

# S O C I O L O G Y

K a m m e y e r R i t z e r Y e t m a n



F O U R T H E D I T I O N

**F O U R T H   E D I T I O N**

# **SOCIOLOGY**

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## **Experiencing Changing Societies**

**ALLYN AND BACON**

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# P R E F A C E

As we planned for this fourth edition, we asked ourselves what approach or emphasis would best reflect the nature of contemporary sociology. It was not difficult to find our new focus, since the authors, the editor, and the developmental editor all agreed that the time was ripe for an introductory sociology textbook with a distinctive emphasis on cross-national and cross-cultural studies. Sociologists (and most other observers) are increasingly recognizing that what happens in countries around the world can have an impact in every other country. And, increasingly, it is technically and politically possible to know *what* is happening in countries all over the world. For some years we have had the communications capabilities to see world events of the day on the evening news, and now there is a new political openness that allows us to know immediately of events in countries that were previously hidden from view. But it is not just news events that are known, for we are also getting more and more sociological information from nations in all parts of the world.

Since the countries of the contemporary world are mutually informed and interdependent, it is both interesting and important for sociologists to turn their attention to cross-national concerns. We must apply our sociological ideas and use sociological research to learn and understand as much as we can about other countries and societies.

Sociologists have always had an interest in comparative-societal studies and a fascination with the anthropological studies of nonliterate societies. Ever since the nineteenth century, sociologists have used the field studies of anthropologists. In this edition, we broaden our investigation of other societies and cultures to include contemporary sociological phenomena in nations worldwide. This is in line with the view of the American Sociological Association's former president, Melvin Kohn, who called for more cross-national research as "an analytic strategy for sociology." We have termed studies investigating sociological phenomena in one or more contemporary nations *cross-national* studies. Those studies that involve the more traditional, ethnographic investigations we have termed *cross-cultural* studies. Each chapter contains one such study, appropriately titled "Cross-National Perspectives" or "Cross-Cultural Perspectives."

Our cross-national and cross-cultural focus does not mean, however, that we neglect the society and culture of the United States. We continue to give major attention to the society that is most familiar, and probably of most concern, to the majority of our readers. We offer a more balanced consideration, however—one that takes American society as a primary focus, but also introduces data and analyses of other nations and societies, both contemporary and nonliterate.

## Organization

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The text is divided into four parts. Part One serves as an introduction to the fundamental ideas of sociology. In the first two chapters, we present key theories and research methods of sociology. The major sociological theories and classical theorists are introduced in



Chapter 1 and then referred to when appropriate throughout the text. The chapters that follow introduce the concepts of *culture*, *interaction*, *groups*, *organizations*, *society*, *socialization*, and *deviance*. Chapter 4, “Forms of Social Life: Interaction, Groups, Organizations, and Societies,” covers small and large groups, organizations, and societies; it incorporates material from two chapters of the previous edition.

The final chapter of Part One—Chapter 7, “Sexual Behavior and Sexuality from a Sociological Perspective”—is a unique feature both to this book and to other introductory sociology texts. Here, we turn our attention to sexual behavior, a topic that is inherently interesting to most people. In this featured chapter we show how a sociological perspective can be usefully applied to this universal and fascinating human behavior. Our aim was to use the core sociological concepts presented in the first six chapters to illustrate to students how these basic sociological ideas can be applied to the study of sexual behavior and, by implication, to any other human behavior.

Part Two is concerned with the basic dimensions of inequality in societies. Again, whenever possible we introduce materials from other societies to supplement examples derived from the United States. Chapter 8 is concerned with socioeconomic stratification. Notable in this chapter is a discussion of the declining middle class, a relatively new social phenomenon not traditionally covered by introductory sociology texts. Chapter 9 explores race and ethnic stratification, and Chapter 10, gender and age stratification. In these chapters we discuss societal inequalities in Africa, Canada, China, India, and the Soviet Union, along with many other societies.

Part Three describes and analyzes in six chapters the basic institutions of societies—family, education, economy and work, health and medicine, religion, and politics. Once again the illustrative cases come from societies, both modern and preliterate, around the world. Part Four contains two chapters. One combines two societal features that have been especially important in the twentieth century: population growth and urbanization. This chapter presents succinctly an appropriate amount of introductory material on demography and urban sociology. The final chapter, Chapter 18, covers social change, social movements, and collective behavior.

## “Connections”

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The four “Connections” essays, which appear at the end of each part, are an integrative feature, one that illustrates key sociological concepts and theories within the context of real-world issues. In turn, they discuss the homeless, the fate of Mexicans who work along the United States-Mexico border, the phenomenon of working parents and “latch-key” children, and reproductive technologies such as surrogate parenthood and artificial insemination. After the social issue has been briefly described, the major theories (structural-functional, conflict, symbolic interaction, and social exchange) are applied to various aspects of the topic. How might structural functionalists view the issue of surrogate parenthood as compared to the way in which symbolic interactionists view the issue? What might social exchange theorists see as the key to understanding the relationship between the homeless and other members of society? How would conflict theorists describe the plight of the Mexican *maquila* workers in El Paso? Each “Connections” essay closes with a section entitled “Looking at the Research,” in which we discuss what sociological research has told us about the issue, and, often, what additional research

is needed. We believe this innovative and important feature will provide a useful and interesting break from the chapter-by-chapter pace that is so characteristic of introductory sociology classes.

## **“Critical Thinking”**

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At the end of each chapter, a set of approximately twelve Critical Thinking questions challenges one to probe more deeply for sociological understanding of the chapter. The questions can also serve as a springboard for classroom discussion.

## **Additional Pedagogical Aids**

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Each chapter has an introduction designed to draw the reader into the subject of the chapter. At the end of each chapter, a summary provides a convenient review of the chapter content. As a special convenience for the readers, each major sociological concept is printed in boldface, and a brief definition appears in the margin at the point of its first appearance. A complete glossary of terms appears at the end of the book, where fuller definitions and explanations are provided.

**Study Guide.** A Study Guide is also available for this book, which contains: Learning Objectives, chapter outline, key terms and definitions, key people, and self-tests (25 multiple choice, 20 true/false, 15 fill-in, 5 essay, glossary definitions, and answers to objective questions). Your bookstore can assist you, the student, in ordering this, if your instructor has not done so already. A computerized study guide is also available.

**Instructor’s Materials.** Teaching aids for the instructor have also been prepared. These include: *Annotated Instructor’s Edition*, Test Bank, Computerized Test Bank, Transparencies package, and video tapes from the Allyn and Bacon Video Library. Please contact Allyn and Bacon through your local sales representative, or write: Allyn and Bacon, Customer Service Department, 160 Gould Street, Needham, MA 02194.

## **Acknowledgments**

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Once again it is a pleasure to thank the many people who have helped us as we prepared the fourth edition of this book. Our first debt is to the hundreds of sociologists, and other scholars and writers, who carried out the basic research and did the writing that provided the material for this book. Sociology is an accumulated and still-growing body of knowledge and ideas that we have tried to bring together in a single text. We hope we have done justice to all of these many intellectual and scientific efforts.

We again wish to express our appreciation to the many sociologists and their students who have used the previous editions and have given us the benefit of their thoughtful critiques and suggestions. The most direct feedback came from the students in our classes at the University of Kansas and the University of Maryland.

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We were encouraged to develop a fourth edition of this text by Karen Hanson, our editor. Her initial enthusiasm for the idea of an uncluttered, attractive, appealing book, with four-color photographs, gave us the impetus we needed to get the writing underway. Our developmental editor Hannah Rubenstein was, from the very beginning of her participation, deeply involved in every detail of the book. She gave her complete attention to every sociological concept and idea in the manuscript. Despite some formidable resistance from us on many occasions, she frequently made substantive contributions, and was often able to show us how our writing could be clarified, our ideas sharpened, and our book improved. This process of give and take between Hannah and her authors has often been intense, but it has surely led to a better book than it otherwise would have been. Marjorie Payne has been in charge of producing the book, a task that she has carried out with a gentle but firm hand. It isn't easy to get three different authors to complete tasks properly and on time, but Marjorie has worked toward this end with a balance of persistence and tolerance. She also made a number of substantive and clarifying contributions to the text during the production process. We want to express our thanks and appreciation to Karen, Hannah, and Marjorie for all they did to help us achieve our mutual goal of a fresh new introduction to sociology.

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