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# 审视自我

社会学经典、当代和跨文化阅读

【美】约翰·马雪尼斯 奈杰尔·贝诺克瑞提斯 编著

第6版



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# 前言

正如一些分析家们所看到的那样，二十一世纪实际上在 2001 年 9 月 11 日恐怖分子袭击摧毁世贸中心，祸及五角大楼并夺去 3000 人生命的那一刻才真正开始，这种判断是非常合理的，因为这个悲剧事件改变了我们大多数人看待事物的方式，动摇了我们对当下的确定感，挑战了我们对未来的乐观态度。

与此同时，9·11 还刷新了我们对社区的认识，提醒我们，我们与周围的人们是互相联系着的。另外，我们还因此被推动去重新审视我们的一些观念与理解，比如说，认识到消防员的工作比公司执行官的要远为重要，这一点在最近的安然、世通公司和其他一些大公司的财务丑闻中显得尤其突出。

简单来说，生活在新世纪中的人们更有可能对他们身处其中的社会表现出一种不同以往的想法。事实上，改变，尤其是批评，总是刺激着社会学观念的运用。

我们希望新版的《审视自我》能够在审视我们周围世界的重要工作中扮演这样一个小小的角色。这个修订版展示了最好的社会学

思想，从本学科的先锋者的工作到那些今天正在进行的前沿研究都有所覆盖。这些选文同时关注美国社会和国际趋势。这本读物为广泛的课程提供了非常好的材料，这些课程包括社会学导论、社会问题、文化人类学、社会理论、社会分层、美国研究、妇女研究，以及婚姻与家庭。

## 《3C: 经典(Classic)、当代(Contemporary)和跨文化(Cross-Cultural)》

自从数十年之前被引介以来，《审视自我》就一直是这个学科中最流行的读物。本书第六版精选了 77 篇文章，堪称当今社会学广度和深度的代表。《审视自我》不仅是读者可获得的最广泛的文选，而且还是唯一做到把三种不同选题系统编制在一起的读物。从社会学课程中涵盖的具有典型性的重要主题来看，大致有三种文章：经典的、当代的和跨文化的。

经典的文章——总共 30 篇——是为社会学界广泛承认的且具有相当持久影响力的论述。这里包括了社会学的奠基人和颠覆者

的一些思想——包括埃米尔·涂尔干、卡尔·马克思、马克斯·韦伯、乔治·齐美尔、费迪南德·滕尼斯,还有玛格利特·米德、W.E.B.迪·博伊斯、路易斯·沃思、乔治·赫伯特·米德、托马斯·罗伯特·马尔萨斯,以及查尔斯·霍顿·库利。在这里同样还可找到一些更新近的作品,如阿尔弗雷德·金西、杰西·伯纳德、罗伯特·默顿、埃尔文·戈夫曼、彼得·伯杰、金斯利·戴维斯和威尔伯特·穆尔、C. 赖特·密尔斯、塔尔科特·帕森斯,以及莱斯利·怀特。

我们也认识到,人人都在什么是选择“经典”的标准上达成一致是很难的。然而我们也希望,教师们会很高兴看到这么多杰出人士的作品——它们被精心编辑,并且将大学生读者也考虑进来——这些都可通过一个能够消费得起的单一资料来源获得。

24 篇当代的文章集中关注当今的社会学事件、论辩和应用。这些文章展示了那些正在工作的社会学家的风貌,相关正在进行的研究的重要性。它们有助于启发性的阅读并提供了关于我们自身和周围世界的激发思考的视角。具体来说,《审视自我》的当代部分包括以下文章:厄尔·巴比尔——解释社会学研究重要性的文章,贝基·汤普森——我们关于纤瘦的文化困扰,德博拉·坦嫩——男人和女人如何交流,乔治·里策尔——麦当劳化和工作,大卫·罗森汉——诊断精神疾病,安德鲁·哈克——美国的不平等模式,奈杰尔·贝诺克瑞提斯——性别歧视的微妙模式,帕特里夏·希尔·柯林斯——黑人妇女的受压迫,卡伦·布罗德金·萨克斯——种族的社会建构,威廉姆·朱利叶斯·威尔逊对一些城市内居民日益增长的绝望心态所作的描述,莱斯特·布朗的

世界环境状况的调查,大卫·迈尔斯关于美国社会环境状况的调查,以及凯思琳·西金克对 9·11 袭击的分析。

在跨文化方面的 23 篇选文提供了关于美国和世界上令人惊异的文化多样性的社会学视角。其中有一些相当著名的文章,如霍勒斯·迈纳的“那西瑞玛人”,马文·哈里斯的“印度神牛”,约翰·霍斯泰特勒的“阿们宗派:一个小社会”,J.M. 卡里尔的“跨文化视角下的同性恋行为”和伊莱贾·安德森的“街道号码”。其他一些文章集中关注的话题有:日本和美国的商人如何根据不同的规则系统来行为、世界各地的配偶选择是如何的不同、全球性的不平等以什么方式使包括美国在内的富裕国家受益、女性生殖器的切除术、全球人口增长,以及追寻我们自己社会中发生的巨大文化变异,一个关于美国土著健康情况的调查和一个对纽约城中少数民族青年求职情况的分析。总之,跨文化版的选文激发了对北美社会多样性的批判思考,扩大了学生对于其他文化的理解。

## 《该读本的组织

这本读物采用社会学导论教科书常用的次序来安排章节。教师可以比较容易和高效地在许多其他课程中运用这些文章,正如他们可以采用自己想用的任何顺序来安排它们。23 个大主题中的每一个都含有三到四篇文章,其中至少包括一篇经典的、一篇当代的和一篇跨文化的选文。这 77 篇文章的范围之广保证了教师们可以从随意选取与他们自己课程相匹配的阅读资料。

最先的两组文章描述了那种具有显著特

征的社会学视角,突出了社会学研究的承诺和缺陷,并显示了学科在不同主题上的运用。接下来的选文集中关注某些关键概念:文化、社会、社会化、社会互动、人群和组织、越轨和人类的性特征。然后关注焦点又转移到社会不公正的多个维度上,如阶级、性别、种族和民族,还有年龄。宏观的社会制度是接下来讨论的重点,包括经济和工作、政治、政府和军队、家庭、宗教、教育,以及健康和医学。最后一组文章探索全球转型的各个方面——包括人口增长、城市化、自然环境、社会运动,还有社会变迁。

## 《 关于语言的记录

所有文章都以原文形式被呈现出来;编者并没转换任何作者的语言。读者也许会意识到,有一些较老的选文——尤其是那些经典的——会采用男性的代词,而不是像现在一样用一些中性的术语,其中有篇文章还有“黑鬼”(Negro)这个词语。为了不致侵犯任何文献的历史真实性,我们并未改变任何文章中的语言,这就是说,我们希望同行们和学生们拿到这些原始材料后,在对作者思想进行分析时可以思考一下语言变迁之重要性。

## 《 教学特色

这本读物有两个有助于学生学习的特色。第一,在每一篇选文之前都有一个简单的导论,写出了其最核心的论点,强调那些在完成阅读之前应当注意的重要事项。第二,每篇文章都附有三或四个“批判性思考的问题”,以点明这篇文章的重要性,帮助学生评估自己的学习,并且激发课堂讨论。

## 《 网址

我们还欢迎读者们访问我们的社会学网站。网址是 <http://www.prenhall.com/macionis>。学生们能够在此找到马雪尼斯导论性文章的在线学习指导(社会学和社会:基础要点),包括讨论主题、测验问题和网络链接。另外, <http://www.TheSociologyPage.com> (或者 <http://www.macionis.com>) 还提供了相关信息,包括社会学领域、重要社会学家的自传、社会学家新近关心的问题,以及五十多个有价值的网站链接。

同样, <http://www.prenhall.com/benokraitis> 提供了 400 余条“热线链接”,链接的主题有诸如理论、社会学研究、文化、社会化、互动和传播、性、种族和民族、性别角色、老人、工作、婚姻和家庭、健康以及社会变迁。

## 《 教师测验问题手册

Prentice Hall 出版社还由莱达·A.汤普森准备了支持《审视自我》的一个教师手册,该手册为每篇选文提供了一个关于文章的讨论和结论的概括,八个多项选择题(附有答案),以及若干个评论问题。这些多项选择题还可以在 IBM 和 Macintosh 的个人电脑用户所准备的电脑磁盘上获得。

## 《 第六版所作的改动

我们非常感谢来自数百家学院和大学的同行,他们将《审视自我》作为自己课程的一部分。为这种无与伦比的承认与接纳所鼓励,编辑者现在又做出了更完善的一版。以下是一些关键的改动:

1. 15 篇新文章的添加。在第六版的 77



篇文章中,对经典部分的选文我们没有做任何修改,毕竟这些都是历久不衰的。有九篇新的“当代”选文,包括约翰·B.霍里干的“因特网如何孕育长距离的联系和地方性的联结”,卡伦·布罗德金·萨克斯的“犹太人如何变成白人”;凯思琳·西金克的“理解 9·11 袭击:一种人权的视角”;基蒙·豪兰·萨金特的“追求者教堂:通过非传统方式来提高传统宗教的地位”;约翰·J.马乔尼斯和文森特·N.帕里洛合著的“城市的蔓延:边缘城市的形成”;克里斯托弗·弗拉温的“富星球,穷星球:2001 年的国际环境和贫困”;大卫·G.迈尔斯的“美国人的潘多拉:富裕年代的精神饥饿”;贝基·W.汤普森的“关于纤瘦的文化困扰:非洲裔、拉丁美洲裔和白人美国妇女”;让·基尔伯恩的“社会化和广告的力量”。

另外,第六版还提供了新的六篇跨文化方面的选文,丰富了本文选内容的文化多元性和全球性。这一类的新选文有:达伊纳·施图克尔斯·埃里蒂斯的“全球贫困的作用:经济的不平等怎样使西方受益”;救助儿童会的“当今世界的母亲和孩子”;珍妮·R.乔的“丧失和谐:健康问题和美国本土的年轻人”;凯瑟琳·S.纽曼的“在纽约的黑人住宅区获得工作:非裔美国的,波多黎各的以及多米尼加的年轻人”;阿德里安·卡拉特耐基的“世界上的自由:一个全球性的调查”;还有一篇萨拉雅·奥尔托基的“现实生活中的阿拉伯妇女”。

2. 对多样性的持续强调。在《审视自我》中,“多样性”关乎三个重要的目的。第一个是要有全球性的内容。编者努力在这一版中容纳进来自世界各地的社会学家的作品。新的这一版中有二十四篇文章的关注主题是美国

之外的社会模式的。第二,“多样性”还意指多元文化的问题。这一版中的选文突出了非裔美国人、亚裔美国人、拉丁美洲人、美国印第安人和其他本土人,还有女人和男人,以及来自不同阶级背景的人的生活。简而言之,这版文选将那些总被推到社会边缘的人们的生活带到中心。第三,“多样性”意味着向学生展示不同观点的讨论。使用这本读物,学生们可以理清有关政治范围中纷繁复杂的多立场的重要事件和争论的种种困惑。

像过去一样,我们诚心邀请与同行和学生分享对这本读物的思想和反应。给约翰·马雪尼斯写信的地址是俄亥俄 43022-9623,甘比尔,凯尼恩学院,帕姆屋,社会学系,给奈杰尔·贝诺克瑞提斯写信的话请寄到玛里兰 21201-5779,巴尔的摩,1420 北查尔斯大街,巴尔的摩大学社会学系。E-mail 地址分别是 [macionis@kenyon.edu](mailto:macionis@kenyon.edu) 和 [nbenokraitis@ubmail.ubalt.edu](mailto:nbenokraitis@ubmail.ubalt.edu)。

## 《 致谢

本书编者非常感谢在准备过程中来自许多同事的帮助。首先,作者和出版人之间建立起了一种非常好的关系,混合了友谊、富有创造性的张力和对尽量做出最好作品的共同承诺。我们还想向 Prentice Hall 的出版人南希·罗伯茨表达我们的感激之情,为她始终如一的支持。社会学的执行编辑克里斯托弗·德约翰向我们提供了他对这一版的观点和意见。另外,我们还感谢 Prentice Hall 的乔安妮·哈基姆和松树作品公司的布鲁斯·霍巴特的时效意识和对细节的关注。

奈杰尔·贝诺克瑞提斯对刑事学、犯罪公

正和社会政策部门秘书琳达·费尔表示谢意，感谢她帮忙准备了一些用于出版的文章。两位编辑都很感谢艾米·马什·马雪尼斯对整个手稿所作的精湛的编辑校改工作。以下一些同行提供了批判性的评论，有助于我们改进最后的定稿：新奥尔良大学的弗朗西斯·阿德奥拉；康克迪亚学院的阿弗罗·安瓦里；菲拉德尔斐亚社区学院的凯思琳·A.阿斯伯格；菲拉德尔斐亚社区学院的弗兰克·巴特；伊斯特田纳西州立大学的斯科特·H.贝克；弗雷德里克社区学院的马歇尔·A.博特金；弗吉利亚工艺研究所和州立大学的约瑟夫·E.博伊尔；位于格林斯博罗的北卡罗来纳大学的朱莉·V. 布朗；位于法明代尔的

SUNY 的安杰拉·D.丹齐；得克萨斯 A&M 大学的芭芭拉·芬利；康涅狄格大学的拉尔夫·马克尼尔；乔治亚大学的梅雷迪思·A. 迈尔斯；圣玛利亚峰学院的罗恩·帕纽科；菲拉德尔斐亚社区学院的巴里·珀尔曼；得克萨斯 A&M 大学的哈兰·普雷歇尔；科夫莱斯基尔的纽约州立大学的萨尔瓦多·里韦拉；菲拉德尔斐亚社区学院的罗恩·L.沙穆费尔；北卡罗来纳大学的兰德尔·J.托马森。

我们将这版的《审视自我》献给所有的学生——这本书既是我们的，也是你们的。学生们敏锐的洞察力、他们提出的探索性的问题、以及对社会的机敏观察极大地活跃了课堂讨论，丰富了我们的教学生活。



## Preface

As a number of analysts see it, the twenty-first century actually began on September 11, 2001, when the terrorist attacks destroyed the World Trade Center, damaged the Pentagon, and killed almost 3,000 people. This assertion is reasonable because this tragic event changed the way most of us look at just about everything, shaking our certainty about the present and challenging our optimism about the future.

At the same time, September 11th also renewed our sense of community, reminding us that we are all linked to those around us. In addition, we were prompted to rethink some of our assumptions, realizing, for example, that the work of firefighters is often far more important than that of corporate executives, especially in light of the recent Enron, WorldCom, and other large companies' accounting scandals.

In short, those who live in this new century are likely to display a renewed attention to the society around them. Indeed, change and, especially, crisis always encourages the use of the sociological perspective.

We hope this new edition of *Seeing Ourselves* can play a small part in the important work of examining the society around us. This revision presents the very best of sociological thought, from the work of the discipline's pioneers to the men and women who are doing today's cutting-edge research. The selections explore both U.S. society as well as global trends. This reader provides excellent material for a wide range of courses, including introductory sociology, social problems, cultural anthropology, social theory, social stratification, American studies, women's studies, and marriage and the family.

### THE THREE C'S: CLASSIC, CONTEMPORARY, AND CROSS-CULTURAL

Since its introduction a decade ago, *Seeing Ourselves* has been the most popular reader in the discipline. The new, sixth edition offers seventy-seven selections that represent the breadth and depth of

sociology. *Seeing Ourselves* is not only the most extensive anthology available, it is the only one that systematically weaves together three kinds of selections. For each general topic typically covered in a sociology course, three types of articles are included: *classic*, *contemporary*, and *cross-cultural*.

*Classic* articles—thirty in all—are sociological statements of recognized importance and lasting significance. Included here are the ideas of sociology's founders and shakers—including Emile Durkheim, Karl Marx, Max Weber, Georg Simmel, Ferdinand Tönnies, as well as Margaret Mead, W. E. B. Du Bois, Louis Wirth, George Herbert Mead, Thomas Robert Malthus, and Charles Horton Cooley. Also found here are more recent contributions by Alfred Kinsey, Jessie Bernard, Robert Merton, Erving Goffman, Peter Berger, Kingsley Davis and Wilbert Moore, C. Wright Mills, Talcott Parsons, and Leslie White.

We recognize that not everyone will agree about precisely which selections warrant the term “classic.” We hope, however, that instructors will be pleased to see the work of so many outstanding men and women—carefully edited with undergraduate students in mind—available in a single, affordable source.

Twenty-four *contemporary* selections focus on current sociological issues, controversies, and applications. These articles show sociologists at work and demonstrate the importance of ongoing research. They make for stimulating reading and offer thought-provoking insights about ourselves and the surrounding world. Among the contemporary selections in *Seeing Ourselves* are Earl Babbie explaining the importance of sociological research, Becky Thompson on our cultural obsession with thinness, Deborah Tannen on how men and women (mis)communicate, George Ritzer on McDonaldization and jobs, David Rosenhan on diagnosing mental illness, Andrew Hacker on patterns of inequality in the United States, Nijole Benokraitis on subtle patterns of gender discrimination, Patricia Hill Collins on black women's oppression, Karen Brodtkin Sacks on the social construction of race, William Julius Wilson

describing the rising desperation of some inner-city residents, Lester Brown's survey of the state of the world's environment, David Myers on the state of U.S. society, and Kathryn Sikkink analyzing the September 11th attacks.

The twenty-three *cross-cultural* selections offer sociological insights about the striking cultural diversity of the United States and the larger world. Included are well-known works such as “The Nacirema” by Horace Miner, “India's Sacred Cow” by Marvin Harris, “The Amish: A Small Society” by John Hostetler, J. M. Carrier's “Homosexual Behavior in Cross-Cultural Perspective,” and Elijah Anderson's “The Code of the Streets.” Other articles focus on how Japanese and U.S. business people behave according to different sets of rules, how mate selection differs around the world, the ways in which global inequality benefits rich countries including the United States, the practice of female genital mutilation, global population increase, and, tracking the great cultural variation in our own society, a survey of health of Native Americans as well as an analysis of job hunting by minority youth in New York City. In short, cross-cultural selections stimulate critical thinking about social diversity in North America as well as broaden students' understanding of other cultures.

## ORGANIZATION OF THE READER

This reader parallels the chapter sequence common to textbooks used in introductory sociology. Instructors can easily and effectively use these articles in a host of other courses, just as teachers can assign articles in whatever order they wish. For each of the twenty-three general topics, a cluster of three or four articles is presented, including at least one classic, at least one contemporary, and at least one cross-cultural selection. The expansive coverage of these seventy-seven articles ensures that instructors can choose readings well suited to their own classes.

The first two groupings of articles describe the distinctive sociological perspective, bring to life the promise and pitfalls of sociological research, and demonstrate the discipline's applications to a variety of issues. The selections that follow focus on key concepts: culture, society, socialization, social interaction, groups and organizations, deviance, and human sexuality. The focus then turns to various dimensions of social inequality, with attention to class, gender, race and ethnicity, and aging. The major social institutions are covered next, including the economy and work; politics, government, and the military; family; religion; education; and health and medicine. The final sets of articles explore dimensions of global transformation—including population growth, urbanization, the natural environment, social movements, and social change.

## A NOTE ON LANGUAGE

All readings are presented in their original form; the editors have not altered any author's language. Readers should be aware that some of the older selections—especially the classics—use male pronouns rather than more contemporary gender-neutral terminology and one article employs the term “Negro.” We have not changed the language in any article, wishing not to violate the historical authenticity of any document. That said, we urge faculty and students, with the original articles in hand, to consider the significance of changing language in their analysis of the author's ideas.

## TEACHING FEATURES

This reader has two features that enhance the learning of students. First, a brief introduction, preceding each selection, presents the essential argument and highlights important issues to keep in mind while completing the reading. Second, each article is followed by three or four “Critical-Thinking Questions,” which develop the signifi-

cance of the reading, help students evaluate their own learning, and stimulate class discussion.

## INTERNET SITES

Readers are also invited to visit our sociology Web sites. At <http://www.prenhall.com/macionis> students will find online study guides for the Macionis introductory texts (*Sociology* and *Society: The Basics*), including discussion topics, test questions, and Internet links. In addition, <http://www.TheSociologyPage.com> (or <http://www.macionis.com>) provides information about the field of sociology, biographies of key sociologists, recent news of interest to sociologists, and more than fifty links to worthwhile Internet sites.

Also, <http://www.prenhall.com/benokraitis> offers more than 400 “hot links” to topics such as theory, sociological research, culture, socialization, interaction and communication, sexuality, race and ethnicity, gender roles, aging, work, marriage and the family, health, and social change.

## INSTRUCTOR'S MANUAL WITH TEST QUESTIONS

Prentice Hall also supports *Seeing Ourselves* with an Instructor's Manual, prepared by Leda A. Thompson. For each selection, the Instructor's Manual provides a summary of the article's arguments and conclusions, eight multiple-choice questions (with answers), and several essay questions. The multiple-choice questions are also available on computer disk for users of IBM and Macintosh personal computers.

## CHANGES TO THE SIXTH EDITION

We are grateful to our colleagues at hundreds of colleges and universities who have made *Seeing Ourselves* a part of their courses. Energized by this unparalleled reception, the editors have now

produced an even stronger edition. Here are the key changes:

1. **Fifteen new articles**, of a total of seventy-seven, appear in the sixth edition. We have made no changes to the classic selections, which, after all, are selected to stand up well over time. There are nine new “contemporary” selections, including John B. Horrigan, “How the Internet Nurtures Long-Distance Relationships and Local Ties,” Karen Brodtkin Sacks, “How Did Jews Become White Folks?”; Kathryn Sikkink, “Understanding the September 11 Attacks: A Human Rights Approach”; Kimon Howland Sargeant, “Seeker Churches: Promoting Traditional Religion in a Nontraditional Way”; John J. Macionis and Vincent N. Parrillo, “Urban Sprawl: The Formation of Edge Cities”; Christopher Flavin, “Rich Planet, Poor Planet: Global Environment and Poverty in 2001”; David G. Myers, “The American Paradox: Spiritual Hunger in an Age of Plenty”; Becky W. Thompson, “Cultural Obsessions with Thinness: African American, Latina and White Women”; and Jean Kilbourne, “Socialization and the Power of Advertising.”

In addition, this sixth edition offers six new cross-cultural selections, enriching the anthology’s multicultural and global content. The new selections in this category are Daina Stukels Eglitis, “The Uses of Global Poverty: How Economic Inequality Benefits the West”; Save the Children, “Mothers and Children in the World Today”; Jennie R. Joe, “Out of Harmony: Health Problems and Young Native American Men”; Katherine S. Newman, “Getting a Job in Harlem: Experiences of African American, Puerto Rican, and Dominican Youth”; Adrian Karatnycky, “Freedom in the World: A Global Survey”; and Soraya Altorki, “Arab Women in the Field.”

2. **A continued emphasis on diversity.** In *Seeing Ourselves*, “diversity” involves three important objectives. First is *global* content. The editors have worked hard to include in this collection the work of sociologists from around the world. Twenty-four of the selections in this

edition deal primarily with social patterns beyond the borders of the United States. Second, “diversity” refers to *multicultural* issues. The selections in this edition of *Seeing Ourselves* highlight the lives of African Americans, Asian Americans, Latinos, American Indians and other native peoples, as well as women and men, and people from all class backgrounds. This anthology, in short, brings to the center the lives of people often pushed to the margins of society. Third, “diversity” means presenting to students arguments from *different points of view*. Using this reader, students will grapple with important issues and debates reflecting various positions on the political spectrum.

As in the past, we invite faculty and students to share their thoughts and reactions to this reader. Write to John Macionis at the Department of Sociology, Palme House, Kenyon College, Gambier, Ohio 43022-9623 and to Nijole Benokraitis at the Department of Sociology, University of Baltimore, 1420 North Charles Street, Baltimore, Maryland 21201-5779. E-mail addresses are [macionis@kenyon.edu](mailto:macionis@kenyon.edu) and [nbenokraitis@ubmail.ubalt.edu](mailto:nbenokraitis@ubmail.ubalt.edu).

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We dedicate this edition of *Seeing Ourselves* to students—yours and ours. Their insights, probing questions, and astute observations about society enliven class discussions and enrich our teaching lives immeasurably.

## About the Editors

### JOHN J. MACIONIS

John J. Macionis, professor of sociology at Kenyon College in Gambier, Ohio, was born and raised in Philadelphia, Pennsylvania. He received a bachelor's degree from Cornell University and a doctorate in sociology from the University of Pennsylvania. Macionis has also authored the two leading introductory sociology textbooks—*Sociology*, the leading comprehensive textbook, and *Society: The Basics*, the leading brief textbook. In addition, Macionis and Vincent Parrillo have written the urban studies text, *Cities and Urban Life*. Professor Macionis has been active in academic programs in other countries, having traveled to some fifty nations. In 2002, the American Sociological Association honored Macionis for his work with textbooks and for pioneering the use of new technology in sociology by bestowing on him their prestigious Award for Distinguished Contributions to Teaching. At Kenyon, Macionis offers a wide range of upper-level courses, but his favorite course is Introduction to Sociology, which he schedules every semester. He enjoys extensive contact with students, making an occasional appearance on campus with his guitar and each term inviting his students to enjoy a home-cooked meal. The Macionis family—John, Amy, and children McLean and Whitney—live on a farm in rural Ohio. In his free time, Macionis enjoys bicycling through the Ohio countryside, or a warm afternoon might find him sharing an adventure with his two children.

### NIJOLE V. BENOKRAITIS

Nijole V. Benokraitis, professor of sociology at the University of Baltimore, received a bachelor's degree in Sociology and English from Emmanuel College, an M.A. in sociology from the University of Illinois at Urbana, and a doctorate in sociology from the University of Texas at Austin. Professor Benokraitis, who immigrated to the United States from Lithuania with her family when she was six years old, is bilingual and bicultural. She has authored, coauthored, edited, or coedited *Marriages and Families: Changes, Choices, and Constraints*; *Contemporary Ethnic Families in the United States: Characteristics, Variations, and Dynamics*; *Feuds about Families: Conservative, Centrist, Liberal, and Feminist Perspectives*; *Subtle Sexism: Current Practices and Prospects for Change*; *Modern Sexism: Blatant, Subtle, and Covert Discrimination*; and *Affirmative Action and Equal Opportunity: Action, Inaction, and Reaction*. She is the recipient of grants and fellowships from many institutions, including the National Institutes of Mental Health, the Ford Foundation, the American Educational Research Association, the Administration on Aging, and the National Endowment for the Humanities. Professor Benokraitis lives in Maryland with her husband, Dr. Vitalius Benokraitis, who teaches in the Computer Science Department at Loyola College in Maryland. They have two children, Gema and Andrius.



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需要重申的是,作者本人的有些观点和结论尚需商榷,有些甚至是不可取的,为此提请读者加以甄别。书中的观点均不代表出版社观点。

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