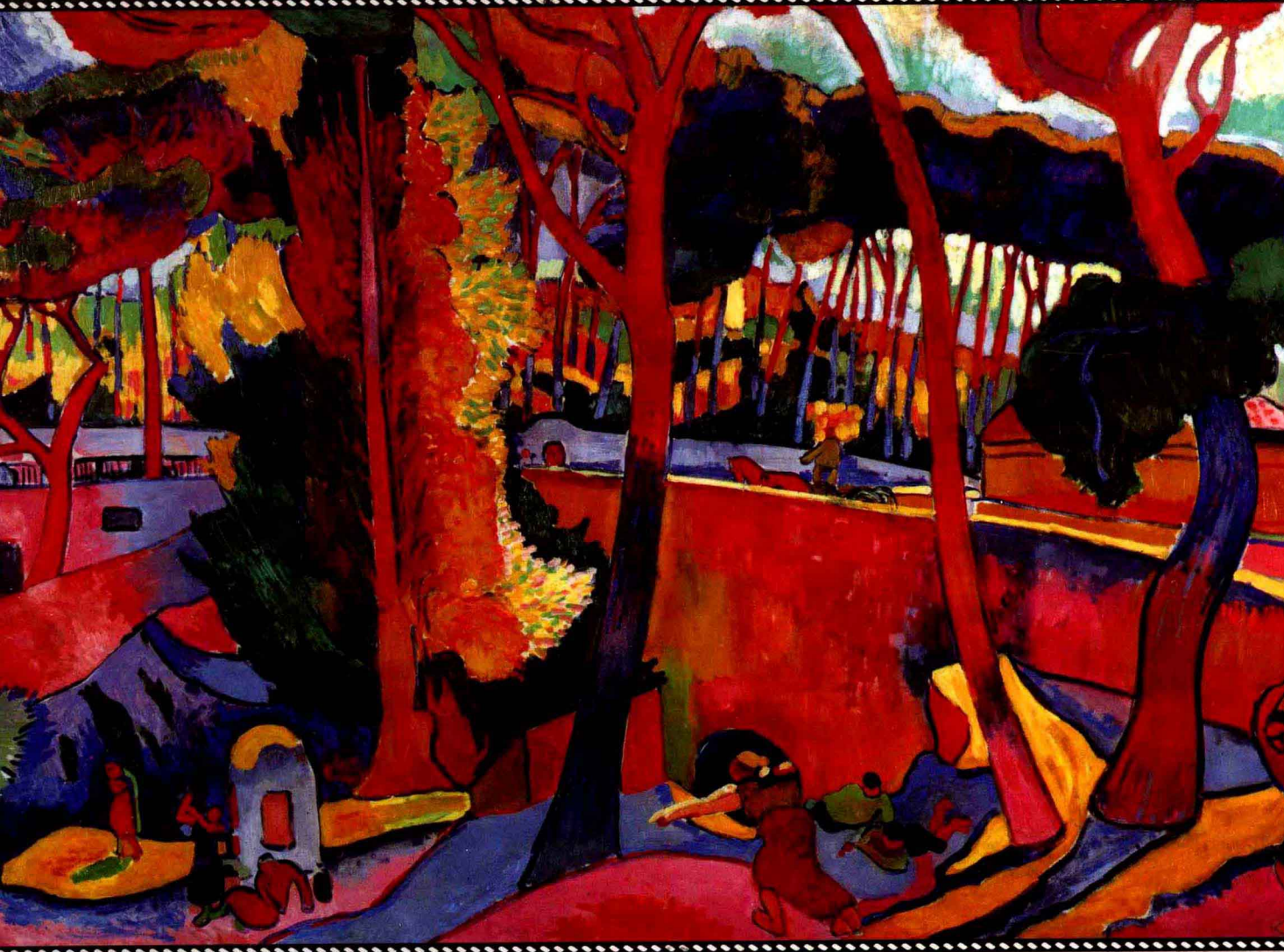


*James M. Henslin*

---



# Sociology

---

*A Down-to-Earth Approach*



# **SOCIOLOGY**



## **A Down-to-Earth Approach**

**James M. Henslin**

**Southern Illinois University, Edwardsville**

**Allyn and Bacon**

**Boston London Toronto Sydney Tokyo Singapore**

Editor in Chief Social Sciences: Susan Badger  
 Senior Editor: Karen Hanson  
 Developmental Editor: Hannah Rubenstein  
 Series Editorial Assistant: Marnie Greenhut  
 Editorial-Production Service: Susan McNally  
 Text Designer: Glenna Collett  
 Copyeditor: Deborah Fogel  
 Photo Research: Sharon Donahue  
 Cover Administrator: Linda Dickinson  
 Composition Buyer: Linda Cox  
 Manufacturing Buyer: Megan Cochran



Allyn and Bacon  
 A Division of Simon & Schuster, Inc.  
 160 Gould Street  
 Needham Heights, Massachusetts 02194

Copyright © 1993 by James M. Henslin. All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the copyright owner.

## Credits

**Chapter 1:** *Early Ocean Park*, 1976 by Jane Golden from *The Big Picture: Murals of Los Angeles*. Photographs by Melba Levick, Commentaries by Stanley Young. Copyright © 1988 by Thames and Hudson Ltd., London. By permission of Little, Brown and Company.

**Chapter 2:** *Thanksgiving*, 1972 by Malcah Zeldis. Oil on board, 18 × 24". Photo courtesy of the artist.

**Chapter 3:** *Wrapping it Up at the Lafayette*, 1974 by Romare Bearden (1914–1990), American, collage, acrylic, lacquer, 122 × 91.5 cm. The Cleveland Museum of Art, Mr. & Mrs. William H. Marlatt Fund, 85.41. Courtesy Estate of Romare Bearden.

**Chapter 4:** *Subway Graffiti, Quilt #3*, 1987 by Faith Ringgold. Acrylic paint on canvas with pieced, printed, dyed fabric, 60 × 84" © Faith Ringgold. Collection of the artist.

**Chapter 5:** *The Making of a Fresco/The Building of a City Fresco*, 1931 by Diego Rivera (1886–1957), Mexican. San Francisco Art Institute. Photograph by Don Beatty © 1983.

**Chapter 6:** *Quilting Time*, 1986 by Romare Bearden, (1914–1990), American. Mosaic tesserae, 289 × 425 × 318 cm. © The Detroit Institute of Arts, Founders Society. Purchase with funds from the Detroit Edison Company. Courtesy Estate of Romare Bearden.

**Chapter 7:** *Sign of the Watchmaker* from the Girard Foundation Collection in the Museum of International Folk Art, a unit of the Museum of New Mexico.

**Chapter 8:** *Tie Cez*, 1977 by Red Grooms. Mixed media, 46 × 46 × 9". Collection Nancy & Alan Saturn, Nashville, TN © 1992 ARS, New York.

**Chapter 9:** *The Flower Carrier*, 1935 by Diego Rivera. Oil and tempera on masonite, 48 × 47¾". San Francisco Museum of Modern Art. Albert M. Bender Collection. Gift of Albert M. Bender in memory of Caroline Walter.

**Chapter 10:** *Living Room*, 1981 by Red Grooms. Oil on canvas, 28 × 44". Collection of Red Grooms, New York © 1992 ARS, New York.

**Chapter 11:** *Piero Letters*, 1991 by Alan Feltus. Oil on linen. Courtesy Forum Gallery, New York.

**Chapter 12:** *Wedding*, 1973 by Malcah Zeldis. Oil on board, 23 × 27". Photo courtesy of the artist.

**Chapter 13:** *Mecklenburg Morning*, 1987 by Romare Bearden. Collage and watercolor, 15 × 23". Courtesy Estate of Romare Bearden and ACA Galleries, New York.

**Chapter 14:** *Builders*, 1980 by Jacob Lawrence. Gouache on paper, 34¼ × 25¾". Courtesy Safeco Insurance Company, Seattle. Photograph by Chris Eden.

**Chapter 15:** *Miss Liberty Celebration*, 1987 by Malcah Zeldis. Oil on corrugated cardboard, 54½ × 36½". National Museum of American Art, Washington, D.C., Art Resource, New York.

**Chapter 16:** *Tar Beach*, 1988 by Faith Ringgold. Acrylic paint on canvas with pieced tie-dyed fabric, 74 × 68½". © Faith Ringgold. Collection of Guggenheim Museum.

**Chapter 17:** *School Bell Time*, by Romare Bearden. Courtesy Estate of Romare Bearden and Kingsborough Community College, City University of New York, Brooklyn, New York.

**Chapter 18:** *Oracion*, 1989 by Orlando Agudelo-Botero. Multi-media on papier d'Arches, 29 × 41". Courtesy of Engman International.

**Chapter 19:** *Shaman*, 1979 by Frank Howell. Photograph courtesy of The Studio of Frank Howell, Santa Fe, New Mexico.

**Chapter 20:** *Black Manhattan*, 1969 by Romare Bearden. Collage on paper and synthetic polymer on board, 25¾ × 21". Schomburg Center for Research in Black Culture, Arts & Artifacts Division, The New York Public Library, Astor Lenox and Tilden Foundations. Photograph by Frank Stewart. Courtesy Estate of Romare Bearden.

**Chapter 21:** *Dialogo de los Sordos* by Orlando Agudelo-Botero. Multi-media painting on papier d'Arches. Courtesy of Engman International.

**Chapter 22:** *Calypto's Sacred Grove*, 1977 by Romare Bearden from the *Odysseus Collages*. Collage on board, 12 × 15". Israel Museum, Jerusalem. Courtesy Estate of Romare Bearden.

*Continued on page xvi*

ISBN 0-205-13754-7

92-41575

CIP

Printed in the United States of America

10 9 8 7 6 5 4 3 2

97 96 95 94 93

# Preface

If you like to watch people and try to figure out why they do what they do, you will like sociology. If you like variety and surprises, sociology will provide them. As you study sociology, you will see how society has become part of your own consciousness, influencing everything you do. You will also see that many of your assumptions about life are unfounded. Over and over in this book, you will see that the “common sense” you are told to depend on comes up short when compared with the findings of sociologists. For example, did you know that what you see is partly determined by language? Or that stereotypes help to produce the very characteristics that are stereotyped in the first place?

Part of sociology’s attraction is its fascinating combination of breadth and focus. Sociology is so broad that it includes an analysis of how industrialization is changing the face of the world, yet so focused that a couple’s quarrels find their way into sociological scrutiny. From how people become presidents to how they become homeless, from why women are treated as second-class citizens to why people commit suicide—all are part of sociology.

Much to their dismay, instructors who believe that sociology can stimulate a fresh way of looking at the world often hear students complaining about their sociology textbook. These complaints are often well founded, for many texts are cumbersome and ponderous. Given the excitement—and enchantment—of sociology, this just shouldn’t be. On the contrary, an introductory sociology textbook should impart some of the joy of discovering a new way of perceiving the social world.

Writing style, then, is critical in introducing sociology to a new generation. In this text, I ask you to participate in the exciting venture of discovering how social groups influence your behavior—including how you look at the world and yourself. As you read this book, you will see how the social environment penetrates your very being, how your opinions and attitudes are a reflection of your experiences, how remarkably different you would be had you been reared in a different family, social class, race, gender, or culture. The joy of self-discovery while exploring society is part of the excitement of sociology.

As you gain an overview of sociology (studying what are called social structure and social interaction), you will be introduced to classic works of early founders such as Durkheim, Weber, and Marx, as well as current sociological investigations. You will see the all-encompassing effects of racism, as well as how bureaucracies shape our experiences. You will understand how social institutions affect our lives, as well as how people become deviants. You will see how the world economic race, especially our competition with Japan and Europe, affects your future.

There is no reason that an overview of the principles of sociology should get lost in a morass of abstractions that impede learning. Consequently, I have made liberal use of examples from everyday life, so that sociological principles, concepts, and theories are presented in a “down-to-earth” fashion. Similarly, to help you see the world in broader perspective, I have also included many cross-cultural and multicultural materials. Their value is two-fold. On the one hand, they provide interesting and illustrative contrast, which helps you understand other ways of life. On the other hand, the compar-

isons challenge you to see yourself differently. That, in my opinion, is one of the objectives of an introduction to sociology.

These, then, are the goals that I have tried to reach in writing this introductory text. Initial classroom testing of these materials has elicited very positive response from students. Only you, however, can tell me if I have succeeded.

I find sociology the most interesting of all subjects offered in college—as I hope you will. It is my wish that your introduction to sociology provides a new way of looking at the social world. I would be happy to hear from you concerning your reactions to this introductory venture into sociology. If you wish, you may write to me at:

James M. Henslin  
Department of Sociology  
Southern Illinois University  
Edwardsville, IL 62026

## ACKNOWLEDGMENTS

Although writing this text engulfed my life for longer than I care to recall, it represents the contributions of many people. First, I owe a debt of gratitude to the fine reviewers whose perceptive comments have improved its presentation. I was pleased with the efforts they put into the reviewing process, and I have done my best to accommodate their suggestions. I wish to thank:

|                                    |                                    |
|------------------------------------|------------------------------------|
| Sandra L. Albrecht                 | Mark Kassop                        |
| The University of Kansas           | Bergen Community College           |
| Kenneth Ambrose                    | Alice Abel Kemp                    |
| Marshall University                | University of New Orleans          |
| Karren Baird-Olsen                 | Diana Kendall                      |
| Kansas State University            | Austin Community College           |
| Linda Barbera-Stein                | Gary Kiger                         |
| The University of Illinois         | Utah State University              |
| John K. Cochran                    | Abraham Levine                     |
| The University of Oklahoma         | El Camino Community College        |
| John Darling                       | Ron Matson                         |
| University of Pittsburgh—Johnstown | Wichita State University           |
| Nanette J. Davis                   | Armand L. Mauss                    |
| Portland State University          | Washington State University        |
| Lynda Dodgen                       | Robert Meyer                       |
| North Harris Community College     | Arkansas State University          |
| Obi N. I. Ebbe                     | W. Lawrence Neuman                 |
| State University of New York—      | University of Wisconsin—Whitewater |
| Brockport                          | Laura O'Toole                      |
| David O. Friedrichs                | University of Delaware             |
| University of Scranton             | Phil Pickett                       |
| Norman Goodman                     | Joliet Junior College              |
| State University of New York—Stony | Adrian Rapp                        |
| Brook                              | North Harris Community College     |
| Donald W. Hastings                 | Walt Shirley                       |
| The University of Tennessee—       | Sinclair Community College         |
| Knoxville                          | Marc Silver                        |
| Charles E. Hurst                   | Hofstra University                 |
| The College of Wooster             |                                    |

Susan Sprecher  
Illinois State University

Larry Weiss  
University of Alaska

Douglas White  
Henry Ford Community College

Stephen R. Wilson  
Temple University

Stuart Wright  
Lamar University

Second, I also am indebted to the capable staff of Allyn & Bacon—especially to Karen Hanson, who gave such positive feedback to the early manuscript; to Susan Badger, who initiated the project; to Deborah Fogel, for thorough copyediting; to Susan McNally for coordinating the project; and to those fine people in the art and production departments.

Finally, I cannot adequately express my appreciation to Hannah Rubenstein. If I were to compile a list of characteristics I desired in a development editor, it would include intelligence and dedication, of course. Those I received in abundance. By themselves, that would have been adequate. The surprise was the remarkable insight, and the humor under pressure—all wrapped up in a tireless worker who insisted on perfection. It was my privilege, Hannah.

It is with this goal—of making the introductory course in sociology an enjoyable, challenging, and eye-opening experience—that I have written this book. It is my privilege that you have selected *Sociology: A Down-to-Earth Approach* to use in your teaching. I will also count it a privilege if you will share your teaching experiences, including any suggestions for improving the text. I am not averse to receiving criticisms, for they allow me to see matters in a different light and to improve my efforts.

I wish you the very best in your teaching, and it is my sincere hope that this text contributes to that success. I look forward to hearing from you.

James M. Henslin  
Department of Sociology  
Southern Illinois University  
Edwardsville, Illinois 62026

## Abbreviations

Bettmann Archive (BA); Courtesy of Cable News Network, Inc. (CNN); Gamma-Liaison (GL); The Granger Collection, New York (GC); Photo Researchers, Inc. (PRI); The Picture Group (PG); Stock, Boston (SB); Tony Stone Worldwide/Chicago Ltd. (TSW); Wide World Photos (AP/WWP); Woodfin Camp & Associates (WCA).

## Interior Photo Credits

Ch. 1: 3: Kenneth R. Good. 9: (GC). 10: (BA). 11: (BA). 12 (top, left): Doranne Jacobson. 12 (top, right): Richard Pasley/(SB). 12 (bottom): (BA). 15: (GC). 18: University of Chicago Library. 22: Shelby Lee Adams. Ch. 2: 33 (left): Alexandra Avakian/(WCA). 33 (right): Sepp Seitz/(WCA). 42: Alon Reininger/Contact/(WCA). 43 & 47: Bob Daemmrch/(SB). 48: Alain Eurard/(PRI). 49: Francois Gohier/(PRI). 52: Reprinted by permission of the publishers from *The Chimpanzees of Gombe* by Jane Goodall, Cambridge, MA: Harvard University Press © 1986 by the President and Fellows of Harvard College. 54: George Merillon/(GL). Ch. 3: 60: William Snyder/(GL). 62: Martin Rogers/(TSW). 64: Richard Hutchings/(PRI). 69: Moradabroi/Reflex/(PG). 75: Bob Daemmrch/(SB). 76 (top): (CNN). 76 (bottom): Jean-Yves Ruzniewski/(PRI). 78: Bob Daemmrch/(SB). 81: (GC). Ch. 4: 89: Peter Menzel/(SB). 92: Kent Gavin/Syndication International, Ltd. 93: Michael Freeman. 94: Bob Daemmrch/(SB). 96: Andy Levin/(PRI). 97 & 98: Michael Freeman. 102 (left): Alain Eurard/(PRI). 102 (right): Tom McHugh/(PRI). Ch. 5: 114: Andrew Popper/(PG). 117: Bob Daemmrch/(SB). 122: Will & Demi McIntyre/(PRI). 124 (top): Bob Crandall/(PG). 124 (bottom): George Riley/(SB). 130: Joe Sohm/(SB). 134: Ellis Herwig/(SB). Ch. 6: 140: Karen Kasmauski/(WCA). 141: "The Man Who Flew Into Space From His Apartment," by Ilya Kabakov, 1981-88. Collection of Musee National d'Art Moderne, Centre Georges Pompidou, Paris. Photo courtesy Ronald Feldman Fine Arts, New York, 143: M.P. Kahl/(PRI). 148: Jeffery W. Myers/(SB). 150: Susan Kuklin/(PRI). 151 (top): Bill Strobe/(WCA). 151 (bottom): (AP/WWP). 152: Merillon-Saussier/(GL). 154: Peter Southwick/(SB). 155: Susan Kuklin/(PRI). 157: (AP/WWP). Ch. 7: 167: (GC). 168 (top): Doranne Jacobson. 168 (bottom): Art Resource, NY. 169: Doranne Jacobson. 173 (both): Courtesy, March of Dimes Birth Defects Foundation. 174: Tomas Muscionico/Contact/(WCA). 176: UPI/Bettmann. 179: Richard Sobol. 180: Bob Daemmrch/(SB). 185: Karen Kasmauski/(WCA). Ch. 8: 192: Kenneth R. Good. 195: (AP/WWP). 199: Tony O'Brien/(PG). 203: UPI/Bettmann. 206: Bob Daemmrch/(SB). 209 & 212: Baverel Didier/(GL). Ch. 9: 221 (left): Nathan Benn/(SB). 221 (right): Bob Daemmrch/(SB). 223: (GC). 224: Robert Caputo/(SB). 227: Dilip Mehtz/Contact/(WCA). 230: UPI/Bettmann. 232: (AP/WWP). 234:

Chuck O'Rear/(WCA). 235: (GC). 239: Mario Ruiz/(PG). 241: (CNN). 243: Natsuko Utsumi/(GL). Ch. 10: 249: Carl Purcell/(PRI). 251: Charles Guppton/(TSW). 252: Steve Kagan/(GL). 254: Cynthia Johnson/(GL). 256: (AP/WWP). 257: Lori Grinker/Contact/(WCA). 262: Karen Kasmauski/(WCA). 265: Chris Brown/(SB). 269: (AP/WWP). 272: Lester Sloan/(WCA). 274: Selby Lee Adams. Ch. 11: 280: Jennifer James/(GL). 286: Mike Yamashita/(WCA). 287: Michael Freeman. 289: Library of Congress. 292: (GC). 295: Richard Hutchings/(PRI). 296: John Carter/(PRI). 299: Nancy J. Pierce/(PRI). 302: © Orlando Sentinel/(GL). 304: (AP/WWP). Ch. 12: 311 (left): (AP/WWP). 311 (right): UPI/Bettmann. 312: Rina Castelnovo/Contact/(WCA). 313: © 1990 Sacha Hartgers/Focus/Matrix. 320: UPI/Bettmann. 324: (AP/WWP). 327: (AP/WWP). 333 & 336: Alon Reininger/Contact/(WCA). 337: Charles Herbert/(PRI). Ch. 13: 349: Suzanne Murphy/(TSW). 351: Shelby Lee Adam. 352: Michael Freeman. 354: Jerry Wachter/(PRI). 355: Alon Reininger/Contact/(WCA). 360: (AP/WWP). 361: Andy Levin/(PRI). 363: (CNN). 364 (left): Robert Daemmrch/(TSW). 364 (right): Stephanie Maze/(WCA). 366: (CNN). Ch. 14: 372 & 378 (top): Doranne Jacobson. 378 (bottom): John Elk/(SB). 379: (GC). 382: (CNN). 390: (Kermani/(GL). 393: (TSW). 394: Ted Clutter/(PRI). 396: C. Ursillo/(PRI). Ch. 15: 403: Brown Brothers. 404: (AP/WWP). 405: S. Maze/(WCA). 406 & 407: (GC). 410 & 411: (AP/WWP). 415: Brad Market/(GL). 416: Alon Reininger/Contact/(WCA). 423: Jasmin Krpan/(GL). Ch. 16: 434: Mike Yamashita/(WCA). 444: Doranne Jacobson. 446: Will & Demi McIntyre/(PRI). 447: Blair Seitz/(PRI). 448: Sisse Brimberg/(WCA). 449: Mike Yamashita/(WCA). 452: Alon Reininger/Contact/(WCA). 458: (CNN). Ch. 17: 469: Diane M. Lowe/(SB). 471: Deborah Copaken/Contact/(WCA). 472: (GC). 476: Jim Harrison/(SB). 482: Robert McElroy/(WCA). 486: Karen Kasmauski/(WCA). 488: Jacques Chenet/(WCA). Ch. 18: 498: (AP/WWP). 500: (GC). 502: Owen Franken/(SB). 503: (CNN). 508: Nabeel Turner/(TSW). 509: Jehangir Gazdar/(WCA). 510 & 517: (AP/WWP). 518: Robert Harding Picture Library. 521: Courtesy Religious News Service. Ch. 19: 531 (left): David Austen/(SB). 531 (right): Bob Daemmrch/(SB). 534: (GC). 539: Olivier Rebbot/(SB). 544: Detroit News/(GL). 547: Leah Melnick/Impact Visuals. 549: Rob Crandall/(PG). 551: (GC). 555: Alon Reininger/Contact/(WCA). Ch. 20: 562 (left): D. Savin/Petit Format/(PRI). 562 (right): Marc & Evelyn Bernheim/(WCA). 567: Doranne Jacobson. 570: Tony O'Brien/(PG). 571: Steve Starr/(SB). 574: (GC). 579: Mike Mazzaschi/(SB). 581: Frederica Georgia/(PRI). 582: Gerd Ludwig/(WCA). 583: Steve Leonard/(TSW). 587: Rafael Macia/(PRI). Ch. 21: 592, 598 & 599: (AP/WWP). 600: Alexandra Avakian/(WCA). 601: (AP/WWP). 607: (GC). 611 & 615: (AP/WWP). Ch. 22: 622: (AP/WWP). 625: (GC). 628: Dilip Mehta/Contact/(WCA). 629: James King Holmes/Science Photo Library/(PRI). 632: (GC). 637: Lawrence Migdale/(PRI). 641: Stan Wayman/(PRI). 642: Georg DeKeerle/(GL). 643: Catherine Ursillo/(PRI). 644: K. Buysse/(GL).



# About the Author

James M. Henslin, who was born in Minnesota, graduated from high school and junior college in California and from college in Indiana. He earned his Master's and doctorate in sociology at Washington University in St. Louis, Missouri. His primary interests in sociology are the sociology of everyday life, deviance, social psychology, and the homeless. Among his more than a dozen books is *Down to Earth Sociology* (Free Press), now in its seventh edition, a book of readings that reflects these sociological interests. He has also published widely in sociology journals, including *Social Problems* and *American Journal of Sociology*.

While a graduate student, James Henslin taught at the University of Missouri at St. Louis. After completing his doctorate, he joined the faculty at Southern Illinois University, Edwardsville, where he is Professor of Sociology. He requests the introductory course, teaching it several times each year. He says, "I've always found the introductory course enjoyable to teach. I love to see students' faces light up when they first glimpse the sociological perspective and begin to see how society has become an essential part of how they view the world."

Henslin enjoys spending time with his family, reading, and fishing. His two favorite activities are writing and traveling. He especially enjoys living in other cultures, for this brings him face to face with behaviors that he cannot take for granted, experiences that "make sociological principles come alive."



CHAPTER

1



*Jane Golden, Early Ocean Park,  
1976*

# Brief Contents

## **PART I THE SOCIOLOGICAL PERSPECTIVE**

- 1** The Sociological Perspective 1
- 2** Culture 30
- 3** Socialization 56
- 4** Social Structure and Social Interaction: Macrosociology and Microsociology 86
- 5** How Sociologists Do Research 112

## **PART II SOCIAL GROUPS AND SOCIAL CONTROL**

- 6** Social Groups: Societies to Social Networks 138
- 7** Bureaucracy and Formal Organizations 164
- 8** Deviance and Social Control 190

## **PART III SOCIAL INEQUALITY**

- 9** Stratification in Global Perspective 218
- 10** Social Class in American Society 246
- 11** Inequalities of Gender 278
- 12** Inequalities of Race and Ethnicity 308
- 13** Inequalities of Age 342

## **PART IV SOCIAL INSTITUTIONS**

- 14** The Economy: Money and Work 370
- 15** Politics: Power and Authority 400
- 16** The Family: Our Introduction to Society 428
- 17** Education: Transferring Knowledge and Skills 464
- 18** Religion: Establishing Meaning 494
- 19** Medicine: Health and Illness 526

## **PART V SOCIAL CHANGE**

- 20** Population and Urbanization 558
- 21** Collective Behavior and Social Movements 590
- 22** Social Change, Technology, and the Environment 626

# Contents

## PART I THE SOCIOLOGICAL PERSPECTIVE

### 1 The Sociological Perspective 1

- The Sociological Perspective** 2
  - Seeing the Broader Social Context
- Sociology and the Other Sciences** 4
  - The Natural Sciences ■ The Social Sciences ■ The Goals of Science
- *Down-to-Earth Sociology*: An Updated Version of the Old Elephant Story 6
- The Development of Sociology** 7
  - *Down-to-Earth Sociology*: Enjoying a Sociological Quiz: Sociological Findings versus Common Sense 7
  - Auguste Comte ■ Herbert Spencer ■ Karl Marx ■ Emile Durkheim ■ Max Weber
- The Role of Values in Social Research** 12
- Verstehen and Social Facts** 13
  - Weber and Verstehen ■ Durkheim and Social Facts ■ How Social Facts and Verstehen Fit Together
- Sociology in North America** 15
- Theoretical Perspectives in Sociology** 16
  - Symbolic Interactionism ■ Functional Analysis ■ Conflict Theory ■ Levels of Analysis: Macro and Micro ■ Putting the Theoretical Perspectives Together
- Applied and Clinical Sociology** 25
  - *Perspectives*: Sociology in a World of Turmoil 26
- Summary** 27
- Suggested Readings** 28

### 2 Culture 30

- What Is Culture?** 32
  - Culture and Taken-for-Granted Orientations to Life ■ Practicing Cultural Relativism

### Components of Culture 35

- *Down-to-Earth Sociology*: Communicating across Cultural Boundaries 36
- The Symbolic Basis of Culture ■ Language
- *Perspectives*: Miami—Language and a Changing City 39
  - Gestures ■ Values, Norms, and Sanctions ■ Folkways and Mores
- Subcultures and Countercultures** 41
- Values in American Society** 42
  - *Perspectives*: Why Do Native Americans Like Westerns? 44
  - Value Clusters ■ Value Contradictions and Social Change ■ Emergent Values ■ Reactions to Changes in Core Values ■ Values as Blinders ■ “Ideal” versus “Real” Culture
- Cultural Universals** 47
  - *Thinking Critically about Social Controversy*: Are We Prisoners of Our Genes? 48
- Animals and Culture** 49
  - Do Animals Have Language?
- Cultural Diffusion and Cultural Leveling** 53
- Summary** 54
- Suggested Readings** 55

### 3 Socialization 56

- What is Human Nature?** 58
  - Feral Children ■ Isolated Children
- *Down-to-Earth Sociology*: Heredity or Environment? The Case of Oskar and Jack, Identical Twins 59
- Institutionalized Children ■ Deprived Animals ■ Bringing It All Together



## The Social Development of the Self, Mind, and Emotions 63

Cooley and the Looking-Glass Self ■ Mead and Role Taking ■ Piaget and the Development of Thinking ■ Freud and the Subconscious ■ The Sequential Development of Emotions ■ Socialization into Emotions ■ The Self and Emotions as Social Constraints on Behavior

## Socialization into Gender 70

Gender, the Family, and Sex-Linked Behaviors ■ Gender Images in the Mass Media

## Agents of Socialization 73

■ *Perspectives: Manhood in the Making* 74  
The Family ■ Religion ■ The School ■ Peer Groups  
■ *Perspectives: Caught Between Two Worlds* 77  
The Mass Media ■ The Workplace

## Resocialization 79

Involuntary Resocialization: Total Institutions ■ Voluntary Resocialization

## Socialization Through the Life Course 80

The Life Course ■ Distinctive Life-Course Patterns

## Are We Prisoners of Socialization? 84

## Summary 85

## Suggested Readings 85

# 4 Social Structure and Social Interaction: Macrosociology and Microsociology 86

## Levels of Sociological Analysis 88

Macrosociology and Microsociology

## Social Structure: The Macrosociological Perspective 89

■ *Down-to-Earth Sociology: College Football as Social Structure* 90  
Culture ■ Social Class ■ Social Status ■ Roles ■ Groups

## Social Institutions 95

Changes in Social Structure ■ What Holds Society Together?

## The Microsociological Perspective: Social Interaction in Everyday Life 99

■ *Perspectives: The Amish—Gemeinschaft Communities in a Gesellschaft Society* 100  
Symbolic Interaction ■ Dramaturgy: The Presentation of Self in Everyday Life ■ Ethnomethodology: Discovering Background Assumptions ■ The Social Construction of Reality

## The Need for Both Microsociology and Macrosociology 109

## Summary 110

## Suggested Readings 111

# 5 How Sociologists Do Research 112

## What is a Valid Sociological Topic? 114

## Common Sense and the Need for Sociological Research 114

## A Research Model 115

Selecting a Topic ■ Defining the Problem ■ Reviewing the Literature ■ Formulating a Hypothesis ■ Choosing a Research Method ■ Collecting the Data ■ Analyzing the Results ■ Sharing the Results

## Six Research Methods 119

Surveys

■ *Down-to-Earth Sociology: Loading the Dice* 121

Secondary Analysis ■ Documents ■ Participant Observation (Fieldwork) ■ Experiments ■ Unobtrusive Measures

■ *Down-to-Earth Sociology: The Hawthorne Experiments* 128

Deciding Which Method to Use

■ *Thinking Critically about Social Controversy: Counting the Homeless* 129

## Ethics in Sociological Research 131

The Brajuha Research ■ The Humphreys Research

## How Research and Theory Work Together 133

A Final Word: When the Ideal Meets the Real

## Summary 136

## Suggested Readings 136

# PART II SOCIAL GROUPS AND SOCIAL CONTROL

# 6 Social Groups: Societies to Social Networks 138

## Social Groups and Societies 140

## The Transformation of Societies 141

Hunting and Gathering Societies ■ Pastoral and Horticultural Societies ■ Agricultural Societies ■ Industrial Societies ■ Postindustrial Societies

■ *Perspectives: A Tribal Mountain People Meets Postindustrial Society* 147

## Groups within Society 149

Primary Groups ■ Secondary Groups ■ In-Groups and Out-Groups ■ Reference Groups ■ Social Networks

## Group Dynamics 154

Group Size ■ Leadership

- *Down-to-Earth Sociology*: How Group Size Affects Willingness to Help Strangers 157
- Conformity to Peer Pressure: The Asch Experiment ■
- Obedience to Authority: The Milgram Experiment ■
- Groupthink and Decision Making ■ Preventing Groupthink
- Summary** 162
- Suggested Readings** 163

## 7 Bureaucracy and Formal Organizations 164

- The Rationalization of Society** 166
  - The Contribution of Max Weber ■ Marx on Rationalism
- Formal Organizations and Bureaucracy** 168
  - Formal Organizations ■ The Essential Characteristics of Bureaucracies ■ "Ideal" versus "Real" Bureaucracy ■
  - Dysfunctions of Bureaucracies
- Voluntary Associations** 175
  - The Functions of Voluntary Associations ■ The Problem of Oligarchy
- Careers in Bureaucracies** 178
  - The Corporate Culture: Consequences of Hidden Values
- *Down-to-Earth Sociology*: Maneuvering the Hidden Culture—Women Surviving in the Male-Dominated Business World 179
- Humanizing the Corporate Culture
- *Perspectives*: Managing Diversity in the Workplace 181
  - Quality Circles ■ Employee Stock Ownership ■ Small Work Groups
- *Down-to-Earth Sociology*: Self-Management Teams 183
- Developing an Alternative: The Cooperative** 184
- The Japanese Corporate Model** 184
  - *Perspectives*: Bottom-Up Decision Making in Japanese Corporations 186
  - *Down-to-Earth Sociology*: Home on the Range—Japanese-Style 187

- Summary** 188
- Suggested Readings** 188

## 8 Deviance and Social Control 190

- Gaining a Sociological Perspective of Deviance** 192
  - The Relativity of Deviance
  - *Perspectives*: Deviance in Cross-Cultural Perspective 193
    - Social Control ■ How Norms Make Social Life Possible ■
    - Comparing Biological, Psychological, and Sociological Explanations
- The Symbolic Interactionist Perspective** 197
  - Differential Association Theory
  - *Perspectives*: When Cultures Clash—Problems in Defining Deviance 198
    - Control Theory ■ Labeling Theory
- The Functionalist Perspective** 200
  - How Deviance Is Functional for Society ■ Strain Theory: How Social Values Produce Crime ■ Illegitimate Opportunity Theory: Explaining Social Class and Crime
- The Conflict Perspective** 204
  - Class, Crime, and the Criminal Justice System
- Reactions to Deviants** 205
  - Sanctions ■ Labeling: The Saints and the Roughnecks ■
  - The Trouble with Official Statistics ■ Degradation Ceremonies ■ Imprisonment
- Reactions by Deviants** 210
  - Primary, Secondary, and Tertiary Deviance ■ Neutralizing Deviance ■ Embracing Deviance
- The Medicalization of Deviance: Mental Illness** 213
  - Neither Mental nor Illness? ■ The Homeless Mentally Ill
- The Need for a More Humane Approach** 215
  - *Down-to-Earth Sociology*: Taking Back Children from the Night 215
- Summary** 216
- Suggested Readings** 217

## PART III SOCIAL INEQUALITY

### 9 Stratification in Global Perspective 218

- What Is Social Stratification?** 220
- Systems of Social Stratification** 221
  - Slavery ■ Caste: India and South Africa ■ Class
  - *Perspectives*: Social Stratification among Polish Jews 226
    - Clan and Class as Parallel Forms of Social Stratification
- Gender and Social Stratification** 227
- What Determines Social Class** 228
  - Karl Marx: The Means of Production ■ Max Weber: Power, Property, and Prestige

- Why Is Social Stratification Universal?** 230
  - The Functionalist View of Davis and Moore: Motivating Qualified People ■ Tumin: A Critical Response ■ Mosca: A Forerunner of the Conflict View ■ The Conflict View: Class Conflict and Competition for Scarce Resources ■ Toward a Synthesis
- Comparative Social Stratification** 233
  - Social Stratification in Great Britain ■ Social Stratification in the Former Soviet Union
- Maintaining National Stratification** 235
  - Why Not Total Exploitation?

|  |     |
|--|-----|
| <b>Global Stratification: The Three Worlds</b>   | 237 |
| The First World ■ The Second World ■ The Third World ■ Imperfections in the Model                                    |     |
| <b>How the World's Nations Became Stratified</b>   | 240 |
| Imperialism and Colonialism ■ World System Theory ■ Dependency Theory ■ Culture of Poverty ■ Evaluating the Theories |     |
| <b>Maintaining Global Stratification</b>   | 242 |
| Neocolonialism ■ Multinational Corporations  |     |
| ■ <i>Perspectives: The Patriotic Prostitute</i>  | 243 |
| <b>Summary</b>   | 244 |
| <b>Suggested Readings</b>  | 245 |

## 10 Social Class in American Society 246

|   |     |
|---|-----|
| <b>What is Social Class?</b>  | 248 |
| Measures of Social Class  |     |
| <b>Dimensions of Social Class</b>   | 249 |
| Wealth ■ Power ■ Prestige ■ Status Inconsistency  |     |
| <b>Social Class in Industrial Society</b>   | 258 |
| Updating Marx: Wright's Model ■ Updating Weber: Gilbert's and Kahl's Model ■ Social Class in the Automobile Industry ■ Life Chances ■ Physical and Mental Health ■ Below the Ladder: The Homeless |     |
| <b>Consequences of Social Class</b>   | 265 |
| Family Life ■ Values and Attitudes ■ Political Involvement ■ Religion ■ Education ■ The Criminal Justice System   |     |
| <b>Social Mobility</b>  | 267 |
| Intergenerational, Structural, and Exchange Mobility ■ Social Mobility in the United States ■ Costs of Social Mobility  |     |
| ■ <i>Thinking Critically about Social Controversy: Upward Mobility for American Workers—A Vanishing Dream?</i>  | 269 |
| Where is Horatio Alger?   |     |
| <b>Poverty in the United States</b>   | 271 |
| Drawing the Line: What Is Poverty? ■ Who Are the Poor? ■ Children in Poverty: A New Social Condition?   |     |
| ■ <i>Thinking Critically about Social Controversy: Children in Poverty</i>  | 273 |
| Short-Term and Long-Term Poverty ■ Individual versus Structural Explanations of Poverty   |     |
| <b>Summary</b>  | 276 |
| <b>Suggested Readings</b>   | 276 |

## 11 Inequalities of Gender 278

|   |     |
|---|-----|
| <b>Why Are Males and Females Different?</b>                                   | 280 |
| Biology or Culture? The Continuing Controversy                                |     |
| ■ <i>Thinking Critically about Social Controversy: Biology versus Culture</i> | 282 |
| An Emerging Position in Sociology? ■ The Question of Superiority              |     |

|   |     |
|---|-----|
| <b>Women as a Minority Group</b>  | 285 |
| Cross-Cultural Gender Inequality: Sex-Typing of Work ■ Cross-Cultural Gender Inequality: Prestige of Work ■ The Genesis of Female Minority Status |     |
| <b>Gender Inequality in American Society</b>  | 289 |
| Fighting Back: The Rise of Feminism ■ Gender Inequality in Education: Creating Sex-Linked Aspirations   |     |
| ■ <i>Down-to-Earth Sociology: Making the Invisible Visible—The Deadly Effects of Sexism</i>   | 291 |
| Gender Inequality in Everyday Life  |     |
| <b>Gender Inequality in the Workplace</b>   | 294 |
| Women in the Work Force ■ Discrimination in Hiring ■ The Pay Gap  |     |
| ■ <i>Perspectives: Sexual Harassment in Japan</i>   | 298 |
| The "Mommy" Track ■ Sexual Harassment   |     |
| ■ <i>Down-to-Earth Sociology: Women on Wall Street—From Subtle Put-Downs to Crude Sexual Harassment</i>   | 301 |
| <b>Gender Inequality and Violence: The Case of Murder</b>   | 302 |
| <b>Why Don't Women Take Over Politics and Transform American Life?</b>  | 303 |
| <b>Changes in Gender Relations</b>  | 305 |
| <b>Glimpsing the Future—With Hope</b>   | 305 |
| <b>Summary</b>  | 306 |
| <b>Suggested Readings</b>   | 307 |

## 12 Inequalities of Race and Ethnicity 308

|   |     |
|---|-----|
| <b>Basic Concepts in Race and Ethnic Relations</b>  | 310 |
| Race: Myth and Reality ■ Ethnic Groups ■ Minority Groups  |     |
| <b>Prejudice and Discrimination</b>   | 313 |
| ■ <i>Perspective: Clashing Cultures</i>   | 313 |
| When Prejudice and Discrimination Don't Match ■ The Extent of Prejudice   |     |
| <b>Theories of Prejudice</b>  | 316 |
| ■ <i>Thinking Critically about Social Controversy: Racism on College Campuses</i>                                   | 316 |
| Psychological Perspectives ■ Sociological Perspectives: Functionalism, Conflict, and Symbolic Interaction           |     |
| <b>Individual and Institutional Discrimination</b>  | 320 |
| <b>Patterns of Intergroup Relations</b>   | 322 |
| Genocide ■ Population Transfer ■ Internal Colonialism ■ Segregation ■ Assimilation ■ Pluralism                      |     |
| <b>Race and Ethnic Relations in the United States</b>   | 325 |
| The Dominance of White Anglo-Saxon Protestants ■ White Ethnicity ■ African Americans ■ Hispanic Americans (Latinos) |     |
| ■ <i>Down to Earth Sociology: The Illegal Travel Guide</i>  | 331 |
| ■ <i>Perspectives: The Browning of America</i>  | 332 |
| Asian Americans ■ Native Americans  |     |



- *Thinking Critically about Social Controversy: Whose History?* 337
- Principles for Improving Ethnic Relations** 339
- Summary** 339
- Suggested Readings** 340

## 13 Inequalities of Age 343

- Social Factors in Aging** 344
  - Aging among Abkhazians ■ Aging in Industrialized Nations
- *Down-to-Earth Sociology: Applying Life Expectancy Figures* 347
- The Symbolic Interactionist Perspective** 348
  - Self, Society, and Aging ■ The Relativity of Aging: Cross-Cultural Comparisons ■ Ageism in American Society ■ The Mass Media: Purveyor of Symbol and Status
- The Functionalist Perspective** 354
  - Disengagement Theory ■ Activity Theory

## The Conflict Perspective 356

- Social Security Legislation ■ Rival Interest Groups
- *Down-to-Earth Sociology: Changing Sentiment about the Elderly* 357
- *Thinking Critically about Social Controversy: Social Security—Fraud of the Century?* 358
- Fighting Back: The Gray Panthers
- Problems of Dependency** 360
  - Nursing Homes
- *Down-to-Earth Sociology: Pacification—Turning People into Patients* 362
- Elder Abuse ■ The Question of Poverty
- The Sociology of Death and Dying** 365
  - Effects of Industrialization ■ Death as a Process ■ Suicide and the Elderly ■ Hospices
- Summary** 368
- Suggested Readings** 368

# PART IV SOCIAL INSTITUTIONS

## 14 The Economy: Money and Work 370

- The Transformation of Economic Systems** 372
  - Hunting and Gathering Economies: Subsistence ■ Pastoral and Horticultural Economies: The Creation of Surplus ■ Agricultural Economies: The Growth of Trade ■ Industrial Economies: The Birth of the Machine ■ Postindustrial Economy: The Information Age
- The Transformation of the Medium of Exchange** 376
  - Earliest Mediums of Exchange ■ Medium of Exchange in Agricultural Economies ■ Medium of Exchange in Industrial Economies ■ Medium of Exchange in Postindustrial Economies
- World Economic Systems** 378
  - Capitalism ■ Socialism ■ Ideologies of Capitalism and Socialism ■ Criticisms of Capitalism and Socialism
- *Down-to-Earth Sociology: Selling the American Dream—The Creation of Constant Discontent* 381
- The Systems in Conflict and Competition ■ The Future: Convergence?
- The Inner Circle of Capitalism** 384
  - Corporate Capitalism ■ Interlocking Directorates ■ Multinational Corporations
- Work in American Society** 387
  - Three Economic Sectors ■ Women and Work ■ The Underground Economy ■ Patterns of Work and Leisure
- Applying Sociological Theories** 392
  - The Functionalist Perspective ■ The Conflict Perspective ■ The Symbolic Interaction Perspective
- *Perspectives: Who is Unemployed?* 395
- The Future of the U.S. Economy** 397

- Summary** 398
- Suggested Readings** 399

## 15 Politics: Power and Authority 400

- Micropolitics and Macropolitics** 402
- Power, Authority, and Coercion** 402
  - Authority and Legitimate Violence ■ Traditional Authority ■ Rational-Legal Authority ■ Charismatic Authority ■ Authority as Ideal Type ■ The Transfer of Authority
- Types of Government** 409
  - Monarchies: The Rise of the State ■ Democracies: Citizenship as a Revolutionary Idea ■ Dictatorships and Oligarchies: The Seizure of Power
- The American Political System** 411
  - Political Parties and Elections ■ Democratic Systems in Europe ■ Voting Patterns
- *Perspectives: Immigrants—Ethnicity and Class as the Path to Political Participation* 416
- The Depression as a Transforming Event ■ Lobbyists and Special-Interest Groups ■ PACs and the Cost of Elections
- Who Rules America?** 419
  - The Functionalist Perspective: Pluralism ■ The Conflict Perspective: Power Elite and Ruling Class ■ Which View Is Right?
- War: A Means to Implement Political Objectives** 422
  - Is War Universal? ■ Why Do Nations Go to War? ■ How Common Is War? ■ Costs of War ■ War and Dehumanization

- *Perspectives: Nations versus States—Implications of a New World Order* 425
- A Coming World Order?** 426
- Summary** 426
- Suggested Readings** 427

## **16 The Family: Our Introduction to Society** 428

- Marriage and Family in Cross-Cultural Perspective** 430
  - Defining Family ■ Variations across Cultures ■ Common Cultural Themes
- Marriage and Family in Theoretical Perspective** 434
  - The Functionalist Perspective: Functions and Dysfunctions ■ The Conflict Perspective: Gender, Conflict, and Power
  - *Thinking Critically About Social Controversy: The Second Shift—Strains and Strategies* 437
  - The Symbolic Interactionist Perspective: Marital Communication
- The Family Life Cycle** 440
  - The Ideological Context: Love and Courtship
  - *Perspectives: East Is East and West Is West—Love and Arranged Marriages in India* 441
  - Marriage
  - *Down-to-Earth Sociology: Why Do People Become Jealous? A Sociological Interpretation* 442
  - Childbirth ■ Child Rearing ■ The Family in Later Life
- Diversity in American Families** 446
  - African-American Families ■ Hispanic-American Families (Latinos) ■ Asian-American Families ■ One-Parent Families
  - *Perspectives: Peering beneath the Facade—Problems in the Korean-American Family* 450
  - Families without Children ■ Blended Families ■ Homosexual Families
- Trends in American Families** 451
  - Postponing Marriage ■ Cohabitation ■ Child Care
- Divorce and Remarriage** 455
  - Problems in Measuring Divorce ■ Children of Divorce ■ The Ex-Spouses ■ Remarriage
- Two Sides of Family Life** 458
  - Abuse: Battering, Marital Rape, and Incest ■ Families That Work
- The Future of Marriage and Family** 461
- Summary** 462
- Suggested Readings** 462

## **17 Education: Transferring Knowledge and Skills** 464

- Today's Credential Society** 466
- The Development of Modern Education** 467

## **Education in Cross-cultural Perspective** 468

- Great Britain ■ Japan ■ The Former Soviet Union
- Education in the United States** 471
  - The Beginning of Universal Education
- The Functionalist Perspective: Providing Social Benefits** 472
  - Teaching Knowledge and Skills ■ Cultural Transmission of Values ■ Social Integration ■ Gatekeeping ■ Promoting Personal Change ■ Promoting Social Change ■ Replacing Family Functions ■ Other Functions
- The Conflict Perspective: Maintaining Social Inequality** 477
  - The Hidden Curriculum ■ Stacking the Deck: Unequal Funding
  - *Down-to-Earth Sociology: Kindergarten as Boot Camp* 478
  - Discrimination by IQ: Tilting the Tests ■ The Correspondence Principle ■ The Bottom Line: Reproducing the Social Class Structure
  - *Thinking Critically about Social Controversy: The "Cooling-Out" Function of Higher Education* 483
- The Symbolic Interactionist Perspective: Teacher Expectations and the Self-Fulfilling Prophecy** 484
  - The Rist Research ■ The Rosenthal/Jacobson Experiment ■ How Do Teacher Expectations Work?
- How Can We Improve Schools?** 487
  - The Coleman Report ■ Compensatory Education ■ Busing ■ The National Report Card: Falling Test Scores ■ The Rutter Report
  - *Down-to-Earth Sociology: Positive Peer Pressure and the Problem of Drugs* 491
  - *Thinking Critically about Social Controversy: Improving America's Schools* 491
- Summary** 493
- Suggested Readings** 493

## **18 Religion: Establishing Meaning** 494

- What Is Religion?** 496
- The Functionalist Perspective** 497
  - Functions of Religion ■ Functional Equivalents of Religion ■ Dysfunctions of Religion
- The Symbolic Interactionist Perspective** 499
  - Religious Symbols ■ Rituals ■ Beliefs ■ Religious Experience ■ Community
- The Conflict Perspective** 502
  - Opium of the People ■ A Reflection of Social Inequalities ■ A Legitimation of Social Inequalities
- Religion and the Spirit of Capitalism** 504
- The World's Major Religions** 505
  - Judaism ■ Christianity ■ Islam ■ Hinduism ■ Buddhism ■ Confucianism

|   |     |
|---|-----|
| <b>Types of Religious Organizations</b>   | 510 |
| Cult ■ Sect ■ Church  |     |
| ■ <i>Down-to-Earth Sociology</i> : Mass Shortage  | 513 |
| Ecclesia ■ Variations in Patterns ■ A Closer Look at Cults and Sects  |     |
| ■ <i>Perspectives</i> : Religion and Culture in India   | 514 |
| <b>Secularization</b>   | 515 |
| The Secularization of Religion  |     |
| ■ <i>Down-to-Earth Sociology</i> : Bikers and Bibles  | 517 |
| The Secularization of Culture ■   | 518 |
| <b>The Main Characteristics of Religion in the United States</b>  | 520 |
| Diversity ■ Pluralism and Freedom ■ Competition ■ Commitment ■ Privacy ■ Toleration ■ Fundamentalist Revived ■ The Electronic Church ■ Characteristics of Members |     |
| <b>The Future of Religion</b>   | 523 |
| <b>Summary</b>  | 524 |
| <b>Suggested Readings</b>   | 525 |

## 19 Medicine: Health and Illness 526

|   |     |
|---|-----|
| <b>The Sociological Perspective of Health and Illness</b>           | 528 |
| Defining Health ■ The Cultural Relativity of Health ■ The Sick Role |     |

|  |     |
|--|-----|
| <b>Historical Patterns of Health</b>   | 532 |
| Physical Health ■ Mental Health  |     |
| <b>Medicine in the United States</b>   | 534 |
| The Professionalization of Medicine ■ The Monopoly of Medicine   |     |
| ■ <i>Thinking Critically about Social Controversy</i> : Midwives and Physicians: The Expanding Boundaries of a Profession                                      | 536 |
| ■ <i>Thinking Critically about Social Controversy</i> : In the Care of Strangers—The Hospital in American Society  | 536 |
| Mental Illness and Social Inequality   |     |
| <b>Issues in Health and Health Care</b>  | 539 |
| Medical Care as a Commodity ■ Malpractice Suits and Defensive Medicine ■ Inequality in Distribution ■ Depersonalization: The Cash Machine ■ Sexism in Medicine |     |
| ■ <i>Down-to-Earth Sociology</i> : The Doctor Nurse Game   | 543 |
| Medicalization of Society ■ Controversy about Death  |     |
| ■ <i>Thinking Critically about Social Controversy</i> : The Legalization of Euthanasia   | 545 |
| Health Insurance   |     |
| <b>Threats to Health</b>   | 546 |
| Disease ■ Drugs ■ Disabling Environments   |     |
| <b>The Search for Alternatives</b>   | 552 |
| Treatment or Prevention? ■ Holistic Medicine   |     |
| ■ <i>Perspectives</i> : Health Care in Other Countries   | 553 |
| <b>Summary</b>   | 556 |
| <b>Suggested Readings</b>  | 556 |

## PART V SOCIAL CHANGE

## 20 Population and Urbanization 558

|   |     |
|---|-----|
| <b>Population</b>   | 560 |
| <b>The Specter of Overpopulation</b>  | 560 |
| Thomas Malthus: Sounding the Alarm ■ The New Malthusians ■ The Anti-Malthusians ■ Who Is Correct? ■ Why Are There Famines?  |     |
| <b>Population Growth</b>  | 565 |
| Why the Poor Nations Have So Many Children ■ Implications of Different Rates of Growth ■ Estimating Population Growth: The Three Demographic Variables ■ Industrialization and the Demographic Equation ■ Problems in Forecasting Population Growth |     |
| ■ <i>Perspectives</i> : Where the United States Population Is Headed  | 572 |
| <b>Urbanization</b>   | 574 |
| <b>The City in History</b>  | 574 |
| <b>Models of Urban Growth</b>   | 576 |
| The Concentric-Zone Model ■ The Sector Model ■ The Multiple-Nuclei Model ■ Critique of the Models   |     |
| <b>Experiencing the City</b>  | 578 |
| Alienation  |     |

|   |     |
|---|-----|
| ■ <i>Perspectives</i> : Urbanization in the Third World   | 579 |
| Community ■ Types of Urban Dwellers ■ Urban Sentiment   |     |
| ■ <i>Down-to-Earth Sociology</i> : Giving Access Information—The Contrasting Perspectives of Males and Females                  | 583 |
| Insiders' and Outsiders' Views: Implications for Urban Planners ■ Urban Networks ■ Urban Overload ■ Diffusion of Responsibility |     |
| <b>The Changing City</b>  | 585 |
| Urban Politics: The Transition to Minority Leadership ■ Suburbanization ■ Trends in Suburbs and Cities                          |     |
| <b>Summary</b>  | 588 |
| <b>Suggested Readings</b>   | 589 |

## 21 Collective Behavior and Social Movements 590

|   |     |
|---|-----|
| <b>Collective Behavior</b>                                      | 592 |
| <b>Early Explanations: The Transformation of the Individual</b> | 593 |
| Charles Mackay: The "Herd Mentality" ■ Gustave LeBon:           |     |