

Introduction to **Sociology** • Henry L. Tischler



TENTH EDITION

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INTRODUCTION TO  
SOCIOLOGY

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States



**Introduction to Sociology,  
Tenth Edition**  
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*What I know about society could fill a book.  
What I don't would fill the world.*

*Dedicated to my fellow travelers in the journey of life—  
Linda, Melissa, and Ben.*

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# Preface

As a freshman at Temple University, my first experience with a college textbook was in my sociology course. I dutifully read the assigned chapter during my first week of class, hoping to become familiar with the subject matter of this required course. The only problem was that I had no idea what the author was saying. The writing level was advanced, the style dense, and the book downright threatening, without photos or illustrations. After several hours of reading, I felt frustrated and stupid, and I knew no more about sociology than when I started.

If this was what college was going to be like, I was not going to make it, I thought. I remember admitting reluctantly that I was probably not what guidance counselors in that day referred to as “college material.” I could picture myself dropping out after the first semester and looking for a job selling furniture or driving a cab. My family would be disappointed, but my father was a factory worker, and there was no family history of college attendance to live up to. I continued to struggle with the book and earned a D on the midterm exam. After much effort, I managed to finish the course with a C and a burning disinterest in the field of sociology. I did not take another sociology course for two years and, when I did, it was “Marriage and the Family,” considered the easiest course on campus.

I often wonder how I came from this inauspicious beginning to become a sociology professor, let alone the author of a widely used introductory sociology textbook. Then again, maybe it is not all that unusual, because that experience continues to have an effect on me each day. Those fifteen weeks helped develop my view that little is to be gained by presenting knowledge in an incomprehensible or unnecessarily complicated way or by making yourself unapproachable. Pompous instructors and intimidating books are a disservice to education. Learning should be an exciting, challenging, and eye-opening experience, not a threatening one.

One of the real benefits of writing ten editions of this textbook is that I have periodically examined every concept and theory presented in an introductory course. In doing so, I have approached the subject matter through a new set of eyes and have consistently tried to find better ways of presenting the material. As instructors, we rarely venture into each other’s classrooms and hardly ever do we receive honest, highly detailed, and constructive criticism of how well we are transmitting the subject matter. In writing a textbook, we receive this type of information, and we can radically restructure or simply fine-tune our presentation. It is quite an edu-

cation for those of us who have devoted our careers to teaching sociology.

## ● STUDENT-ORIENTED EDITION

Before revising this edition of *Introduction to Sociology*, we surveyed dozens of instructors to find out what they wanted in a textbook and what would assist them in teaching sociology as well as satisfy student needs. The tenth edition of this book reflects their significant input. In the surveys for this and past editions, we learned that both students and instructors were concerned about the cost of textbooks. To contain costs, the book is softcover instead of hardcover.

Instructors and students also wanted the book to contain material that assisted in learning the material. The book includes a full, built-in study guide that is as extensive, if not more so, than those typically sold separately. In this way, students will be able to purchase the combined textbook and study guide for considerably less than the price of a typical textbook. In fact, the price for this textbook/study guide combination will most likely be lower than the used-copy price of a typical hardcover introductory sociology textbook.

## ● PRESENTATION

At the end of my sophomore year, I was on academic probation. I went to the college counseling center for advice. A well-meaning counselor asked me what my career goal was. I told him I wanted to be a college professor. To his credit he did not laugh or encourage me to think of something more in keeping with my 1.91 GPA. I might not have been good student, but I was fascinated by what college had to offer. Where else could you be exposed to so much about a world that is so interesting? Belatedly, I began to realize that a great deal of what is interesting falls into the field of sociology. My goal in this book is to demonstrate the vitality, interest, and utility associated with the study of sociology. Examining society and trying to understand how it works is an exciting and absorbing process. I have not set out to make sociologists of my readers (although if that happens I will be delighted) but, rather, to show how sociology applies to many areas of life and how it is used in day-to-day activities. In meeting this objective, I have focused on two basic ideas: that sociology is a rigorous scientific discipline and that a basic knowledge of sociology is essential for understanding social interaction in many settings,



whether they be work or social. To understand society, we need to understand how it shapes people and how people in turn shape society.

Each chapter in this book progresses from a specific to a general analysis of society. Each part introduces increasingly more comprehensive factors necessary for a broad-based understanding of social organization.

The material is presented through consistently applied learning aids. Each chapter begins with a chapter outline and learning objectives. Then, a thought-provoking opening vignette offers a real-life story of the concepts being covered. Key terms are presented in boldfaced type in the text. Key concepts are presented in italicized type in the text. A chapter summary concludes each chapter. An integrated study guide follows each chapter. A full glossary is in the back of the book for further reference. A practice-test section completes the book.

Great care has been taken to structure the book to permit flexibility in the presentation of the material. Each chapter is self-contained and, therefore, may be taught in any order.

It has taken nearly two years to produce this revision. Every aspect of this book has been updated, and a great deal has been changed. The information is as current and up to date as possible, and there are hundreds of 2007 through 2009 references throughout the book.

## ● A COMPARATIVE AND CROSS-CULTURAL PERSPECTIVE

Sociology is a highly organized discipline shaped by several theoretical perspectives or schools of thought. It is not merely the study of social problems or the random voicing of opinions. In this book, no single perspective is given greater emphasis; a balanced presentation of both functionalist theory and conflict theory is supplemented whenever possible by the symbolic interactionist viewpoint.

The book has received a great deal of praise for being cross-cultural in approach and for bringing in examples from a wide variety of societies. Sociology is concerned with the interactions of people wherever and whenever they occur. It would be shortsighted, therefore, to concentrate on only our own society. Often, in fact, the best way to appreciate our own situation is through comparison with other societies. I try to use the cross-cultural focus as a basis for comparison and contrast with U.S. society.

## ● FEATURES

### Opening Vignettes

Each chapter begins with a lively vignette that introduces students to the subject matter of the chapter. Many of

these are from real-life events to which students can relate, such as the scientific validity of the claim that there are many child predators lurking on the Internet (Chapter 1), whether binge drinking is really a problem on college campuses (Chapter 2), socialization during Marine Corps basic training (Chapter 4), the roles names play in our identity (Chapter 6), the depiction of gender in Hollywood films (Chapter 11), the public's views on whether marriage should be a lifetime commitment (Chapter 12), and the personal impact of prenatal screening (Chapter 17). Others deal with unusual circumstances that remind students that there is a wide range of events to which sociology applies. Examples include the eccentric soprano Florence Foster Jenkins (Chapter 7), whites who claim to be black (Chapter 10), and the role of proverbs in education (Chapter 14).

### Theme Boxes

Thought-provoking boxed features bring sociological concepts to life for students. This effective learning tool presents sociological concepts in interesting real-life contexts. There are more than thirty-five new boxes in this edition. Other boxes that appeared previously have been substantially changed. You will find five types of boxes in this edition—Day-to-Day Sociology, How Sociologists Do It, Our Diverse Society, Sociology in Strange Places, and Global Sociology.

**Day-to-Day Sociology** These boxed features examine a trend or interesting sociological research that has a connection to students' lives. The instructor will be able to discuss these with an eye toward showing the relevance of sociology to everyday life. Included in this section are such topics as "Too Smart to Marry?" "Truth in the Courtroom versus Truth in the Social Sciences," "Symbols in Cyberspace," "Does Day Care Create Unruly Brats?" "Television Made You the Designated Driver," "Can You Spot a Liar?" "Laugh and the World Laughs with You," "The Strength of the Informal Structure in Job Hunting," and "Speaking, Writing, or Blogging—Nowhere to Hide Gender," "Marriage and Divorce Quiz," "Today's Cult Might Be Tomorrow's Mainstream Religion," "Is a College Degree Worth the Trouble?" "Eat Your Fresh Fruit and Vegetables or Pay a Fine," "Pay for Something You Can Get For Free and Hurt the Environment at the Same Time," and "Marijuana: A Benign Drug or A Health Problem?"

**How Sociologists Do It** Social research is an important part of sociology. In this section, we present a variety of studies that help expand our knowledge of the social world. Included are "Is There a Difference between Sociology and Journalism?" "If You Are Thinking about Sociology as a Career, Read This," "How to Spot a Bogus Poll," "How to Read a Table," "The Conflict between Being a Researcher and Being

a Human Being,” “Can One Bad Apple Spoil the Whole Group?” “It’s the Little Things That Matter in Preventing Crime,” “Serial Murderers and Mass Murderers,” “Where Do the Poor Live Today?” “Do 50 Percent of All Marriages Really End in Divorce?” “Is Your Professor an Atheist?” “Can Your Friends Make You Fat?” and “Coming Together but Staying Apart.”

**Our Diverse Society** Anyone studying sociology will quickly become aware of the enormous amount of social diversity. The United States with its extensive history of immigration has become one of the most diverse countries in the world. How has this diversity expressed itself in American society? In the “Our Diverse Society” boxes, we explore this question when we look at such topics as “Who Is at Most Risk for Suicide?” “Win Friends and Lose Your Future: The Costs of Not ‘Acting White,’” “Limiting Technology to Save the Community,” “How Much Are You Responsible for Your Own Success?” “How Easy Is It to Change Social Class?” “How Many Minorities Are There?” “Will English Continue to Be the Language of the United States?” “Why Do Women Live Longer Than Men?” “Who Is a Better Boss?” “Who Is God?” “Changing Religion Early and Often,” “Why Isn’t Life Expectancy in the United States Higher?” and “Stereotypes about the Elderly.”

**Sociology in Strange Places** These are discussions that provide unusual examples of sociological studies or daily events that can be understood more fully through the sociological lens. With these boxes, we explore “What Do People Do Online?” “Famous Research Studies You Cannot Do Today,” “Doing Research in a War Zone,” “Can Socialization Make a Boy into a Girl?” “Southerners Are Really Friendly until You Disrespect Them,” “Are You Really My Friend? Facebook and Intimate Communication,” “Are Peaceful Pot Smokers Being Sent to Prison?” “The Continuing Debate over Capital Punishment,” “Life Chances of an Adolescent Girl in Liberia,” “Hispanics: Racial Group? Ethnic Group? Neither?” “When Women Vote, Men Will Become Effeminate and Women Will Become Masculine,” “Reluctant to Marry: The Men Who Want to Stay Single,” “Worshipping with a Few Thousand of Your Friends,” “When Race, Money, and Education Collide,” “I Know It’s Not True, But I’m not Voting for Him Anyway,” “Do Men without Women Become Violent?” “The Discovery of a Disease,” and “Predicting the Future of Computers—1967.”

**Global Sociology** To highlight the cross-cultural nature of this book, many chapters include a “Global Sociology” box. These boxed features encourage students to think about sociological issues in a larger context and explore the global diversity present in the world. Included in these boxes are such topics as “Struggling to Accept the Jury System,” “Is There a Culture Clash between the United States and Saudi Arabia?” “To Succeed in

Japan, Give All the Credit to Your Boss,” “Cross-Cultural Social Interaction Quiz,” “A Bad Country in which to Be a Criminal,” “Rich Countries with Poor Children,” “How Countries Differ—Japan and Nigeria,” “HIV/AIDS, Worldwide Facts,” “Where Are the Baby Girls?” “In the Future, Minorities Will Be the New Majority,” “The Worst Offenders of Religious Freedom,” “Illiteracy Is Common throughout the World,” “Does Suicide Terrorism Make Sense?” “What if the Population Problem Is not Enough People?” “Women Live Longer than Men throughout the World,” “Global Aging Quiz,” and “Big Profits from Small Hands.”

### Built-in Study Guide and Practice Tests

The study guide, by Jay Livingston of Montclair State University, is fully integrated into the book. The study guide is at the end of each chapter so students can review the material immediately, without having to search for it elsewhere in the book. This encourages students to see the study guide as an integral part of the learning process.

The study guide provides ample opportunity to review the material with a variety of styles of review questions. All key terms and key sociologists are reviewed with matching questions. Key concepts are revisited with fill-in questions. Critical Thought exercises help students contextualize concepts covered in the chapter. Often, Web site URLs are provided for students to expand on their exploration of the topic. An answer key is provided to allow students immediate review of their answers.

Practice tests are in the back of the book to provide students with additional preparation for testing. Whereas other practice tests are limited to recognition and recall items, these questions lead students to engage in such higher-level cognitive skills as analysis, application, and synthesis. The tests encourage students to think critically and apply the material to their experiences. Again, an answer key is provided to allow students full review and preparation.

All of these tools will be very useful for students preparing for essay exams and research papers. The textbook also includes the important section, “How to Get the Most out of Sociology,” which discusses how to use the study guide, practice tests, and lecture material in preparing for exams and getting the most out of the introductory sociology course.

### ● THE ANCILLARY PACKAGE

The primary objective of a textbook is to provide clear information in a format that promotes learning. To assist the instructor in using *Introduction to Sociology*, an extensive ancillary package has been developed to accompany the book.

### Instructor's Resource Manual

Created by Debra Heath-Thornton of Messiah College, the instructor's resource manual streamlines and maximizes the effectiveness of your course preparation, using such resources as brief chapter outlines, learning objectives, key concepts and thinkers, detailed chapter outlines, lecture/discussion suggestions, suggestions for class activities, video suggestions, suggested resources, Internet exercises, InfoTrac<sup>®</sup> College Edition exercises, and other helpful resources for each of the chapters in *Introduction to Sociology*.

### Test Bank

Also included is a test bank by Debra Heath-Thornton. Drawing from over a thousand of text-specific questions makes it easy to create tests that target your course objectives. The test bank includes 100 multiple-choice questions and twenty to thirty true/false questions for each chapter of the text, all with answer explanations and page references to the text. Also included are 10 to 15 short-answer and five to ten essay questions for each chapter.

### PowerLecture with ExamView<sup>®</sup>

PowerLecture instructor resources are a collection of book-specific lecture and class tools on either CD or DVD. The fastest and easiest way to build powerful, customized media-rich lectures, PowerLecture assets include chapter-specific Microsoft<sup>®</sup> PowerPoint<sup>®</sup> presentations, images, animations and video, instructor manuals, test banks, useful Web links, and more. PowerLecture media-teaching tools are an effective way to enhance the educational experience. ExamView features automatic grading and allows you to create, deliver, and customize tests and study guides (both print and online) in minutes. See assessments onscreen exactly as they will print or display online. Build tests of up to 250 questions, using up to 12 question types and enter an unlimited number of new questions or edit existing questions.

### WebTutor<sup>™</sup>

Jumpstart your course with customizable, rich, text-specific content within your Course Management System.

- **Jumpstart**—Simply load a WebTutor cartridge into your Course Management System.
- **Customizable**—Easily blend, add, edit, reorganize, or delete content.
- **Content**—Rich, text-specific content, media assets, quizzing, Web links, discussion topics, interactive games and exercises, and more.

### Companion Web site

The book's companion site includes chapter-specific resources for instructors and students. For instructors, the site offers a password-protected instructor's manual, Microsoft PowerPoint presentation slides, and more. For students, there are a multitude of text-specific study aids: tutorial practice quizzes that can be scored and e-mailed to the instructor, Web links, InfoTrac College Edition exercises, flash cards, MicroCase<sup>®</sup> Online data exercises, crossword puzzles, Virtual Explorations, and much more!

### ABC<sup>®</sup> Videos for Introductory Sociology

ABC Videos feature short, high-interest clips from current news events as well as historic raw footage going back 40 years. Perfect for discussion starters or to enrich your lectures and spark interest in the material in the text, these brief videos provide students with a new lens through which to view the past and present, one that will greatly enhance their knowledge and understanding of significant events and open up to them new dimensions in learning. Clips are drawn from such programs as *World News Tonight*, *Good Morning America*, *This Week*, *PrimeTime Live*, *20/20*, and *Nightline* as well as numerous ABC News specials and material from the Associated Press *Television News* and *British Movietone News* collections.

## ● ACKNOWLEDGMENTS

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A project of this magnitude becomes a team effort, with many people devoting enormous amounts of time to ensure that the final product is as good as it can possibly be. At Cengage, Chris Caldeira, the acquisitions editor, ushered this project through its many stages along with Cheri Palmer, Melanie Cregger, Rachael Krapf, and Lauren Keyes.

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## About the Author

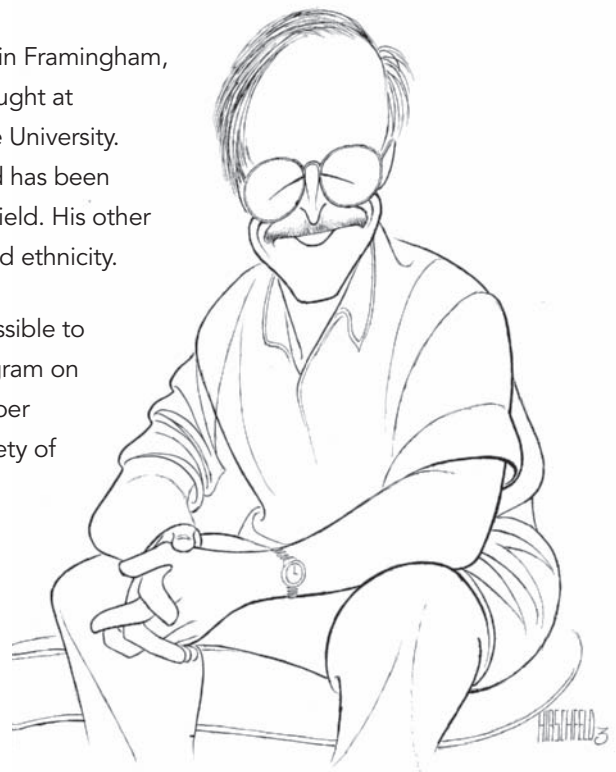
**HENRY L. TISCHLER** was born in Shanghai, China, and grew up in Philadelphia. He received his bachelor's degree from Temple University and his master's and doctorate degrees from Northeastern University. He pursued postdoctoral studies at Harvard University.

His first venture into textbook publishing took place while he was still a graduate student in sociology when he wrote the fourth edition of *Race and Ethnic Relations* with Brewton Berry. The success of that book led to his authorship of ten editions of *Introduction to Sociology*.

Tischler has been a professor at Framingham State College in Framingham, Massachusetts, for more than three decades. He has also taught at Northeastern University, Tufts University, and Montclair State University. He continues to teach introductory sociology every year and has been instrumental in encouraging many students to major in the field. His other areas of interest are crime and deviant behavior and race and ethnicity.

Professor Tischler has been active in making sociology accessible to the general population and hosted an author interview program on National Public Radio. He has also written a weekly newspaper column called "Society Today," which dealt with a wide variety of sociological topics.

Tischler divides his time between Boston and New York City with his wife Linda, a senior writer at a national magazine. The Tischlers are parents to Melissa, a business strategy consultant, and Ben, a film producer.



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### ● EFFECTIVE STUDY: AN INTRODUCTION

Why should you read this essay? If you think you have an A in your back pocket, perhaps you shouldn't. Maybe you are just not interested in sociology or about learning ways to become a really successful student. Maybe you're just here because an advisor told you that you need a social science course. Maybe you feel, "Hey, a C is good. I'll never need this stuff." If so, you can stop reading now.

If you would like to do well in sociology—thereby becoming a more effective participant in society and social life—and if you want to learn some techniques to help you in other classes, too, this is for you. It's filled with the little things no one ever seems to tell you can improve grades, make for better understanding of classes—and might even make classes enjoyable for you. The choice is yours: to read or not to read.

Be forewarned. These contents may challenge the habits of a lifetime—habits that have gotten you this far but ones that might endanger your future success.

This essay contains ways to help you locate major ideas in your textbook. It contains many techniques that will help you read your other course textbooks. If you learn these techniques early in your college career, you will have a head start on most other college students. You will be able to locate important information, understand lectures better, and probably do better on tests. By understanding the material better, you will not only gain a better understanding of sociology but also find that you are able to enjoy your class more.

### ● THE PROBLEM: PASSIVE READING

Do you believe reading is one-way communication? Do you expect the author's facts will become apparent if you only read hard enough or long enough? (Many students feel this way.) Do you believe the writer has buried critical material in the text somewhere and that you need only find and highlight it to get all that's important? And do you believe that if you can memorize these highlighted details you will do well on tests? If so, then you are probably a passive reader.

The problem with passive reading is that it makes even potentially interesting writing boring. Passive reading reduces a chapter to individual, frequently unrelated facts instead of providing understanding of important concepts. It seldom digs beneath the surface, relying on literal meaning rather than sensing implications. Because most college testing relies on understanding of

key concepts rather than on simple factual recall, passive reading fails to help students significantly to do well in courses.

#### Key Features of the Study Guide

*For each chapter you will find the following:*

##### **Key concepts matching exercise**

Includes every major term defined in the chapter  
Promotes association of major thinkers with their key ideas or findings  
Provides correct answers

##### **Key thinkers/researchers matching exercise (where relevant)**

Includes most important theorists or researchers discussed in the text  
Promotes association of major thinkers with their key ideas or findings  
Provides correct answers

##### **Critical thinking questions**

Promotes depth in reflecting on the material  
Encourages creative application of the important concepts to everyday life  
Is presented in increasing levels of complexity, abstraction, and difficulty  
Provides help in preparing for essay exams and papers

##### **Comprehensive practice test**

Includes questions on all major points in the chapter  
Includes true/false, multiple-choice, and essay questions  
Provides correct answers

### ● THE SOLUTION: ACTIVE READING

Active reading is recognizing that a textbook should provide two-way communication. It involves knowing what aids are available to help understand the text and then using them to find the meaning. It involves prereading and questioning. It includes recording of questions, vocabulary learning, and summarizing. Still, with all these techniques, it frequently takes less time and produces significantly better results than passive reading.

This textbook—especially the study guide—is designed to help you become an active reader. For your convenience, the study guide material related to each chapter appears right after that chapter.



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