

# HUMAN ARRANGEMENTS

AN INTRODUCTION TO SOCIOLOGY

FOURTH EDITION

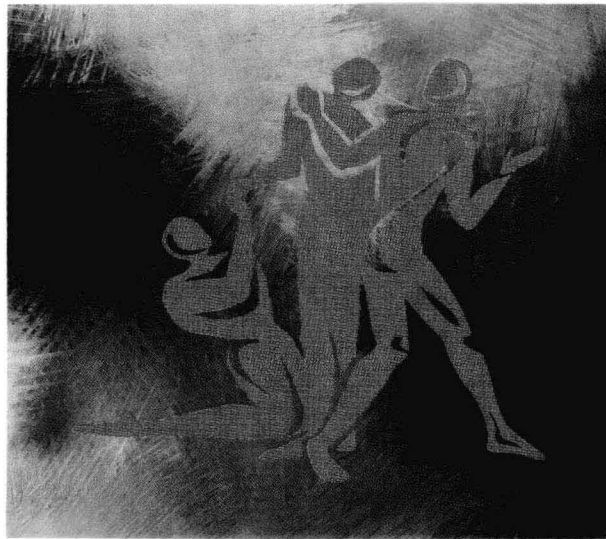


ALLAN G. JOHNSON

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FOURTH EDITION



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## PREFACE

### TO STUDENTS

Like many others, I spent much of my undergraduate career trying to figure out what to do with my life. Although I changed majors several times, I always knew that whatever field I entered would have to appeal to several important sides of me. It would have to be challenging and interesting; it would have to stimulate and increase my ability to understand how things work, to see how things that appear unconnected are in fact connected and affect one another. Perhaps most important, it would have to touch my desire to understand not only my own life, but the lives of other people in relation to one another. As a sociologist, I have been able to do all of these things, not simply to make a living, but to live with far more awareness and understanding than I would have otherwise had.

As a writer, I hope you will enjoy what you read, that the care with which I have tried to shape ideas and experience will come across clearly and draw you in as an active reader; and I hope that the examples and analyses of social life will give you reason to stop and reflect on your own life and the circumstances in which you live it.

As a teacher, I hope you will *use* this book as well as read and enjoy it, that you will learn from it and thereby acquire some of the ability to use sociology that has made it such a satisfying part of my life and the lives of other sociologists. This textbook is intended to be worked with, studied, pondered, and, at times, struggled with. It will challenge you to look at the world from what will probably be a very new perspective; to turn the world upside down at times, if for no other reason than to get a clearer understanding of what right side up is all about.

Several features of the book were designed to make it more useful to you. Each chapter begins with a detailed chapter outline and ends with a summary of major points, a list of key terms, and recommended readings. I suggest you begin each chapter by studying the outline and the summary in order to gain an overall sense of what the chapter is about and how it is put together. Each of the key terms is followed by a page number indicating where the term was first introduced and discussed. Together, the chapter outline, summary, and list of terms provide an approach to organizing study and review. Also note that at the end of each chapter there is "Looking Elsewhere," a reference to related discussions in other chapters of *Human Arrangements*. As you will learn, social life is so inherently complex that it is impossible to discuss one area without touching on others. These cross-references will help clarify your sense of the interconnectedness of different areas of sociological analysis.

You may find several sections at the end of the book useful. The glossary, like the lists of key terms, refers you to the page where each term was first introduced and discussed. The glossary will be particularly helpful when, in later chapters, you encounter key terms first introduced early in the book. Use the glossary to refresh your understanding and, if necessary, use the page reference to go back for a fuller explanation. If a term paper is part of the requirements for your course, be sure to read the appendix.

One final note. I wrote this book for you, and I would like to hear from you, especially if you have suggestions for making this book more useful. Please feel free to write to me at 8 Stone Meadow Lane, Collinsville, CT 06022, or you may forward your comments by fax: (203) 693-0708. You may also reach me via electronic mail: [aljohnson@uhavax.hartford.edu](mailto:aljohnson@uhavax.hartford.edu) or through my publisher: [ajohnson@tmhe.com](mailto:ajohnson@tmhe.com).

## TO INSTRUCTORS

At the first meeting of an undergraduate sociology course, I once asked students to write a short paragraph describing sociology as a discipline. Most of them had completed more than an introductory course, and I wanted some idea of who I would be working with. I was startled to discover that none could produce a short, workable definition.

I suspect many students leave introductory courses with a lot of facts and terms but with a fuzzy understanding of what it means to observe, explain, and understand anything in a sociological way. They lack a clear sense that no matter what we look at, there is a clear framework for identifying what makes an issue sociological. Without that sense, there is little hope that students will ever grasp the importance of sociological thinking.

To resolve this problem I have tried to write a book that makes sense on every level—from phrase and sentence to the ordering of chapters—and that represents sociology as a coherent, integrated conceptual and theoretical framework. I begin with a conceptual framework—culture, social structure, population, and ecology—which I then weave through the book. Within this conceptual framework there are, of course, many theoretical elements—from the conflict, functionalist, and interactionist perspectives to such specific theories as political process theory in the study of social movements, exchange theory in the study of social interaction, labeling theory in the study of deviance, and world-systems theory in the study of international stratification. All of these, however, touch in some way on basic core concepts that provide a common sociological ground.

The inclusion of population and ecology in the conceptual framework rather than relegating them to the end of the book where they are often found is unusual in sociology texts, but it serves an important purpose. Because even the smallest and simplest social system has population and ecological characteristics, a textbook should at least provide the option of integrating these concepts into the field's conceptual core.

Although I regard these concepts as important in my own teaching, some instructors skip chapter 4 and, without much trouble, address students' questions about the population/ecology sections of later chapters as they occur. Others use only selected portions of chapter 4 (skipping, for example, discussions of birth, mortality, migration, and the demographic transition) and focus on the general concepts of population and ecology as they relate to social systems, including various types of societies (horticultural, agrarian, industrial, and so on). In short, *Human Arrangements* encourages but does not require extensive discussion of population and ecological characteristics of social systems. Most chapters focus primarily on culture and social structure, with less extensive discussions of population and ecology.

The book is divided into five parts. Part 1 introduces a conceptual framework of culture, social structure, population, and ecology. Part 2 focuses on theory, theoretical perspectives, and research methods. Placing theory and methods in their own part and removed from the opening chapters gives students room to get acquainted with sociological thinking before encountering the more demanding materials associated with theory and methods. Parts 3 and 4

apply the sociological framework to increasingly larger scales of analysis, moving from relatively small-scale phenomena such as socialization and interaction to community life and social stratification. Part 5 focuses on issues of permanence and change, with chapters on social institutions, social change, and social movements. Most instructors will begin with part 1, but beyond that, the remaining chapters can be ordered in various ways.

Thus, it is in the internal organization of chapters that my approach to sociology is most apparent. Many chapters are organized explicitly around the central sociological concepts introduced in part 1 and around the major theoretical perspectives so that students can develop a sense of sociology as a coherent framework applicable to any aspect of social life.

There are a number of features in this book that have been designed to make the introductory course both more rewarding and more accessible for students. There is extensive use of data in figures and tables, for example, including “One Step Further” boxes that expand upon points raised in the text. Most of these draw on recent General Social Survey data, and all use nothing more sophisticated than percentages and straightforward graphics. I intend them to be engaging but unthreatening ways of bringing students closer to the kinds of data sociologists use.

A glossary includes page references to major discussions of each entry, and an author index allows students to locate each citation of an author’s work. An appendix provides guidance for student research projects. Each chapter ends with a conclusion (“Connections”), a summary, a list of recommended readings, key terms with page references, and a “Looking Elsewhere” section that provides cross-references to related discussions in other chapters. All of this helps underscore the interrelatedness of the phenomena sociologists study.

A thoroughly revised *Study Guide* will accompany this edition, as will a *Testbank* and an *Instructor’s Manual*. The *Testbank* (available in print and on disk) has been prepared by Kendrick S. Thompson, an experienced test question author from Northern Michigan University. The *Instructor’s Manual*, also by Kendrick S. Thompson, includes chapter overviews and outlines, suggested student projects, and current audio-visual sources, as well as the most recent Data Set tables and graphs. Hyper-Soc—educational software specifically adapted to this text by Ed Brent of the University of Missouri, Columbia—will be optionally offered with the new edition. This software can be used as an interactive student study guide; as a resource tool for student projects, exercises, and assignments; and as a resource tool for the instructor. Hyper-Soc can generate lecture notes, create teaching aids, develop personalized course materials, and provide a source of classroom demonstrations and simulations. All of the ancillaries have been completely revised for this edition.

## WHAT’S NEW IN THE FOURTH EDITION

The fourth edition has been thoroughly updated with recent research findings, census data, and the 1993 General Social Survey. In addition, some materials in chapter 3 (“Social Structure”) have been moved to other chapters (role conflict is now in the interaction chapter, for example) in order to sharpen the focus in this core chapter. A few similar rearrangements have tightened and sharpened the text in other chapters as well.

By far the most significant change reflects an innovative rethinking of the standard treatment of social institutions. Given the importance of institutions, it made sense to devote an entire chapter not to a specific institution, such as the family, but to the meaning and significance of the *idea* of an institution itself as applied across the broad spectrum of social life. Given the added fact that many instructors have neither the time nor the need to cover every major institution in



detail, it made sense to replace the standard collection of institution chapters with a single chapter on social institutions. This not only reduces the size and cost of the text, but also gives the social institution concept the kind of deeper and more thoughtful coverage that it deserves.

For instructors who also want students to read detailed treatments of specific institutions, these are available separately at a price that will still produce an overall drop in student expense. The result is better coverage of institutions and a more flexible design that instructors can suit to their own needs. When I teach an introductory course, for example, I have students read the chapter on economic institutions before reading about social stratification to give them a sense of how an institution, such as capitalism, shapes patterns of inequality. With the fourth edition, I will use the core text and assign the *Economic Arrangements* institution as an additional reading.

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Throughout the writing and revision of *Human Arrangements* I have worked from a long-standing conviction as a teacher that instructors should not have to choose between being understood by our students, on the one hand, and exposing them to the richness of serious sociological thought and research, on the other. I have tried to write a book that gives students both sociological literacy and a critical sense of sociological ideas and analysis—the heart of sociology. This is, then, more than anything a book to help students observe and think about the world. To do that, of course, students need to know something about the technical language we use to label what we observe. From this perspective, I have tried to give instructors and students the best of both worlds—a clear text that is relatively easy to teach and learn from, and a book that students actually will want to read.

## ACKNOWLEDGMENTS

As I think upon what it has taken to prepare the fourth edition of *Human Arrangements*, I am mindful of what it took to write the first, without which none of this would be happening. I am particularly grateful to Peter Dougherty and Robert K. Merton, who, each in his own way, helped me to realize that writing an introduction to sociology could be serious sociological work that would make a real contribution to the discipline. The fourth edition carries forward the best of the previous three, but with some radical innovations that emerged from conversations with Karee Galloway and Chris Klein, whose support for my work I greatly appreciate.

As much as I enjoy writing books, the production phase has its own special pleasures by bringing me into contact with people who enjoy making books and take great pride in their work. I especially want to thank my editor, Michael Alread, for his great enthusiasm for this project, his intuitive understanding of what this book is really about, and his unwavering support for my

work. I have great appreciation for the skill and good humor that Karen Plummer brought to the huge task of guiding the book into print. I also want to thank Mary Christianson for doing so much to give this edition its clean and elegant design, and Wendy Nelson for her careful and thoughtful copyediting.

My thanks go to the many colleagues who have shared their critical insights in reviews of all four editions (their names appear below). I greatly appreciate the work of James A. Davis and Tom W. Smith—co-principal investigators of the University of Chicago’s National Opinion Research Center—whose General Social Survey continues to provide high quality sociological data at minimal expense to researchers. I also thank the Roper Public Opinion Center at Storrs, Connecticut, for their assistance in providing codebooks and other information relevant to the General Social Survey. All tables using these data were created by me using MicroCase software produced by Cognitive Development, Inc., Seattle, Washington.

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PART ONE



WHAT SOCIOLOGY

IS ALL ABOUT:

A CONCEPTUAL FRAMEWORK

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