmodernist perspective on the *clinical gaze*. A new Media/Technology box looks at “Medicine.com—The Wave of the Future?”

Retaining the theme of how HIV/AIDS has affected cities and the global population, **Chapter 19** contains a new Global Perspective box, “The HIV/AIDS Epidemic Grows in Africa.” The chapter also provides the latest available population pyramids for Mexico, Iran, the United States, and France. This text is the only one that provides a discussion of how women and persons with a disability experience city life differently from others, and it cites the latest studies on race, class, and gender in city and suburban living. Also new to this edition is a Media/Technology box titled ““Transit-Dependent’ People in the High-Tech Age.”

The final chapter, **Chapter 20** (“Collective Behavior, Social Movements, and Social Change”), has a new opening lived experience featuring John Cronin and Robert F. Kennedy, Jr., discussing the Hudson Riverkeepers. The chapter includes more elaboration on why sociologists study collective behavior, a new section on “Social Constructionist Theory: Frame Analysis,” and a new section on “New Social Movement Theory.” Also new to this edition are a Media/Technology box on “How the Internet Has Changed Environmental Activism” and a Social Policy box on “The Fight Over Water Rights.”

## Ancillaries for *Sociology in Our Times*

### *Supplements for the Instructor*

**INSTRUCTOR’S MANUAL.** Written by Rebecca Ford of Florida Community College at Jacksonville, with contributions from Kathryn Mueller of Baylor University, this supplement offers the instructor chapter-specific lecture outlines, lecture suggestions to aid in-class discussion, student activities, and worksheets that the instructor can copy and use as handouts. In addition, the manual includes suggestions for further readings and extensive Internet and InfoTrac College

Edition exercises. I know that sociology professors will find in it many useful teaching tips and helpful hints for covering course materials.

**TEST ITEMS.** Kathryn Mueller of Baylor University and I collaborated on the third edition’s *Test Items for Sociology in Our Times*. The *Test Items* manual consists of 100 multiple-choice questions and 25 true–false questions for each chapter, all with page references. Also included are 10–20 short-essay questions for each chapter.

**EXAMVIEW COMPUTERIZED AND ONLINE TESTING FROM WADSWORTH/THOMSON LEARNING.** Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system.

**WADSWORTH’S INTRODUCTION TO SOCIOLOGY TRANSPARENCY ACETATES.** A set of four-color acetates is available to help prepare lecture presentations.

**SocLINK 2001 CD-ROM.** SocLink 2001 is an easy-to-use PowerPoint presentation tool that permits instructors to draw upon a digital library of hundreds of pieces of graphic art from Wadsworth sociology textbooks. In addition, the library contains hundreds of photographs as well as short video segments that can be used to create customized lecture presentations.

**POWERPOINT.** Available free to adopters, this book-specific PowerPoint presentation can be viewed and downloaded from our web site (<http://sociology.wadsworth.com/instructor/>). A username and password are available from your Wadsworth/Thomson Learning sales representative.

**DEMONSTRATING SOCIOLOGY:** ShowCase Presentational Software. This is a software package for instructors that allows them to analyze data live in front of a classroom. It is a powerful yet easy-to-use statistical analysis package that enables professors to show students how sociologists ask and answer questions using sociological theory. A resource book accompanies it with detailed “scripts” for using ShowCase in class.

**TIPS FOR TEACHING SOCIOLOGY.** Prepared by Jerry Lewis of Kent State University, this booklet contains tips on course goals and syllabi, lecture

preparation, exams, class exercises, research projects, and course evaluations. It is an invaluable tool for first-time instructors of the introductory course and for veteran instructors in search of new ideas.

## *Videos for the Classroom*

### **WADSWORTH SOCIOLOGY VIDEO LIBRARY.**

Qualified adopters may select full-length videos from an extensive library of offerings drawn from such excellent educational video sources as the Films for the Humanities.

**CNN SOCIOLOGY TODAY** Video Series, Volumes I, II, and III. The *CNN Sociology Today Videos* is an exclusive series jointly created by Wadsworth and CNN for the introduction to sociology course. Each video in the series consists of approximately 45 minutes of footage originally broadcast on CNN within the last several years and selected specifically to illustrate important sociological concepts. The videos are broken into short, two- to seven-minute segments, which are perfect for classroom use as lecture launchers or to illustrate key sociological concepts. An annotated table of contents accompanies each video, with descriptions of the segments and suggestions for their possible use within the course.

**CUSTOMIZED VIDEOS.** Instructors may decide to select one of two customized videos prepared especially for the introductory course. *Interview Videos for Sociology: Discovering Sociology* and *Social Issues Video for Sociology in Our Times* consist of short clips that focus on diversity, culture, and current social issues. Both tapes are excellent tools to spark in-class discussion or to help with lectures.

## *Supplements for the Student*

**STUDY GUIDE.** Kathryn Mueller of Baylor University and I created the *Study Guide* to give students further opportunities to think sociologically. It includes a chapter summary, learning objectives, a chapter outline, key terms, and student projects. Each chapter includes practice tests consisting of 30 multiple-choice questions with rejoinders and page references, and 20 true-false questions.

**SURFING SOCIOLOGY.** *Surfing Sociology* is a full-color, trifold brochure containing over fifty URLs covering the following general areas of soci-

ology: General Resources, Organizations, Theory and Methods, Race and Ethnicity, Gender, Marriage and Family, Culture, Socialization, Social Stratification, Deviance, Education, Religion, Work, Population, Social Change, and Career Resources. It also contains a full panel with information about InfoTrac College Edition.

## *Software and CD-ROM for Students*

### **INTERACTIONS: SOCIOLOGY CD-ROM.**

This free interactive tool for students is an option that your instructor may have chosen to include with your copy of *Sociology in Our Times*. *Interactions* includes an in-depth review of the chapter, enriching images, and hot links to relevant web sites you can access through your computer's Internet browser. After reviewing, test your understanding by taking the chapter quiz. If you get an incorrect response to a question, *Interactions* will direct you to the pages in the chapter with the concepts you will need to review.

### **DOING SOCIOLOGY SOFTWARE AND WORKBOOK,**

Third Edition. This is a software/workbook package for students that shows them what it takes to do real sociological research, using the same data and techniques used by professional researchers. The step-by-step approach in the workbook includes explanations of basic research concepts and methods, expanded exercises, and suggestions for independent research projects, effectively guiding students through the research process and offering them a real sense of what sociologists do. (IBM-compatible only, Windows 95 or DOS.)

### **INVESTIGATING CHANGE IN AMERICAN SOCIETY SOFTWARE AND WORKBOOK.**

This workbook/software package allows students to analyze and manipulate huge data sets drawn from the U.S. Census. Each chapter consists of exercises specifically tailored to the data sets. The Student Chip software included with the workbook is a user-friendly statistics program that comes with a tutorial on how to use it and how to analyze data. (Available on both Macintosh and IBM platforms.)

## *Web-Based Resources and Supplements*

**INFOTRAC COLLEGE EDITION.** Ignite discussions or augment your lectures with the latest devel-



opments in sociology and societal change. InfoTrac College Edition (available as a free option with a newly purchased text) gives you and your students four months' free access to an easy-to-use, online database of reliable, full-length articles (not abstracts) from hundreds of top academic journals and popular sources. Among the journals available twenty-four hours a day, seven days a week are *American Journal of Sociology*, *Social Forces*, *Social Research*, and *Sociology*. Contact your Wadsworth/Thomson Learning representative for more information. (Available to North American college and university students only; journals subject to change.)

**VIRTUAL SOCIETY: THE WADSWORTH SOCIOLOGY RESOURCE CENTER.** At Virtual Society: Wadsworth's Sociology Resource Center, you can find a career center, "surfing" lessons (tips on how to find information on the web), links to great sociology web sites, and many other selections.

Visit the *Sociology in Our Times* online resources ([http://sociology.wadsworth.com/kendall\\_3e/](http://sociology.wadsworth.com/kendall_3e/)). Features of the Kendall online resources include the following:

- **Hypercontents:** chapter-by-chapter resources available on the Internet
- **Chapter Quizzes:** online self-quizzes for each chapter in the text
- **InfoTrac College Edition**
- **Join the Forum:** an online threaded discussion forum
- **PowerPoint presentation:** easily viewable and downloadable, available to the instructor. Please contact your local Wadsworth/Thomson Learning sales representative for a password to the Instructor Resources.

Here are two special features of the Virtual Society web site:

1. **Introductory Sociology Virtual Online Tours** (<http://sociology.wadsworth.com/virtual/index.html>). Written by Professor Robert Wood of Rutgers University at Camden, this site provides online discussion and virtual tours of twelve core topics for introductory sociology. Students will be guided to specific web sites, which supplement the textbook discussion of the core topic. The tours include a high degree of interactivity and can be used for online assignments.
2. **Student Guide to InfoTrac College Edition** (<http://sociology.wadsworth.com/infotrac/index.html>). This is an online supplement prepared by Tim Pippert of Augsburg College

that contains exercises and suggested readings on InfoTrac College Edition. It consists of critical-thinking questions for each of the following standard topics in introductory sociology: Culture, Socialization, Deviance, Social Stratification, Race and Ethnicity, Gender, Aging, Family, Economy/Work, Education, Politics/Government, Health/Medicine, Population, Social Change, and Religion. It is accessible via the web sites of Wadsworth introductory sociology texts, as well as from the Virtual Society home page.

**WEBTUTOR.** WebTutor is a content-rich, web-based teaching and learning tool that helps students succeed by taking the course beyond classroom boundaries to an anywhere, anytime environment. WebTutor is rich with study and mastery tools, communication tools, and course content. Professors can use WebTutor to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and more.

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I invite you to send your comments and suggestions about this book to me in care of:

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# About the Author

Diana Kendall received a Ph.D. from the University of Texas at Austin, where she was invited to membership in Phi Kappa Phi Honor Society. Her areas of specialization and primary research interests are sociological theory, race/class/gender studies, and the sociology of medicine. In addition to *Sociology in Our Times*, she is the author—along with Jane Lothian Murray and Rick Linden—of *Sociology in Our Times: Canadian Edition* (Nelson Canada, 2000). She also is the author of *Social Problems in a Diverse Society*, second edition (Allyn and Bacon, 2001), and *Race, Class, and Gender in a Diverse Society: A Text-Reader* (Allyn and Bacon, 1997). Her articles and presented papers primarily focus on the scholarship of teaching and on an examination of U.S. women of the upper classes across racial and ethnic groups.

Diana Kendall is currently a sociology professor at Baylor University, where she has taught a variety of courses, including Introduction to Sociol-

ogy, Sociological Theory (undergraduate and graduate), Sociology of Medicine, and Race, Class, and Gender. Previously, she enjoyed many years of teaching sociology and serving as chair of the Social and Behavioral Science Division at Austin Community College.

Professor Kendall has been actively involved in national and regional sociological associations. She has served a term on the council of the ASA Section on Undergraduate Education and was recently a finalist for the Hans O. Mauksch Distinguished Contributions to Undergraduate Education Award. Professor Kendall has been appointed by the ASA Program Committee to organize a teaching workshop for the annual meeting on “Teaching Introductory Sociology for the First Time.” She is also a member of the Sociologists for Women in Society, the Society for the Study of Social Problems, and the Southwestern Sociological Association.

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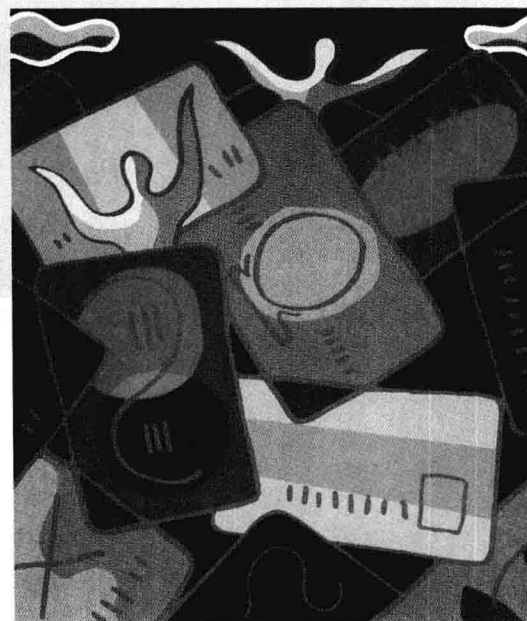
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