

ALL THE WORLD'S A STAGE . . . WHAT ROLE DO YOU PLAY?

See human behavior in a whole new light!

Sociology is a valuable tool, one that can help demystify the world around you. Are people predictable based on social structure? Or are they active, thinking creatures who behave randomly? The answers can be found in the study of sociology. In this edition of Jon Shepard's engaging book, you'll discover the fascinating knowledge that comes with an understanding of sociology. From the role of race, ethnicity, gender, and social class in organizations to the concepts of hate crime and population control, sociology opens the door to new realms of understanding. *In this timely, completely updated Eighth Edition, you'll find:*

- **A study system that works.** At the core of the text is its hallmark SQ3R study format—survey (S), question (Q), read, recite, and review (3R). This system helps you identify and understand key ideas, remember important points, and review effectively for exams.
- **A built-in Study Guide—no separate manual to buy!** Each chapter's *Review Guide* serves as your built-in study guide. This money-saving feature helps you retain important concepts and develop your critical-thinking skills.
- **An engaging and accessible style.** Shepard's unique knack for blending classic scholarship with intriguing coverage makes *Sociology* a favorite among students.
- **State-of-the-art technologies to enhance the text.** Internet links in every chapter, access to *InfoTrac® College Edition* and the exciting *Virtual Society* Web site—Shepard's text is wired for your success! You can even purchase a dynamic, interactive sociology CD-ROM, *Connections 2002*.

FOR UP-TO-THE-MINUTE ONLINE EXPLORING AND EXCEPTIONAL STUDY TOOLS—

<http://sociology.wadsworth.com>

Take studying to a new level with this powerful online resource center! **Virtual Society** features a wealth of interactive study aids, including hyper-contents and chapter-by-chapter resources like chapter quizzes, online self-quizzes, and more.

ALSO AVAILABLE FROM WADSWORTH TO ASSIST YOU—

Doing Sociology: A Global Perspective, Fourth Edition

by Rodney Stark. This software/workbook package shows you what it takes to do real sociological research, using the same data and techniques used by professional researchers. 0-534-55598-5

Classic Readings in Sociology, Second Edition

This accessible book contains a series of classic articles written by key sociologists. Also includes a link to *InfoTrac® College Edition*, where you can find further readings in a particular subject matter found in the reader. 0-534-58765-8



The Wadsworth Group is the publisher of the following imprints:
Brooks/Cole, Duxbury, Heinle & Heinle, Schirmer, Wadsworth, and West.

WADSWORTH
THOMSON LEARNING

Visit Wadsworth online at www.wadsworth.com

For your lifelong learning needs: www.wadsworth.com

Sociology

Eighth Edition

Jon M. Shepard

Virginia Polytechnic Institute
and State University

WADSWORTH
—★—
THOMSON LEARNING

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

Publisher: Eve Howard
Development Editor: Robert Jucha
Assistant Editor: Analie Barnett
Editorial Assistant: Reilly O'Neal
Marketing Manager: Matthew Wright
Project Manager: Jerilyn Emori
Print Buyer: Karen Hunt
Permissions Editor: Joohee Lee
Production Service: Hespenheide Design
Text Designer: Hespenheide Design

Copy Editor: Janet Greenblatt
Illustrator: Randy Miyake
Cover Design: Hespenheide Design
Cover Image: Christopher Brown, *Forty Flakes*, 1991.
Fine Arts Museums of San Francisco, Achenbach
Foundation for Graphic Arts, Crown Point Press
Archive, Gift of Crown Point Press, 1993.51.304
Cover Printer: Phoenix Color Corp.
Compositor: Hespenheide Design
Printer: Quebecor World Book Services, Taunton

COPYRIGHT © 2002 Wadsworth Group. Wadsworth is an imprint of the Wadsworth Group, a division of Thomson Learning, Inc. Thomson Learning™ is a trademark used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America
1 2 3 4 5 6 7 05 04 03 02 01

For permission to use material from this text, contact us by
Web: <http://www.thomsonrights.com>
Fax: 1-800-730-2215
Phone: 1-800-730-2214

ExamView® and ExamView Pro® are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. used herein under license.

Library of Congress Cataloging-in-Publication Data
Shepard, Jon M.

Sociology / Jon M. Shepard—8th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-534-57906-X (alk. paper)

1. Sociology. I. Title

HM585.S5 2001

301—dc21

Wadsworth/Thomson Learning
10 Davis Drive
Belmont, CA 94002-3098
USA

For more information about our products, contact us:
Thomson Learning Academic Resource Center
1-800-423-0563
<http://www.wadsworth.com>

International Headquarters
Thomson Learning
International Division
290 Harbor Drive, 2nd Floor
Stamford, CT 06902-7477
USA

UK/Europe/Middle East/South Africa
Thomson Learning
Berkshire House
168-173 High Holborn
London WC1V 7AA
United Kingdom

Asia
Thomson Learning
60 Albert Street, #15-01
Albert Complex
Singapore 189969

Canada
Nelson Thomson Learning
1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada



Preface

A NOTE TO STUDENTS FROM THE AUTHOR

As a college student on a football scholarship, my goal in life was to become a high school football coach. When the young woman I was dating (now my wife) suggested I take a course in introductory sociology with her, I did—mainly because it allowed us to be together and it happened to fit into my schedule.

The issues discussed in that class were not the sort of thing jocks usually spend time on: Is divorce more likely or less likely when people have the same social-class background? Are some races inferior to others? What is the social significance of Darwinism?

Suddenly, I began to see human behavior in a different light. I discovered that Richard Wright's classics, *Native Son* and *Black Boy*, are not merely stories about black youth but rather autobiographical reflections of the black experience in America. Prejudice and discrimination are not just characteristics of individuals; they are part of society as a whole. I learned that the game I was playing to pay my way through college was actually as much a business as a sport. It became apparent that the fraternity I was about to join was not only a brotherhood but also part of the campus social hierarchy.

I began to see social relationships as essential for human survival. And if the world is a stage and all its men and women merely players, these players generally deliver their lines and act out their parts as if they were rehearsed and with a definite flair for mimicry. Yet the action that sociologists have labeled "social structure" depends less on the conscious learning of appropriate attitudes, beliefs, and behavior than on unreflective acceptance of our culture and society. In this sense, we are like puppets responding to tugs on the strings that bind us to essential social relationships—relationships in which people, I came to understand, do not usually behave randomly and do not always behave only as individuals. People often think, feel, and behave in

rather predictable ways because of what they have been taught and because of the many social pressures to which they have been exposed. At the same time, however, individuals interacting with others create their own understandings of situations. In this sense human beings are *not* like puppets, because they have the potential to buck tradition; they are active, thinking creatures even when they are conforming.

Society was demystified for me. I came to value sociology as a tool for understanding the world. In fact, this experience led me to major in sociology and subsequently to obtain my Ph.D. in sociology. America lost a football coach, but it gained a committed teacher. I have never regretted my choice.

You probably do not share my aspiration to be a football coach. You might not major in sociology, though I hope to show you the life-long benefits of studying sociology. You can, however, enjoy this course and take from it the slant on social life that sociology provides.

Distinctive Study Aids

Through seven editions students have expressed enthusiasm for the unique study features central to this text. Via these features students become active learners, comprehending and retaining the material more fully.

SQ3R: A Format for Study

This text is designed with the "SQ3R" study format at its core. Research tested, this approach helps students identify significant ideas, understand these ideas rapidly, remember important points, and review effectively for exams. As a result, students learn more about sociology more easily while performing better on tests.

The letters in SQ3R symbolize five steps in effective reading and learning: survey (S), question (Q), read, recite, and review (3R). The steps in the SQ3R method are built into each chapter.

1. **Survey.** Before reading the chapter, read the outline, the introduction, and the summary that opens each Review Guide at the end of each chapter. This survey, which will give you an overall picture of the chapter content, should take only a few minutes.
2. **Question.** Third-order headings are phrased as questions to help you select and concentrate on the important points. For example, instead of seeing subtopic headings such as "Working Women," you will find such questions as "Have Men and Women Reached Financial Equality?" and "How do American women fare globally?"
3. **Read.** For increased comprehension, focus on each third-order question as you read the material that answers it.
4. **Recite.** Answer each third-order heading immediately after reading the relevant material. If you are unable to answer a question, examine the material until you find the answer. Also, at the end of every major topic is a final recite check called *Feedback*. (See sample *Feedback* below.) If you cannot answer one of these self-test questions, note the correct answer given under the questions and look back at the text material to find out why this is the right answer. The recitation dimension of the SQ3R method will prevent you from deluding yourself by believing that you understand material when, in fact, you do not. This process is designed to replace surface recognition with a more thorough comprehension.
5. **Review.** After completing a chapter, once again briefly answer the questions posed in the third-order headings. Even better, have another person ask you the questions. You can complete your review of a chapter by using the *Review Guide* that appears at the end of each chapter.

Critical Thinking Questions

Critical thinking questions enable you to ask incisive questions, to select and properly consider relevant evi-

dence, to form judgments based on reason rather than emotion, and to formulate solutions to problems. Critical thinking is explicitly incorporated in this text in four ways:

1. **The SQ3R Method** The promotion of critical thinking lies at the heart of the "question" step of the SQ3R method.
2. **Critical Thinking Questions** A set of four to six critical thinking questions are included in the *Review Guide* at the end of each chapter. These wide-ranging questions encourage you to think critically and creatively about the ideas within a chapter. Sometimes you will apply these ideas to a particular aspect of social life. Other times you will use sociological ideas to analyze and understand events and experiences in your own life.
3. **Critical Feedback** Each *Doing Research* (a feature to be described shortly) closes with a series of critical feedbacks designed to help you better understand the piece of sociological research involved and probe below the surface.
4. **The Sociological Imagination** It is easy to fall into a pattern of nonreflection about prevailing ideas that are passed from generation to generation. The feature *Using the Sociological Imagination* opens each chapter with a question designed to challenge some aspect of conventional wisdom (social myths generally thought to be true).

Review Guide

Each *Review Guide* begins with a chapter summary followed by the chapter learning objectives. Next is a concept review of approximately 50 percent of the concepts introduced in the chapter. Test your grasp of key concepts by matching concepts with a set of definitions. Several critical thinking questions follow the concept review. These broad questions provide practice for essay tests. A set of multiple-choice questions then acts as a mini self-test. The feedback review consists of a sample of ques-

FEEDBACK

1. _____ is the scientific study of social structure.
2. Match the social sciences listed below with the examples of research projects beside them.

___ a. sociology	(1) a study of how children learn to talk
___ b. anthropology	(2) a study of the impact of taxation on consumer spending
___ c. psychology	(3) a study of African American family structure during the slavery era
___ d. economics	(4) a study of village ruins
___ e. political science	(5) a study of presidential power
___ f. history	(6) a study of drug use patterns among high school students

Answers: 1. Sociology 2. a. (6) b. (4) c. (1) d. (2) e. (5) f. (3)

tions taken directly from the *Feedback* questions throughout the chapter. In most chapters a graphic review feature tests your understanding of a particular table or figure in the chapter. An answer key closes each *Review Guide*.

UNIFYING THEMES

Sociological Imagination

False ideas about social life survive mainly because so many of us rely on nonsociological, nonscientific sources of knowledge. Although knowledge exists—and we are often exposed to it—we tend to reject or ignore it because it contradicts what we have been conditioned to believe. The study of sociology encourages critical thinking about conventional wisdom through the development of the **sociological imagination**—the mindset that enables individuals to see the relationship between events in their personal lives and events in their society. By questioning conventional wisdom, we can make a decision or a judgment based on reality rather than on socially accepted false beliefs that obscure the truth. To this end, each chapter opens with a question about some aspect of social life. The answer to each question contradicts a popular or commonsense belief. Sometimes the question will focus on a result that even sociologists may have doubted until a sufficient amount of convincing research had been done. The correct answer to each question is given at the beginning of the chapter and is elaborated on within the chapter itself.

Doing Research: Sociologists as Scientists

This feature presents the theory, methods, conclusions, and implications of significant sociological studies. Some studies are sociological landmarks. Others are included because they reinforce a major point in a chapter. Still other studies are selected because they illustrate the imaginative use of a major research method. These detailed accounts of significant sociological studies will pique your interest in social research and stimulate your sociological imagination.

Culture: A Global Perspective

The world is becoming a “global village.” Events in one part of the world increasingly carry political, social, and economic consequences for other parts. The cross-cultural material throughout the text will broaden your global perspective. Our inclusion of one world map in each chapter will also heighten your awareness of sociology across cultures.

WHAT IS NEW IN THE EIGHTH EDITION?

A More Readable and Concise Text

This eighth edition is the most readable and concise version to date. This revision involved rewriting, editing, and updating the entire book. Instructors tell us that because students experience increasing pressure in their college education and because there is a growing desire to incorporate new technology (especially the Internet) into the classroom, they need a more concise text. Thus, with the eighth edition we have tightened the text and reduced the number of chapters by combining collective behavior, social movements, and social change into a single chapter.

New Material

Many substantive changes have been made to this edition. Chapter 1 has undergone extensive revision. Profiles of Jane Addams, W. E. B. DuBois, and Adam Smith have been added. Feminist theory has been added to coverage of conflict theory. Finally, a new section on sport has been introduced to illustrate the theoretical perspectives of functionalism, conflict theory, and symbolic interactionism. Additional changes to other chapters include new sections on advantages and disadvantages of research methods (Chapter 2); race, ethnicity, gender, and social class in organizations (Chapter 6); positive and negative deviance (Chapter 7); juvenile crime (Chapter 7); the influence of race on attitudes toward the poor (Chapter 8); hate crime (Chapter 9); educational reform (Chapter 12); alternatives to public schools (Chapter 12); sexism in schools (Chapter 12); the changing U.S. workforce (Chapter 13); the changing U.S. occupational structure (Chapter 13); the changing health care system (Chapter 15); population control (Chapter 16); edge cities (Chapter 16); and the aging of the American population (Chapter 16). Several concepts are new to this edition: Chapter 7: negative deviance, positive deviance, juvenile crime; Chapter 8: working poor; Chapter 9: hate crime; Chapter 11: heterogamy; Chapter 12: integrative curriculum, charter schools, for-profit schools, magnet schools; Chapter 13: primary sector, secondary sector, tertiary sector, core tier, peripheral tier; Chapter 15: managed care, preferred provider organization, euthanasia; Chapter 16: population control, family planning, population pyramid, edge city, gentrification, peripheral theory; and Chapter 17: convergence theory.

Feature Revision

All features from the previous edition have been kept and extensively revised. *Sociology in the News* stimulates

your newly acquired sociological perspective as you view political and social events in the news. Each boxed feature is keyed to a recently broadcast story which appeared on the major news network, CNN. All but one of the *Sociology in the News* boxes are new to this edition. Each is keyed to a CNN video (available to instructors) containing brief news stories, and up to one-half of the news stories are cross-cultural. Topics include "Being Gay in America," "Primary Relationships in Blended Families," "Hate Crimes," "Marry for Love or Money?," and "Are School Vouchers a Good Thing?"

Doing Research includes eleven new studies with more contemporary and high interest topics. New studies include "The McDonaldization of Higher Education," "Teenagers in a Cultural Bind," "Who's Popular, Who's Not?," "High School Reunions," and "Gang Violence."

This edition retains a feature called *Internet Link*. In most chapters, one of the tables or figures contains an Internet address that provides electronic access to additional information.

New Features

Technology and Society examines the effects of modern technology on social life. Examples include "Star Wars and the Internet," "Can the Internet Stunt Your Social Growth?," "Look Out for Identity Thieves!," "Spinning a Web of Hate," and "Gender Equality and the Internet."

At least one U.S. map and one world map are included in each chapter. Each map is accompanied by two or three questions permitting students to examine and evaluate sociological data. Subjects for U.S. maps include "Students Expelled for Bringing Guns to School," "Annual Application of Capital Punishment," "Racial Segregation in Public Schools," "Religious Believers," and "Percentage of Females in the Workplace." World map topics include "The Wired World," "Availability of Television," "Deaths of Children Under Five Years Old," "Political Freedom," and "Life Expectancy at Birth."

A third new feature is called *Focus on Theoretical Perspectives*. A table in each chapter illustrates the unique approaches of functionalism, conflict theory, and symbolic interactionism as they relate to the chapter topic.

SUPPLEMENTS FOR THE EIGHTH EDITION

Sociology, Eighth Edition, is accompanied by a wide array of supplements prepared for both the instructor and student in order to create the best learning envi-

ronment for both inside as well as outside the classroom. All of the continuing supplements have been thoroughly revised enlarged and updated. There are in addition several supplements new to this edition. Especially noteworthy are those involving the Internet with the study of sociology. I invite you to examine and utilize all the items available to you.

Supplements for Instructors

Instructor's Manual with Test Bank The Instructor's Manual with Test Bank has been completely revised by Ron Stewart of SUNY-Buffalo State College. This supplement offers the instructor for each chapter:

- Learning Objectives
- Key Terms and Key People
- Lecture Outline or detailed chapter outline
- Supplemental Lecture Ideas or Discussion Topics
- Student/Classroom Activities
- Additional Readings/Resources (teaching tips, video resources, guest speaker suggestions)
- An InfoTrac College Edition User Guide appendix as well as a WebTutor User Guide appendix
- The Table of Contents for the CNN Today Sociology video series

The Test Bank for the Eighth Edition has been completely revised. Each chapter includes:

- 50 to 75 multiple-choice questions
- 15-20 true/false questions
- 5-10 short answer
- 5-10 essay questions per chapter

ExamView Computerized Test Bank Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step throughout the process of creating tests, while its unique "WYSIWYG" capability allows you to see the test you are creating on screen exactly as it will print or display online. Using ExamView's complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

Tips for Teaching Introductory 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.

InfoTrac College Edition Ignite discussions or augment your lectures with the latest developments in sociology and societal change. InfoTrac College Edition (available as a free option with this text) gives you and your students 4-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 24 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. InfoTrac College Edition is available only to North American college and university students. Journals subject to change.

Classroom Presentation Tools for the Instructor

CNN Today Sociology Video Series, Volumes I, Volume II, Volume III The CNN Today Sociology Video Series 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 in 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. The CNN Today Sociology Video Series has been used in conjunction with the feature, *Sociology in the News*, found within each chapter of *Sociology, Eighth Edition*.

Wadsworth's Introduction to Sociology Transparency Acetates A set of four-color acetates is available to help prepare lecture presentations.

SocLink 2002 CD-ROM: A Microsoft Power Point Presentation Tool SocLink 2002 is an easy-to-use CD-ROM with which instructors can create customized lecture Power Point presentations for class. SocLink 2002 includes nearly 500 pieces of graphic art from all Wadsworth Introduction to Sociology, Marriage and Family, and Social Problems titles. In addition, the user may choose from 400 photographs grouped by standard chapter categories. A unique feature of SocLink 2002 is the ability to choose and integrate video segments into lectures. SocLink 2002 gives instructors the ability to utilize images from the text

to create their own lecture presentations or to use and manipulate the pre-made lecture presentation already on the CD-ROM.

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. Available free to adopters of any Wadsworth sociology textbook (for Windows users—must have CD-ROM capability.)

Supplements for Students

A most important learning aid supplement for students, the student study guide, is already included with each copy of the text in the end-of-chapter *Review Guide*. There are additional supplements for students, many of which involve new media like the Internet and CD-ROM. All of these supplements can be bundled with *Sociology, Eighth Edition*, at considerable savings.

Classic Readings in Sociology, Second Edition An inexpensive alternative to a full-sized reader, this choice collection contains a series of both classic and contemporary articles written by key sociologists. Excerpts include C. Wright Mills's *The Promise of Sociology*, Goffman's *Presentation of Self*, Weber's *Characteristics of Bureaucracy*, Kozol's *Savage Inequalities*, and Ritzer's *McDonaldization of America*.

2001 Researching Sociology on the Internet Guide prepared by D. R. Wilson, Houston Baptist University and David L. Carlson, Texas A&M University. This useful guide is designed to assist Sociology students in all of their needs when doing research on the Internet. Part One contains general information necessary to get started and answers questions about security, the type of material available on the Internet, the information that is reliable and the sites that are not, the best ways to find research, and the best links to take students where they want to go. Part Two looks at each main discipline in the area of sociology and refers students to sites where the most enlightening research can be obtained. Specific drawbacks and issues to watch out for in each of the different areas are noted, as well as specific resources and subjects that are well represented in the on-line world.

Doing Sociology: A Global Perspective, Fourth Edition, by Rodney Stark 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). The workbook is accompanied with its own instructor's manual.

Website to Accompany *Sociology, Eighth Edition*

Perhaps the most exciting new development in the complete supplementary package to accompany *Sociology, Eighth Edition*, is the newly developed and expanded website.

Virtual Society: The Wadsworth Sociology Resource Center <http://sociology.wadsworth.com> The Wadsworth Sociology Resource Center contains a wealth of information and useful tools for both instructors and students. After logging on, click on Shepard, *Sociology, Eighth Edition*. Proceed to the Student Resources section to find flashcards, links to key sociological sites, The text's Review Guide online, and online quizzes for each chapter. You will also find three special features of the site.

The Virtual Tours for Introductory Sociology, prepared by Robert Wood of Rutgers University, Camden. The Virtual Tours provide a hands-on learning experience using the Internet to study the core topics covered in the introductory sociology course. The user is directed with online instructions through a series of key web sites relating to chapter topics. Using pull-down menus and short answers the tours are fully interactive. Students may e-mail responses to their instructor for credit. The Tours are also available upon request in hard copy to provide ease of use.

MicroCase Online, prepared by Matt Bahr, of the American Religion Data Archive, Purdue University, allows students to analyze real world data using the powerful MicroCase software and professorial data sets. A series of exercises for each chapter of the text are provided. These Web-based exercises offer activities designed around key pieces of current social science research. Basic univariate statistics, mapping, and cross-tabulations give students a chance to discover sociology by using the same data and methods utilized by professional social science researchers. All of the exercises rely on the same high quality data

available to professional researchers and include variables from sources such as the 2000 General Social Survey (GSS), World Values Survey, U.S. Census data, Federal Election Commission and others—including data on crime, education, religion, and political participation.

Student Guide to InfoTrac College Edition, prepared by Michele Adams of the University of California, Riverside, consists of exercises based on 23 core subjects vital to the study of Sociology. These exercises utilize InfoTrac College Edition's huge database of articles. The exercises help students to narrow down the search of articles related to each subject and ask questions that enable students to see the ideas more clearly and pique students' interest.

Web Tutor WebTutor, a content-rich, Web-based teaching and learning tool, 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. Content intended to improve student mastery of sociology includes practice tests, Internet links to highly relevant sites, and an electronic version of the text's United States and World maps. WebTutor is available on both WebCT and Blackboard. Please ask your Wadsworth/Thomson Learning representative for more information.

ACKNOWLEDGMENTS

Several colleagues have provided thoughtful and helpful reviews for the eighth edition. Many thanks to the following individuals:

- William T. Chute
University of Nebraska at Omaha
- William F. Coston
Pearl River Community College
- Susan Farrell
Kingsborough Community College, CCUNY
- John W. Fox
University of Northern Colorado
- Emmit Hunt
Florida Agricultural and Mechanical University
- Scott Magnuson-Martinson
Normandale Community College

Judy Maynard
University of Tennessee, Martin

Edward V. Morse
Tulane University

Josephine A. Ruggiero
Providence College

Ron Stewart
SUNY-Buffalo State College

David Terry
Chabot College

Carrol W. Waymon
San Diego Mesa College

Dorether M. Welch
Penn Valley Community College

Some of my colleagues listed above have also reviewed earlier editions. In addition to those individuals, the following colleagues have provided critiques of previous editions: G. William Anderson, Robert Anwyl, Paul J. Baker, Melvin W. Barber, Jerry Bode, Patricia Bradley, Ruth Murray Brown, Brent Bruton, Victor Burke, Bruce Bylund, David Caddell, Albert Chabot, Stephen Childs, Carolie Coffey, Kenneth Colburn, Jr., Jerome Crane, Ray Darville, Alline DeVore, Mary Van DeWalker, Mary Donahy, Susan B. Donohue, M. Gilbert Dunn, Lois Easterday, Mark G. Eckel, Irving Elan, Ralph England, K. Peter Etzkorn, Mark Evers, Joseph Faulkner, Kevin M. Fitzpatrick, Jesse Frankel, Larry Frye, Roberta Goldberg,

Ramona Grimes, James W. Grimm, Rebecca Guy, Penelope J. Hanke, Thomas Harlach, Cynthia Hawkins, Kenneth E. Hinze, Carla Howerly, Gary Kiger, James A. Kitchens, Joseph Kotarba, Irving Krauss, Mark LaGory, Raymond P. LeBlanc, Jerry M. Lewis, Jieli Li, Roger Little, Richard Loper, Roy Lotz, R. Lee McNair, Doris Miga, Charles Mulford, Bill Mullin, Daniel F. O'Connor, Jon Olson, Charles Osborn, Thomas R. Panko, Margaret Poloma, Carol Axtell Ray, Ellen Rosengarten, William Roy, Steven Schada, Paul M. Sharp, James Skellinger, Robert P. Snow, Mary Steward, Robert F. Szafran, Ralph Thomlinson, Charles M. Tolbert, David Waller, Michael E. Weissbuch, Carol S. Wharton, Douglas L. White, Paul Wozniak, David Zaret, Wayne Zatopek.

I extend special gratitude to several individuals. My developmental editor at Wadsworth, Bob Jucha, did his usual outstanding job of shaping this edition. Our relationship continues to be professionally and personally rewarding. If you knew Sandy Crigger, the mention of her name would be sufficient for you to know the magic she worked on the preparation of this edition. She frequently worked the impossible with unruffled grace. Dinah Akers consistently transformed incomprehensible data into accurate and artistic figures, tables, and maps. Melissa Kessinger cheerfully pinch-hit when necessary. Craig VanSandt, my research assistant, regularly turned specific requests as well as vague inquiries into information that was right on target. Kay Vogel Shepard, my wife and best friend, displayed superb editorial skills and substantive judgment that are reflected on every page of this edition.

Contents in Brief

Preface		xv
Part 1	Sociological Perspectives	
Chapter 1	The Sociological Perspective	1
Chapter 2	Sociologists Doing Research	37
Part 2	The Foundations of Social Structure	
Chapter 3	Culture	64
Chapter 4	Socialization Over the Life Course	90
Chapter 5	Social Structure and Society	121
Chapter 6	Groups and Formal Organizations	142
Chapter 7	Deviance and Social Control	175
Part 3	Social Inequality	
Chapter 8	Social Stratification	206
Chapter 9	Inequalities of Race and Ethnicity	238
Chapter 10	Inequalities of Gender and Age	271
Part 4	Social Institutions	
Chapter 11	Family	306
Chapter 12	Education	338
Chapter 13	Political and Economic Institutions	368
Chapter 14	Religion	405
Chapter 15	Health and Health Care	433
Part 5	Social Change	
Chapter 16	Population and Urbanization	459
Chapter 17	Social Change and Collective Behavior	494

Contents

PREFACE

A Note to Students From the Author	xv
Unifying Themes	xvii
What Is New in the Eighth Edition?	xvii
Supplements for the Eighth Edition	xviii
Acknowledgments	xx

PART ONE
Sociological Perspectives

CHAPTER ONE

The Sociological Perspective	1
Using the Sociological Imagination	2
The Sociological Perspective	2
Uses of the Sociological Perspective	6
The Social Sciences	10
Founders of Sociology	12
Theoretical Perspectives	19
Theoretical Perspectives and Sport	28

CHAPTER TWO

Social Research	37
Using the Sociological Imagination	38
Sources of Knowledge	38
Causation and the Logic of Science	40
Quantitative Research Methods	44
Qualitative Research Methods	48
A Model for Doing Research	54
Ethics in Social Research	55
A Final Note	57

PART TWO
The Foundations of Social Structure

CHAPTER THREE

Culture	64
Using the Sociological Imagination	65
Culture, Society, and Heredity	65
Language and Culture	67
Dimensions of Culture	69
Cultural Diversity and Similarity	77

CHAPTER FOUR

Socialization Over the Life Course	90
Using the Sociological Imagination	91
Social Participation or Social Deprivation	91
Theoretical Perspectives and Socialization	95
Psychology and Life Course Theories	98
Socialization and the Life Course	102
Socialization and the Mass Media: Functionalist and Conflict Theories	112

CHAPTER FIVE

Social Structure and Society	121
Using the Sociological Imagination	122
Social Structure and Status	122
Social Structure and Roles	124
Theoretical Perspectives and Social Structure	129
Society	129

CHAPTER SIX

Groups and Organizations	142
Using the Sociological Imagination	143
Concept of the Group	143
Types of Groups	144
Social Interaction in Groups	150
Formal Organizations	156
Dynamics of Formal Organizations	162
Formal Organizations in Japan	167

CHAPTER SEVEN

Deviance and Social Control	175
Using the Sociological Imagination	176
Deviance and Social Control	176
Biological and Psychological Explanations of Deviance	180
Functionalism and Deviance	181
Symbolic Interactionism and Deviance	185
Conflict Theory and Deviance	188
Crime in the United States	191
Global Differences in Crime	194
Approaches to Crime Control	195
Crime Control: Domestic and Global	199

PART THREE

Social Inequality

CHAPTER EIGHT

Social Stratification	206
Using the Sociological Imagination	207
Dimensions of Stratification	207
Explanations of Stratification	212
Stratification in American Society	216
Poverty in America	219
Consequences of Stratification	227
Social Mobility	228
Global Stratification	231

CHAPTER NINE

Inequalities of Race and Ethnicity	238
Using the Sociological Imagination	239
Racial and Ethnic Minorities	239
Theories of Prejudice and Discrimination	246
Institutionalized Discrimination	252
Increasing Racial and Ethnic Diversity in the United States	265

CHAPTER TEN

Inequalities of Gender and Age	271
Using the Sociological Imagination	272
Antecedents of Gender	272
Theoretical Perspectives on Gender	275
Sex Stereotypes and Gender Roles	280
Gender Inequality	283
Changing Gender Roles	292
Age Stratification and Ageism	295
Theoretical Perspectives on Ageism	296
Age and Inequality	298

PART FOUR

Social Institutions

CHAPTER ELEVEN

Family	306
Using the Sociological Imagination	307
Marriage and Family Defined	307
Cross-Cultural Analysis of Family and Marriage	307
Theoretical Perspectives and the Family	313
Family and Marriage in the United States	316
Lifestyle Variations	324
Looking Forward	331

CHAPTER TWELVE

Education	338
Using the Sociological Imagination	339
The Development and Structure of Education	339
The Functionalist Perspective	347
The Conflict Perspective	349
Symbolic Interactionism	357
Higher Education	360

CHAPTER THIRTEEN

Political and Economic Institutions	368
Using the Sociological Imagination	369
Power and Authority	369
The Nation-State	371
Political Systems	373
Political Power in American Society	375
Economic Systems	385
The Corporation	391
Work in the Contemporary Economy	394

CHAPTER FOURTEEN

Religion	405
Using the Sociological Imagination	406
Religion, Science, and Sociology	406
Theoretical Perspectives	408
Religious Structure and Practice	415
Religion in the United States	417

CHAPTER FIFTEEN

Health and Health Care	433
Using the Sociological Imagination	434
Health Care as a Social Institution	434
Theoretical Perspectives and the Health Care System	436
Health in the United States	442
The Changing Health Care System	446
Health Care Reform in the United States	451

**PART FIVE
Social Change**

CHAPTER SIXTEEN

Population and Urbanization	459
Using the Sociological Imagination	460
The Dynamics of Demography	460
World Population	464
The Aging American Population	472
Urbanization	474
Theories of City Growth	482
The Quality of Urban Life	485

CHAPTER SEVENTEEN

Social Change and Collective Behavior	494
Using the Sociological Imagination	495
Social Change	495
Theoretical Perspectives	502
Modernization	510
Collective Behavior	512
Dispersed Collectivities	512
Crowds	516
Social Movements	520

Glossary	533
References	545
Index	584

BOXES**Doing Research**

George Ritzer—The McDonaldization of Higher Education	24
Emile Durkheim—The Study of Suicide	50
Jacquelynne Eccles—Teenagers in a Cultural Bind	81
Keiko Ikeda—High School Reunions	105
Philip Zimbardo—Adopting Statuses in a Simulated Prison	126
Stanley Milgram—Group Pressure and Conformity	154
William Chambliss—Saints and Roughnecks	178
Donna Eder—Who's Popular, Who's Not?	217
Katherine S. Newman—No Shame in My Game	250
Harriet Bradley—Men's Work, Women's Work	290
Murray A. Straus, David B. Sugarman, and Jean Giles-Sims—Spanking and Antisocial Behavior	321
Robert Rosenthal and Lenore Jacobson—Pygmalion in the Classroom	358
Kathryn Marie Dudley—The End of the Line	398
William Stacey and Anson Shupe—The Electronic Church	423
Howard S. Becker—Socialization of Students in White	440
John Hagedorn—Gang Violence	480
Katherine S. Newman—The Withering of the American Dream?	506

Sociology in the News

Effects of Divorce	31
Counting Americans	56
Cultural Change in America	75
Aging in America	110
Being Gay in America	129
Primary Relationships in Blended Families	146
Gang Violence	189
Challenging the Caste System in India	229

Hate Crimes	249
The Evils of Dowry Payment	293
Marry for Love or Money?	318
Are School Vouchers a Good Thing?	346
The Politics of Smoking	381
The Sacred Ganges	411
Do Americans Love Their HMOs?	449
Family Planning in Egypt	470
Modernization and the American Family	511

Technology and Society

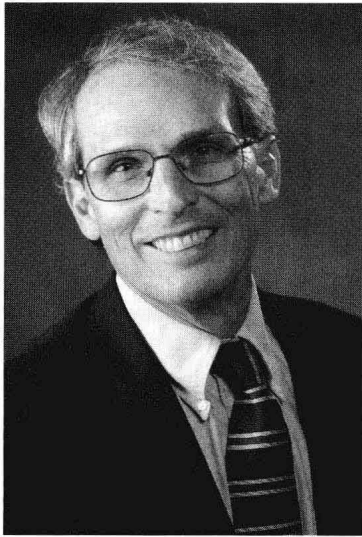
Theoretical Focus on the Internet	27
Are Researchers Peeping Toms?	57
<i>Star Wars</i> and the Internet	76
Can the Internet Stunt Your Social Growth?	114
The Dark Side of a Bright Technology	136
Working in the Virtual Office	163
Look Out for Identity Thieves!	193
Plugged In at Street-Level	225
Spinning a Web of Hate	248
Gender Equality and the Internet	287
Technology and the Family	315
School's Out—Forever?	343
Cybernews	378
Is Human Cloning Ethical?	407
Virtual Health Care?	453
Virtual Communities	486
Rumors at Warp Speed	513

MAPS

Worldview 1.1	3
Snapshot 1.1	9
Snapshot 2.1	38
Snapshot 2.2	39
Worldview 2.1	41
Snapshot 3.1	78
Worldview 3.1	80
Snapshot 4.1	102
Worldview 4.1	106

Snapshot 5.1	127	Worldview 12.1	349
Worldview 5.1	133	Snapshot 12.1	352
Snapshot 6.1	147	Snapshot 12.2	352
Worldview 6.1	162	Worldview 13.1	374
Snapshot 7.1	197	Snapshot 13.1	376
Worldview 7.1	200	Worldview 14.1	410
Snapshot 8.1	221	Snapshot 14.1	416
Worldview 8.1	227	Worldview 15.1	443
Worldview 9.1	244	Snapshot 15.1	454
Snapshot 9.1	246	Snapshot 16.1	473
Worldview 10.1	284	Worldview 16.1	476
Snapshot 10.1	291	Worldview 17.1	499
Worldview 11.1	311	Snapshot 17.1	521
Snapshot 11.1	319		

About the Author



As an undergraduate student, Jon Shepard discovered sociology. After graduating from Michigan State University with a Ph.D. in sociology, he taught introductory sociology and the sociology of organizations at the University of Kentucky. Now at Virginia Tech, he teaches economic sociology and business ethics. He is the author of 10 books and 40 plus professional journal articles. He has received teaching awards at both universities, including the University of Kentucky Great Teacher Award. He lives with his college sweetheart, Kay Vogel Shepard, in Blacksburg, Virginia. In Shepard's office Craig VanSandt, a friend and former graduate student, placed a plaque which reads, "Work is for those who can't play golf." Jon is a passionate golfer, but this axiom is an unrelenting reminder that he should keep his day job.

The Sociological Perspective

OUTLINE

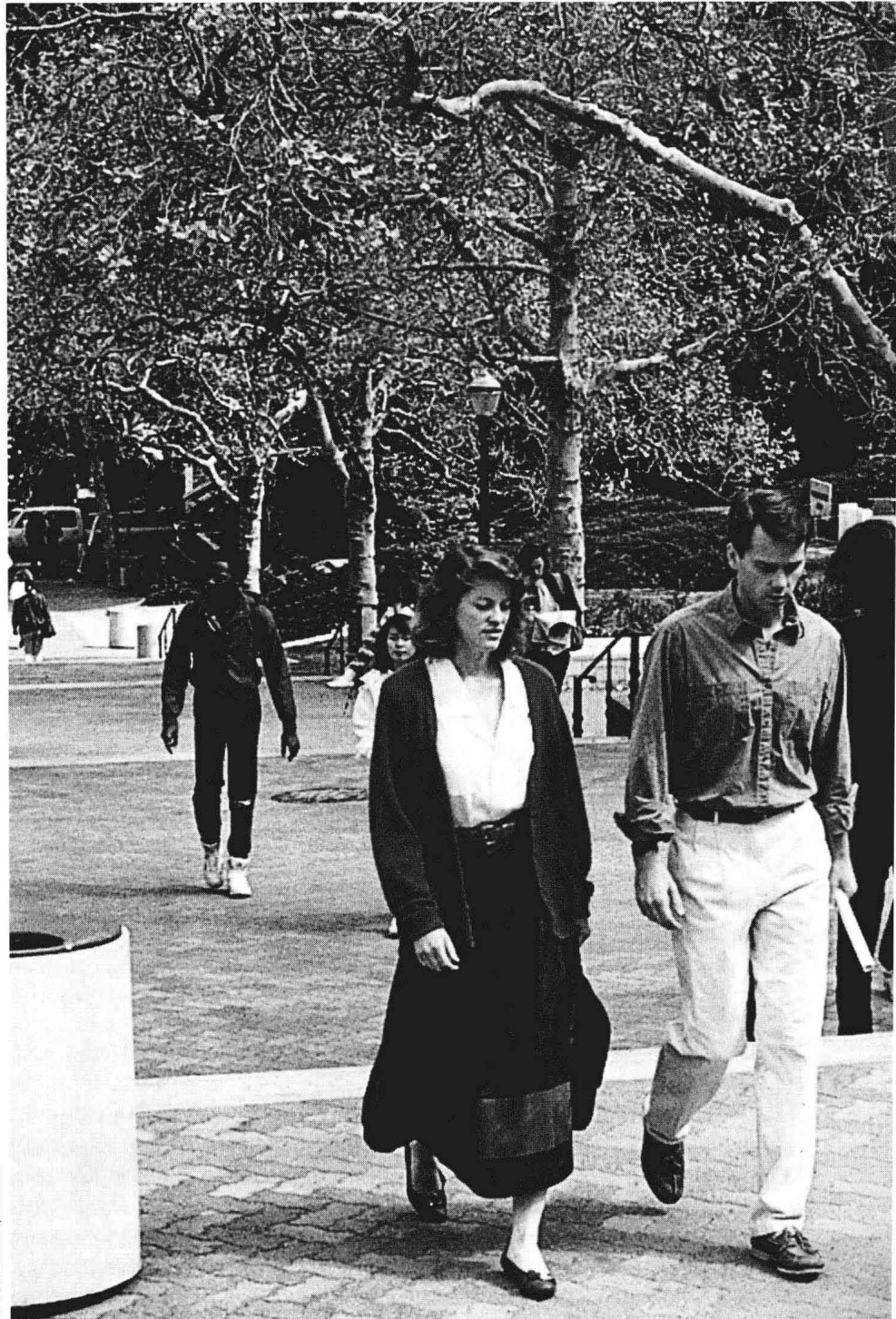
Using the Sociological Imagination
The Sociological Perspective
Uses of the Sociological Perspective
The Social Sciences
Founders of Sociology
Theoretical Perspectives

***Doing Research: George Ritzer—
The McDonaldization of Higher
Education***

***Technology and Society:
Theoretical Focus on the Internet***

Theoretical Perspectives and Sport

***Sociology in the News:
Effects of Divorce***



© Deborah Davis/PhotoEdit