

CHRISTOPHER BATES DOOB

SOCIOLOGY: AN INTRODUCTION

FIFTH EDITION



BUILT-IN STUDY GUIDE BY LAURA HARTMAN

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SOCIOLOGY: AN INTRODUCTION

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

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USING SOCIOLOGY: AN INTRODUCTION, FIFTH EDITION

A GUIDE TO LEARNING FROM YOUR TEXTBOOK

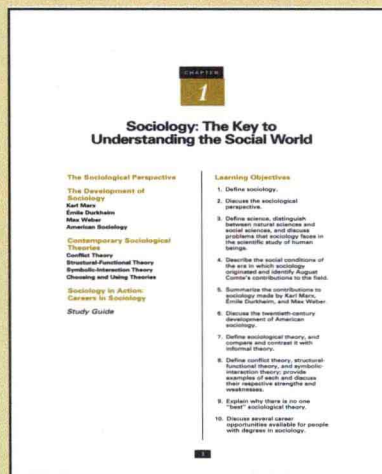
Sociology: An Introduction was written to help you think about the dynamic society in which you live. This textbook illustrates the many concepts, terms, examples, and uses of sociology as it will be examined in your course.

Sociology: An Introduction

- Offers clear explanations of sociological processes and research
- Emphasizes the practical uses of sociology
- Provides a study guide at the end of each chapter to help you master what you need to know

The following pages will introduce you to the many features of *Sociology: An Introduction* and will show you how to use the learning aids built into each chapter to enhance your experience in the sociology course.

A **chapter outline** and **learning objectives** open the chapter. The outline gives you an overview of topics to be covered. The objectives alert you to the key issues or areas that you will need to know for the course.



Social Realities provide current applications of topics and issues. They help you to see illustrations of sociology in daily life.



Research in Sociology sections examine research methods applied to key sociological concerns. This feature not only illustrates the methodology; it also makes some text material more understandable.

The **Study Guide** reduces your time spent preparing for exams. It appears on the pages edged with color at the end of each chapter.

First, read the **summary** and review the **key terms**. These items are organized in order of occurrence in the chapter. If you do not understand a particular point or term, you should review that section of the chapter.

Use the **concept checklist** to see how well you know the basic ideas presented in the chapter. Write your responses on a separate sheet of paper.

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RESEARCH IN SOCIOLOGY: SECTION 1

Racism and Racial Bias in Race Research

During the 1930s a project in race research aimed for painstaking thorough, fair-minded, and sincere investigation replicated in its execution that while he was proud of his race studies, one point should be clear: "It is no longer true," he would explain.⁴

Can we be confident that this man's racism was kept out of his work? Considering the impact that personal bias can have on research outcomes—a topic we examined in Chapter 3—it is enough to make us ask: Let us assume some of the different ways that racism and racial bias can affect the content of race research.

Racist Interpretation of Findings and Related Issues

Perhaps the most published way that racism enters the research process involves the explanation of data. Since early in the twentieth century, a host of studies have interpreted racial differences in results as determined by biological or genetic factors.

For instance, in 1912, Henry Huxford, a Princeton psychologist, gave an intelligence test to a representative sample of European immigrants, concluding that 49 percent of those working in menial jobs were illiterate, along with 75 percent of Italian and 87 percent of the Russians.

In 1920 Robert M. Yerkes directed a research venture that examined the data from intelligence tests obtained from World War I draftees. Blacks scored lower than whites, and those were also the draftees born in various European countries: immigrants from England, Ireland, Canada, Scotland, Germany, and Switzerland scored quite high while those from Russia, Italy, and Poland scored low.

In the 1960s, Arthur Jensen, a psychologist, found that black children averaged about 15 points lower than white children on standard intelligence tests. He concluded that between one-half to three-quarters of the score differences could be attributed to genetic factors and he recommended to environmental factors and their interaction with genetic factors.

In recent years J. Philippe Rushton has been a leading researcher attributing racial performance differences to inborn racial factors. Rushton has argued that there are three major racial groups—Mongoloid, Caucasoid, and Negroid—can be placed in that particular hierarchical order for evolutionary development. Rushton's work on intelligence has been used in certain circles to designate important, such as reproductive rates and relative mortality rates, African and African Americans, for example, have large numbers of children and high relative mortality rates, and these conditions help keep Negroes at the bottom of the hierarchical order. Like Jensen, Rushton has declared that most biological differences among the race groups differences in reproductive rates, relative mortality rates, and other factors used in his calculations of racial ordering. Then in 1974 Richard J. Herrnstein and Charles Murray's *The Bell Curve: Intelligence and Class Structure in America* (it was published through widely discussed and debated, it added little new substance to the debate. Brian Stapp, a psychologist, wrote:

The IQ intelligence of native-born Americans averaged 100 on the Cattell test. Despite the argument that there is something new in the Bell Curve, its authors have merely confirmed the long-standing claim that IQ is mostly inherited. The language is new, the statistical grounds are better, but the study remains the same.

(Stapp 1994, 435)

It appears that a common thread runs through the above studies, which raised some of the benefits of the scientific community. In every case the findings are attributed to inborn biological differences. It is important to consider the impact of such factors on faculty in English or overall educational level affecting intelligence test.

⁴ This information comes from a paper that appeared in 1934. The researcher is quoted as saying: "It is no longer true."

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disability-rights movement became focused on the federal government.

During the 1970s the federal government helped the disability-rights movement in several ways. First, government became a major source of funding. Second, government programs helped the disability-rights movement organize itself more effectively, providing centers for training and technical assistance and frequently working out disability rights issues for consultation, thus improving communication between the two camps and facilitating lobbying activities. Finally, during the 1970s, legislation established disabled people as a class of people whose rights were guaranteed by federal laws and whose exclusion from federally financed programs and activities became illegal.

In some respects the 1980s saw a less optimistic decade than its predecessor. The Ronald Reagan administration signaled a number of officials who had worked consistently with disability-rights organizations, and the federal government became more inclined to restrict disabled people's rights and to demand that funding rather than to support them (Hart 1998).

However, more than simply a question of funding, disability-rights organizations require more—a drive to demand equality, personally productive assistance to disabled people. An assessment of the vast literature on disabilities indicates that even though disabled people have a lifetime of experience living with their problems, studies have been "unavailable" for identifying with care providers and not with the recognition of their services, which "single out issues and problems, their manner of adaptation, their thoughts, hopes and fears" unduly and would constitute equality to policy-oriented research (Gross and Scherer 1998).

STUDY GUIDE

Summary

Agonism is a set of beliefs asserting the superiority of the young over the old. It is a traditional conservative, physical, and mental disability, which is the ability to do things that are made in health and disability. (Hart 1998, 435)

Key Terms

agonism is a set of beliefs asserting the superiority of the young over the old (Hart 1998).

disengagement a process of mental withdrawal resulting in decreasing interaction between an elderly person and others in the social system to which he or she belongs (Hart 1998).

engenderment is a type of engagement on an individual's ability to achieve and to influence a positive social and significant career regarding his or her life (Hart 1998).

Concept Checklist

1. What is a group? ☐ What are the five steps in the agonism process? ☐ What are the health and mental disability concepts of agonism? ☐ What are the group membership concepts of agonism? ☐ What are the five steps of agonism on one's control over his or her life? ☐

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sample a limited number of individuals chosen from a population for the purpose of conducting research (36)

random sample a process of drawing a sample from a broader population that means every individual in the population has an equal probability of being selected (36)

stratified random sample a sample broken into segments that correspond to similar characteristics of the population (36)

representative a research technique in which the researcher selects individuals to form the sample proportional to the population's characteristics (36)

purposive observation a method of observation in which the researcher chooses a group of people with one thing in common to study (36)

participant observation a method of observation in which the researcher becomes a part of the group being studied (36)

secondary analysis a study using data made available to researchers but produced by other individuals and organizations for their own purposes (36)

objectivity the ability to evaluate reality without using personal opinions and biases (36)

replication a repetition or new repetition of an earlier study to determine the accuracy of its findings (36)

Practice Tests

Matching

1. the set of principles and procedures that guide sociological research
2. consistency in measurement
3. a limited number of people chosen from a population for the purpose of conducting research
4. the ability to evaluate reality without using personal opinions and biases
5. a statistical description of the relationship between variables
6. a set of questions to elicit from people's thoughts and behavior
7. use of data produced by other researchers as the research project
8. research that includes measuring variables to measure the effect of a variable
9. a condition in which a research study controls variables that it thinks to control
10. a statistical technique that shows the relationship between two or more variables
11. a factor that has two or more measurable conditions

Concept Checklist

1. What is methodology? ☐ Why is it important in scientific research? ☐
2. What is a concept? ☐ What is the difference between independent and dependent variables? ☐ What conditions are necessary for causation? ☐
3. What is correlation and its relationship to causation? ☐ How do you distinguish between positive and negative correlation? ☐
4. What are the steps in the research process? ☐ What is the researcher's role in each stage? ☐
5. What is a hypothesis? ☐ How does it contribute to the research process? ☐
6. What are the differences between population, sample, and random sample? ☐ Why is the representativeness of samples important in sociological research? ☐
7. How would you define survey, experiment, observation, and secondary analysis? ☐ What are the strengths and weaknesses of the four types of research design? ☐
8. What is objectivity? ☐ Why is it important in scientific research? ☐ What are some factors that might hinder objectivity? ☐ How might a researcher preserve a high degree of objectivity? ☐
9. What are some ethical issues in sociological research? ☐ Why are they significant issues? ☐

- A. correlation
- B. hypothesis
- C. random sample
- D. objectivity
- E. validity
- F. experiment
- G. methodology
- H. reliability
- I. variable
- J. survey
- K. sample

Multiple-Choice

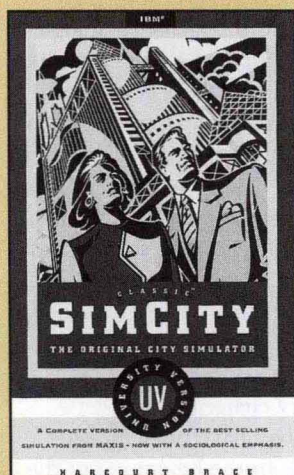
Learning Objective 2.01

- LO 1. 1. The set of principles and procedures that guide sociological research is called:
 - (A) theory
 - (B) methodology
 - (C) objectivity
 - (D) scientific analysis
- LO 1. 2. The variable that predicts a change in another variable is called the:
 - (A) independent variable
 - (B) dependent variable
 - (C) extraneous variable
 - (D) intervening variable
- LO 1. 3. A researcher hypothesizes that as a person's level of education increases, there will be a corresponding increase in the rate of her income. In this hypothesis, income is the:
 - (A) intervening variable
 - (B) independent variable
 - (C) extraneous variable
 - (D) dependent variable
- LO 1. 4. A statistical description of the relationship between variables is:
 - (A) correlation
 - (B) methodology
 - (C) causation
 - (D) reliability
- LO 1. 5. If a researcher discovers that charitable contributions actually decrease as income increases, this researcher has observed:
 - (A) positive correlation
 - (B) a negative correlation
 - (C) no correlation
 - (D) none of the above
- LO 1. 6. At the _____ stage of the research process, the sociologist's task is to gain an awareness of previous work that other researchers have done on the topic:
 - (A) planning a study
 - (B) formulating a hypothesis
 - (C) hypothesis testing
 - (D) data gathering
- LO 1. 7. Before a sociologist gathers the data, he or she must:
 - (A) formulate a hypothesis
 - (B) pick a research design
 - (C) create the instrument
 - (D) all of the above
- LO 1. 8. A statistically measurable suggestion about the relationship between two or more variables is a:
 - (A) correlation
 - (B) hypothesis
 - (C) methodology
 - (D) research design
- LO 1. 9. Hypotheses are important in social research because they provide the researcher with:
 - (A) a question that can be answered through research
 - (B) a background understanding of the topic
 - (C) knowledge of prior research findings
 - (D) a means to protect the research findings

Complete the **practice tests** to test your understanding. Try these matching, multiple-choice, and essay tests after you have learned the material. Compare your responses with the **answer key**. Then, if necessary, go back and review any areas you missed.

ADDITIONAL STUDY AIDS

The following software programs are available for student purchase. Ask your college bookstore manager for ordering information.



SimCity: The Sociological Simulator asks you to be the mayor of a growing city, a role that helps you to use sociological tools to address social problems such as crime, pollution, and traffic gridlock.

SocialStat helps you perform data analysis easily with the functions used by sociologists, including frequency distributions, histograms, cross-tabulations, scatter-plots, and mean charts.

“What are you doing, Dad?” my daughter asked me earlier this morning.

“I’m writing the preface to the new edition of my text,” I replied. “You know what a preface is, don’t you?”

“Yeah, I guess so.” She looked quizzical. “The thing is that most of my books either don’t have prefaces, or I don’t feel it’s important to read them.”

Gabriella, now in the fifth grade, is probably quite conventional in this regard, not only for her peers but for older people as well. Many skip the preface, and yet it is very significant, providing the only place in the book where the reader is directly informed about its central features. **SO PLEASE DON’T SKIP THE PREFACE!** At least not this one, because it emphasizes some features particularly significant to the fifth edition.

Colleagues teaching introductory sociology, editors at Harcourt Brace College Publishers, and students have participated in producing this edition: Their comments have been invaluable. Those involved with the fifth edition have proposed a number of specific changes, but there has been general support for the basic structure:

- A streamlined format, involving sixteen chapters, permits comprehensive coverage comfortably within a semester.
- A built-in study guide, rewritten for this edition by Laura Hartman of Austin Community College, enables students to review the material they have just learned.
- Six updated “Research in Sociology” sections provide concrete illustrations of what sociological research involves. These sections are placed at the end of their respective chapters, immediately before the study guides.

NEW TO THIS EDITION

We have introduced some powerful new features in the fifth edition:

- Recognizing that sociologists provide information that can help solve major problems in our society, I have written seven “Sociology in Action” sections. Whether about violence in sports, children’s day care, welfare reform, empowerment of the elderly, or some other topic, they deal with pressing contemporary social issues and should provide extensive material for class discussion.
- To enhance the text’s contemporary relevance, I have made two significant changes in the chapter arrangement. Because gender roles, particularly roles of women and homosexuals, are such significant topics, the textbook has a new chapter entitled “Gender Stratification.” Two former chapters on groups and social interaction are now combined into a single chapter—“Groups and Social Interaction.”
- Ten new feature sections provide sociological analysis of such contemporary topics as political talk-radio, women’s roles in developing nations, a Dutch TV program about euthanasia, the utility of the Internet, and the value of bilingual education.
- Nearly 500 new references guarantee contemporary coverage of both modern society and the state of sociology.
- Numerous updates of tables and figures, new photos that capture recent events, and ten new chapter openings contribute to the book’s contemporary character.
- The learning objectives have been moved from the study guide to the beginning of the chapters, to highlight the basic material that must be learned in each chapter.

ORDER AND STYLE OF PRESENTATION

I remain convinced that a fairly traditional organization still works best for an introductory text and can easily accommodate discussions of contemporary interest. Thus the five parts of the original edition have been retained but revised. Part I examines the particular features, contributions, and theories that distinguish the sociological point of view and surveys the major methods and problems of doing research. Part II launches into the variety of influences, conditions, and pressures that help to make individuals part of the larger social environment. Part III examines the nature of inequalities in modern society and the processes that affect specific minorities in the United States. Part IV brings the student to the next level of complexity in social arrangements by surveying a range of social institutions, how (and how well) they meet the collective needs of American society, and how and why they are changing. Many instructors have confirmed that the best way to economize is in the coverage of social institutions. Thus six institutions are presented in combination chapters, which illustrate the respective relationships between religion and education, the political and economic institutions, and science and medicine. The final section examines the forces and issues that have affected and often changed each level of our social order, from relationships between institutions to small-group interactions.

Many introductory sociology students, even potential majors, have little background in the social sciences and even less familiarity with the way scientists and academics think. For this reason textbooks that make assumptions about the students' reach can easily slip beyond their grasp.

To help the student experience success—and, I hope, excitement—in learning about sociology, I have developed the following:

- Careful attention to vocabulary and sentence length, consistent presentation of terminology, and a personalized, informal style that speaks with, instead of at, the student.
- An orderly presentation of topics, moving—especially in Part IV—from large-scale theoretical and substantive issues to small-group and individual experiences. For example, in Chapter 11, the discussion moves from an

analysis of the role of the family in modern society to an examination of various lifestyle options.

- A special emphasis on contemporary issues and examples with which students already have some familiarity and personal interest.
- Effective integration of all visual supplements to the text—figures, charts, tables, and photographs—through well-developed in-text references, explanations, and captions.
- Coverage that is comprehensive—all the major topics, research, and trends—without being overly detailed.
- A balanced presentation of the major theories with careful attention to both their contributions and their limitations. Up-to-date statistical information is drawn from government and survey data, with special care given to the relevance of these facts and figures to the issues and trends under discussion.

SPECIAL AIDS TO TEACHING AND LEARNING

I have carefully put together a variety of aids that work together in the scope of an introductory text and enhance the teaching and learning effectiveness of the chapters.

Built-In Study Guide The textbook contains a built-in study guide for each chapter. Redeveloped for the fifth edition, this new study guide emphasizes immediate, economical access to features that can aid the students' review of the material. The study guide sections contain:

- **Summaries** Numbered paragraphs at the end of each chapter provide a framework for review of important material.
- **Key terms** Concepts that are boldfaced and defined in the chapter are presented in the study guide, where they are redefined and presented in order of occurrence in the text for easy reference and review. An alphabetized glossary containing all key terms appears at the end of the text.

- **Concept checklists** New to this edition, questions focused on key learning goals both alert students to the basic ideas in each chapter and help them gain control over the material.
- **Tests** Matching, multiple-choice, and essay questions rewritten for this edition offer opportunities to learn how well one has assimilated the material. Answers to the tests, including sample essay answers, along with the pages where the answers can be found, are provided at the end of each chapter study guide.

“Research in Sociology” Sections I believe that one of the most difficult tasks teachers of introductory sociology must face is conveying a concrete sense of the challenges and problems involved in doing sociological research.

To make this task easier, the textbook contains six sections that examine sociological research into the topics of culture, rape, racism, cults, charisma, and prison riots. These “Research in Sociology” sections reexamine many of the methodological issues discussed in Chapter 2, and, most importantly, they bring sociological research to life for the student.

“Sociology in Action” Sections Seven new sections illustrate practical uses for sociological concepts and ideas. They form a distinctive balance to the research sections.

Feature Sections The following features highlight many issues and topics discussed in the text. Two such features may be found in each chapter.

- **Social Realities** These sections provide recent illustrations of issues and topics discussed in the text and include such subjects as drugs in America, political talk-radio, the state of the second shift, and privatizing executions.
- **Cross-Cultural Perspectives** To provide an invaluable counterperspective to issues and trends in American society, these inserts examine such subjects as socialization in Samoa, women in developing nations, and care for the elderly among the Hutterites, Amish, and Mennonites. A map on the inside front cover of the book shows the locations of these cultures.

- **American Controversies** These sections provide opposing positions on such issues as sociologists’ preferences for particular theories, bilingual education, and pro-life versus pro-choice outlooks on abortion. As students evaluate, discuss, and debate these issues, the stimulation they receive will undoubtedly produce insights into the related social processes.

THE ANCILLARY PACKAGE*

No textbook alone can address all the particular needs of each student and instructor, and so the quality of the ancillary package is nearly as important as the textbook itself. The comprehensive and easy-to-use package accompanying the fifth edition suits different paces and styles of teaching and is geared to the motivational and learning needs of various students.

The **Test Bank**, by Laura Hartman (Austin Community College), is coordinated and consistent with the textbook and study guide. It is available in printed and software versions. The test bank includes more than 100 multiple-choice and essay items per chapter. Each item is classified as “recall” or “application” and keyed to the page number in the textbook and the learning objective in the study guide. Items that come from boxes are clearly identified. The computerized test bank is available in DOS, Windows, and Macintosh formats. EXAMaster software allows instructors to create tests using fewer keystrokes, guided through the process by easy-to-follow screen prompts. EXAMaster has three test creation options: EasyTest, which compiles the test from a single screen based on the instructor’s choices; FullTest, which includes a larger range of options and editing of items; and RequestTest, a test compilation service for the instructor who has no computer. EXAMaster comes with EXAMRecord, a customized gradebook software program.

The **Instructor’s Manual**, by J. Bradford Powers (Dean College), includes teaching objectives, lecture outlines, teaching and participation activities, media suggestions, and many other useful elements. An

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extensive introduction with course planning suggestions and useful appendixes also appear in the manual.

Overhead Teaching Transparencies, a set of 75 striking four-color figures and photographs. Large labels for even the most detailed illustrations ensure easy student viewing. Classroom lectures will be enhanced with this collection of full-color transparencies that illustrate sociological concepts. All contain information to supplement (not duplicate) material for *Sociology: An Introduction*, Fifth Edition.

The Sociological Imagination Video Segments are twelve 26-minute clips from the Dallas County Community College District introductory sociology telecourse, *The Sociological Imagination*. These segments highlight relevant subject matter in key areas of sociology. See your Harcourt Brace representative for details.

Social Issues / Social Trends Video Series includes new videos from Films for the Humanities & Sciences and PBS. These videos highlight current social issues, such as *Ethnic Diversity*, and various social trends, including *The Vanishing Father*. Other specialized videos include *Growing Old in a New Age*, *Marriage and the Family Videos*, *The Deadly Deception*, *Parents and Teenagers*, and *When Families Divorce*. Use of all videos is based on the Harcourt Brace policy. See your publisher's representative for details.

SimCity: The Sociological Simulator is an educational version of the SimCity software game geared to sociology, using environmental, economic, or geographical variables focusing on the “unmaking” of society. In this program, the student becomes mayor of an evolving, growing city, and is forced to take actions against disasters, pollution, crime, traffic gridlock, urban decay, and other social problems.

SocialStat Software is an interactive data analysis program that is simple to learn and use. Novices can run frequency distribution, histograms, cross-tabulations, scatterplots, and mean charts and have the results in moments. SocialStat Software, an extensively revised version of Social Scene, and its accompanying User's Guide are written by Dean Savage and Jesse Reichler, City University of New York, Queens College.

ACKNOWLEDGMENTS

At the end of this lengthy project, I am struck by my lengthy debt. It begins with my wife Teresa Carballal, who readily took time from her busy schedule to discuss a new point or to read some new material—providing countless comments or insights that have improved this edition. Once again I had the pleasure of working with Meera Dash throughout the book's developmental process. Together we repeated the uplifting experience of the third edition, setting ambitious goals and then systematically mapping out the steps to achieve them. Steve Norder and Angela Urquhart have made the task of converting a manuscript into a book an easy experience with a high-quality outcome. Stephen T. Jordan, Bill Brammer, Cindy Young, and Sandra Lord were other able members of the book team. I am grateful to Laura Hartman for producing an excellent study guide.

An able group of colleagues in sociology supplied comprehensive reviews that I have kept close by my side throughout the development of this edition. They are Robert Anwyl, Miami Dade Community College; Tim Britton, Lenoir Community College; Margaret Choka, Pellissippi State Technical College; Gary Hampe, University of Wyoming, Laramie; Dennis Johnson, Monterey Peninsula College; Gordon Raynor, Hillsborough Community College; Terry Reuther, Anoka Ramsey Community College; Martha Schwayder, Metropolitan State College; David Wachtel, Lexington Community College; and Sheryline Zebroski, University of Missouri, St. Louis.

Recognizing how interesting and valuable people's commentaries can be, I want to encourage any faculty colleague or student with a commentary or question to contact me in writing at the following address: Sociology Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515. This practice began with the third edition, and I have received many interesting inquiries. Once again I promise to answer all letters.

Christopher Bates Doob
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A b o u t t h e A u t h o r

Christopher Bates Doob has been teaching Introductory Sociology as well as courses in Social Problems, The Family, Social Change, The City in Western Civilization, and Environmental Sociology for more than twenty-five years. He is currently professor of sociology at Southern Connecticut State University. He has been a Senior Research Scientist for the New York State Department of Mental Hygiene. He also served as a consultant to the Roper Organization in New York City.

In addition to *Sociology: An Introduction*, Dr. Doob has written *Social Problems* published by Harcourt Brace in 1995, *The Open Covenant: Social Change in Contemporary Society* published by Praeger Publishers in 1987, and the second edition of *Racism: An American Cauldron* published by HarperCollins in 1996. He is a member of the steering committee for the New Haven Child Plan.

Dr. Doob received his bachelor's and master's degrees from Oberlin College and his Ph.D. in sociology from Cornell University.



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