SOC 300: INTRODUCTION TO SOCIOLOGY (NINH)



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SOC 300： Introduction to Sociology (Ninh)

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1.1: Culture

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1.1.1: Chapter Introduction

Social Issues in the News

"Cows With Gas," the headline said. In India, cows are considered sacred by that nation's major religion, Hinduism. They are also an important source of milk and fertilizer. It is no surprise that India has almost 300 million cows, the highest number in the world, and that they roam freely in Indian cities and towns. But one problem of this abundance of cows is the methane gas they excrete as they burp and belch. They emit so much methane that scientists think Indian cows, along with some 180 million sheep and goats, are a significant cause of global warming. One reason Indian livestock emit so much methane, aside from their sheer numbers, is that they are underfed and undernourished; better diets would reduce their methane emission. However, India is such a poor country that the prospect of a better diet for livestock remains years away, and the problem of cows with gas will continue for some time to come. (Singh, 2009)Singh, M. (2009, April 11). Cows with gas: India's global-warming problem. *Time*. Retrieved from http://content.time.com/time/world/article/0,8599,1890646,00.html

The idea of cows with too much gas, or any gas at all, roaming city streets is probably not very appealing, but cow worship is certainly a part of India's culture. This news story provides just one of many examples of the importance of cultural differences for beliefs and behaviors.

Here is a more pleasing example. When you are in love, what can be more natural and enjoyable than kissing? This simple act is the highlight of countless movies and television shows where two people meet each other, often not liking each other at first, but then slowly but surely fall madly in love and have their first magical kiss. What we see on the screen reflects our own interest in kissing. When we reach puberty, many of us yearn for our first kiss. That kiss is as much a part of growing up as almost anything else we can think of, and many of us can remember when, where, and with whom our first kiss occurred.

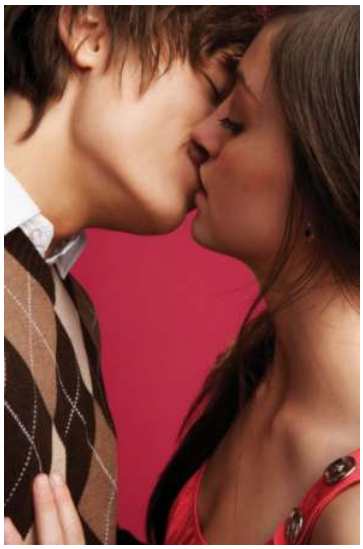


Figure 1.1.1.1: *Although kissing certainly seems like a very normal and natural act, anthropological evidence indicates that culture affects whether people kiss and whether they like kissing. © Thinkstock*

Kissing certainly seems a natural, enjoyable act to most of us, but evidence from some societies indicates kissing might not be so natural after all. In traditional societies such as the Balinese and Tinguian of Oceania, the Chewa and Thonga of Africa, and the Siriono of South America, kissing is unknown, as the people there think it is unhealthy and disgusting. When the Thonga first saw Europeans kissing, they retorted, "Look at them—they eat each other's saliva and dirt" (Ford & Beach, 1972, p. 49).Ford, C. S., & Beach, F. A. (1972). *Patterns of sexual behavior*. New York, NY: Harper and Row. Even in industrial societies, kissing is not always considered desirable. Until fairly recently, the Japanese abhorred kissing and did not even have a word for it until they created *kissu* from the English kiss, and even today older Japanese frown on kissing in public. Reflecting the traditional Japanese view, when Rodin's famous statue *The Kiss* arrived in Japan in the 1920s as part of a European art show, the Japanese hid it behind a curtain. In other societies, people do kiss, but their type of kissing differs greatly from what we are used to. In one of these, people kiss the mouth and the nose simultaneously, while people in a few other societies kiss only by sucking the lips of their partners (Tanikawa, 1995; Tiefer, 1995).Tanikawa, M. (1995, May 28). Japan's young couples discover the kiss. *The New York Times*, p. 39; Tiefer, L. (1995). *Sex is not a natural act and other essays*. Boulder, CO: Westview Press.

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1.1.2: Culture and the Sociological Perspective

LEARNING OBJECTIVES

1. Describe examples of how culture influences behavior.
2. Explain why sociologists might favor cultural explanations of behavior over biological explanations.

As this evidence on kissing suggests, what seems to us a very natural, even instinctual act turns out not to be so natural and biological after all. Instead, kissing seems best understood as something we learn to enjoy from our **culture**, or the symbols, language, beliefs, values, and artifacts (material objects) that are part of a society. Because society refers to a group of people who live in a defined territory and who share a culture, it is obvious that culture is a critical component of any society.

If the culture we learn influences our beliefs and behaviors, then culture is a key concept to the sociological perspective. Someone who grows up in the United States differs in many ways, some of them obvious and some of them not so obvious, from someone growing up in China, Sweden, South Korea, Peru, or Nigeria. Culture influences not only language but the gestures we use when we interact, how far apart we stand from each other when we talk, and the values we consider most important for our children to learn, to name just a few. Without culture, we could not have a society.

The profound impact of culture becomes most evident when we examine behaviors or conditions that, like kissing, are normally considered biological in nature. Consider morning sickness and labor pains, both very familiar to pregnant women before and during childbirth, respectively. These two types of discomfort have known biological causes, and we are not surprised that so many pregnant women experience them. But we *would* be surprised if the husbands of pregnant women woke up sick in the morning or experienced severe abdominal pain while their wives gave birth. These men are neither carrying nor delivering a baby, and there is no logical—that is, biological—reason for them to suffer either type of discomfort.

And yet scholars have discovered several traditional societies in which men about to become fathers experience precisely these symptoms. They are nauseous during their wives' pregnancies, and they experience labor pains while their wives give birth. The term *couvade* refers to these symptoms, which do not have any known biological origin. Yet the men feel them nonetheless, because they have learned from their culture that they *should* feel these types of discomfort (Doja, 2005).Doja, A. (2005). Rethinking the *couvade*. *Anthropological Quarterly, 78*, 917–950. And because they should feel these symptoms, they actually do so. Perhaps their minds are playing tricks on them, but that is often the point of culture. As sociologists William I. and Dorothy Swaine Thomas (1928)Thomas, W. I., & Thomas, D. S. (1928). *The child in America: Behavior problems and programs*. New York, NY: Knopf. once pointed out, if things are perceived as real, then they are real in their consequences. These men learn how they should feel as budding fathers, and thus they feel this way. Unfortunately for them, the perceptions they learn from their culture are real in their consequences.

The example of drunkenness further illustrates how cultural expectations influence a behavior that is commonly thought to have biological causes. In the United States, when people drink too much alcohol, they become intoxicated and their behavior changes. Most typically, their inhibitions lower and they become loud, boisterous, and even rowdy. We attribute these changes to alcohol's biological effect as a drug on our central nervous system, and scientists have documented how alcohol breaks down in our body to achieve this effect.

This explanation of alcohol's effect is OK as far as it goes, but it turns out that *how* alcohol affects our behavior depends on our culture. In some small, traditional societies, people drink alcohol until they pass out, but they never get loud or boisterous; they might not even appear to be enjoying themselves. In other societies, they drink lots of alcohol and get loud but not rowdy. In some societies, including our own, people lose sexual inhibitions as they drink, but in other societies they do not become more aroused. The cross-cultural evidence is very clear: alcohol as a drug does affect human behavior, but culture influences the types of effects that occur. We learn from our culture how to behave when drunk just as we learn how to behave when sober (McCaghy, Capron, Jamieson, & Carey, 2008).McCaghy, C. H., Capron, T. A., Jamieson, J. D., & Carey, S. H. (2008). *Deviant behavior: Crime, conflict, and interest groups*. Boston, MA: Allyn & Bacon.



Figure 1.1.2.1: *Culture affects how people respond when they drink alcohol. Americans often become louder and lose their sexual inhibitions when they drink, but people in some societies studied by anthropologists often respond very differently, with many never getting loud or not even enjoying themselves. © Thinkstock*

Culture and Biology

These examples suggest that human behavior is more the result of culture than it is of biology. This is not to say that biology is entirely unimportant. As just one example, humans have a biological need to eat, and so they do. But humans are much less under the control of biology than any other animal species, including other primates such as monkeys and chimpanzees. These and other animals are governed largely by biological instincts that control them totally. A dog chases any squirrel it sees because of instinct, and a cat chases a mouse for the same reason. Different breeds of dogs do have different personalities, but even these stem from the biological differences among breeds passed down from one generation to another. Instinct prompts many dogs to turn around before they lie down, and it prompts most dogs to defend their territory. When the doorbell rings and a dog begins barking, it is responding to ancient biological instinct.

Because humans have such a large, complex central nervous system, we are less controlled by biology. The critical question then becomes, how much does biology influence our behavior? Predictably, scholars in different disciplines answer this question in different ways. Most sociologists and anthropologists would probably say that culture affects behavior much more than biology does. In contrast, many biologists and psychologists would give much more weight to biology. Advocating a view called **sociobiology**, some scholars say that several important human behaviors and emotions, such as competition, aggression, and altruism, stem from our biological makeup. Sociobiology has been roundly criticized and just as staunchly defended, and respected scholars continue to debate its premises (Freese, 2008).Freese, J. (2008). Genetics and the social science explanation of individual outcomes [Supplement]. *American Journal of Sociology, 114*, S1–S35.

Why do sociologists generally favor culture over biology? Two reasons stand out. First, and as we have seen, many behaviors differ dramatically among societies in ways that show the strong impact of culture. Second, biology cannot easily account for why groups and locations differ in their rates of committing certain behaviors. For example, what biological reason could explain why suicide rates west of the Mississippi River are higher than those east of it, or why the U.S. homicide rate is so much higher than Canada's? Various aspects of culture and social structure seem much better able than biology to explain these differences.

Many sociologists also warn of certain implications of biological explanations. First, they say, these explanations implicitly support the status quo. Because it is difficult to change biology, any problem with biological causes cannot be easily fixed. A second warning harkens back to a century ago, when perceived biological differences were used to justify forced sterilization and mass violence, including genocide, against certain groups. As just one example, in the early 1900s, some 70,000 people, most of them poor and many of them immigrants or African Americans, were involuntarily sterilized in the United States as part of the **eugenics** movement, which said that certain kinds of people were biologically inferior and must not be allowed to reproduce (Lombardo, 2008).Lombardo, P. A. (2008). *Three generations, no imbeciles: Eugenics, the Supreme Court, and Buck v. Bell*. Baltimore, MD: Johns Hopkins University Press. The Nazi Holocaust a few decades later used a similar eugenics argument to justify its genocide against Jews, Catholics, gypsies, and gays (Kuhl, 1994).Kuhl, S. (1994). *The Nazi connection: Eugenics, American racism, and German national socialism*. New York, NY: Oxford University Press. With this history in mind, some scholars fear that biological explanations of human behavior might still be used to support views of biological inferiority (York & Clark, 2007).York, R., & Clark, B. (2007). Gender and mathematical ability: The toll of biological determinism. *Monthly Review, 59*, 7–15.

KEY TAKEAWAYS

- Culture refers to the symbols, language, beliefs, values, and artifacts that are part of any society.
- Because culture influences people's beliefs and behaviors, culture is a key concept to the sociological perspective.
- Many sociologists are wary of biological explanations of behavior, in part because these explanations implicitly support the status quo and may be used to justify claims of biological inferiority.

FOR YOUR REVIEW

1. Have you ever traveled outside the United States? If so, describe one cultural difference you remember in the nation you visited.
2. Have you ever traveled within the United States to a very different region (e.g., urban versus rural, or another part of the country) from the one in which you grew up? If so, describe one cultural difference you remember in the region you visited.
3. Do you share the concern of many sociologists over biological explanations of behavior? Why or why not?

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1.1.3: The Elements of Culture

LEARNING OBJECTIVES

1. Distinguish material culture and nonmaterial culture.
2. List and define the several elements of culture.
3. Describe certain values that distinguish the United States from other nations.

Culture was defined earlier as the symbols, language, beliefs, values, and artifacts that are part of any society. As this definition suggests, there are two basic components of culture: ideas and symbols on the one hand and artifacts (material objects) on the other. The first type, called **nonmaterial culture**, includes the values, beliefs, symbols, and language that define a society. The second type, called **material culture**, includes all the society's physical objects, such as its tools and technology, clothing, eating utensils, and means of transportation. These elements of culture are discussed next.

Symbols

Every culture is filled with **symbols**, or things that stand for something else and that often evoke various reactions and emotions. Some symbols are actually types of nonverbal communication, while other symbols are in fact material objects. As the symbolic interactionist perspective emphasizes, shared symbols make social interaction possible.

Let's look at nonverbal symbols first. A common one is shaking hands, which is done in some societies but not in others. It commonly conveys friendship and is used as a sign of both greeting and departure. Probably all societies have nonverbal symbols we call **gestures**, movements of the hands, arms, or other parts of the body that are meant to convey certain ideas or emotions. However, the same gesture can mean one thing in one society and something quite different in another society (Axtell, 1998).Axtell, R. E. (1998). *Gestures: The do's and taboos of body language around the world*. New York, NY: Wiley. In the United States, for example, if we nod our head up and down, we mean yes, and if we shake it back and forth, we mean no. In Bulgaria, however, nodding means no, while shaking our head back and forth means yes! In the United States, if we make an "O" by putting our thumb and forefinger together, we mean "OK," but the same gesture in certain parts of Europe signifies an obscenity. "Thumbs up" in the United States means "great" or "wonderful," but in Australia it means the same thing as extending the middle finger in the United States. Certain parts of the Middle East and Asia would be offended if they saw you using your left hand to eat, because they use their left hand for bathroom hygiene.

Some of our most important symbols are objects. Here the U.S. flag is a prime example. For most Americans, the flag is not just a piece of cloth with red and white stripes and white stars against a field of blue. Instead, it is a symbol of freedom, democracy, and other American values and, accordingly, inspires pride and patriotism. During the Vietnam War, however, the flag became to many Americans a symbol of war and imperialism. Some burned the flag in protest, prompting angry attacks by bystanders and negative coverage by the news media.



Figure 1.1.3.1: *The meaning of a gesture may differ from one society to another. This familiar gesture means "OK" in the United States, but in certain parts of Europe it signifies an obscenity. An American using this gesture might very well be greeted with an angry look. © Thinkstock*

Other objects have symbolic value for religious reasons. Three of the most familiar religious symbols in many nations are the cross, the Star of David, and the crescent moon, which are widely understood to represent Christianity, Judaism, and Islam, respectively. Whereas many cultures attach no religious significance to these shapes, for many people across the world they evoke very strong feelings of religious faith. Recognizing this, hate groups have often desecrated these symbols.

As these examples indicate, shared symbols, both nonverbal communication and tangible objects, are an important part of any culture but also can lead to misunderstandings and even hostility. These problems underscore the significance of symbols for social interaction and meaning.

Language

Perhaps our most important set of symbols is language. In English, the word *chair* means something we sit on. In Spanish, the word *silla* means the same thing. As long as we agree how to interpret these words, a shared language and thus society are possible. By the same token, differences in languages can make it quite difficult to communicate. For example, imagine you are in a foreign country where you do not know the language and the country's citizens do not know yours. Worse yet, you forgot to bring your dictionary that translates their language into yours, and vice versa, and your iPhone battery has died. You become lost. How will you get help? What will you do? Is there any way to communicate your plight?

As this scenario suggests, language is crucial to communication and thus to any society's culture. Children learn language from their culture just as they learn about shaking hands, about gestures, and about the significance of the flag and other symbols. Humans have a capacity for language that no other animal species possesses. Our capacity for language in turn helps make our complex culture possible.

In the United States, some people consider a common language so important that they advocate making English the official language of certain cities or states or even the whole country and banning bilingual education in the public schools (Ray, 2007).Ray, S. (2007). Politics over official language in the United States. *International Studies, 44*, 235–252. Critics acknowledge the importance of English but allege that this movement smacks of anti-immigrant prejudice and would help destroy ethnic subcultures. In 2009, voters in Nashville, Tennessee, rejected a proposal that would have made English the city's official language and required all city workers to speak in English rather than their native language (R. Brown, 2009).Brown, R. (2009, January 24). Nashville voters reject a proposal for English-only. *The New York Times*, p. A12.



Figure 1.1.3.2: *Language is a key symbol of any culture. Humans have a capacity for language that no other animal species has, and children learn the language of their society just as they learn other aspects of their culture. © Thinkstock*

Language, of course, can be spoken or written. One of the most important developments in the evolution of society was the creation of written language. Some of the preindustrial societies that anthropologists have studied have written language, while others do not, and in the remaining societies the "written" language consists mainly of pictures, not words. Figure 1.1.3.3 illustrates this variation with data from 186 preindustrial societies called the Standard Cross-Cultural Sample (SCCS), a famous data set compiled several decades ago by anthropologist George Murdock and colleagues from information that had been gathered on hundreds of preindustrial societies around the world (Murdock & White, 1969).Murdock, G. P., & White, D. R. (1969). Standard cross-cultural sample. *Ethnology, 8*, 329–369. In Figure 1.1.3.3, we see that only about one-fourth of the SCCS societies have a written language, while about equal proportions have no language at all or only pictures.

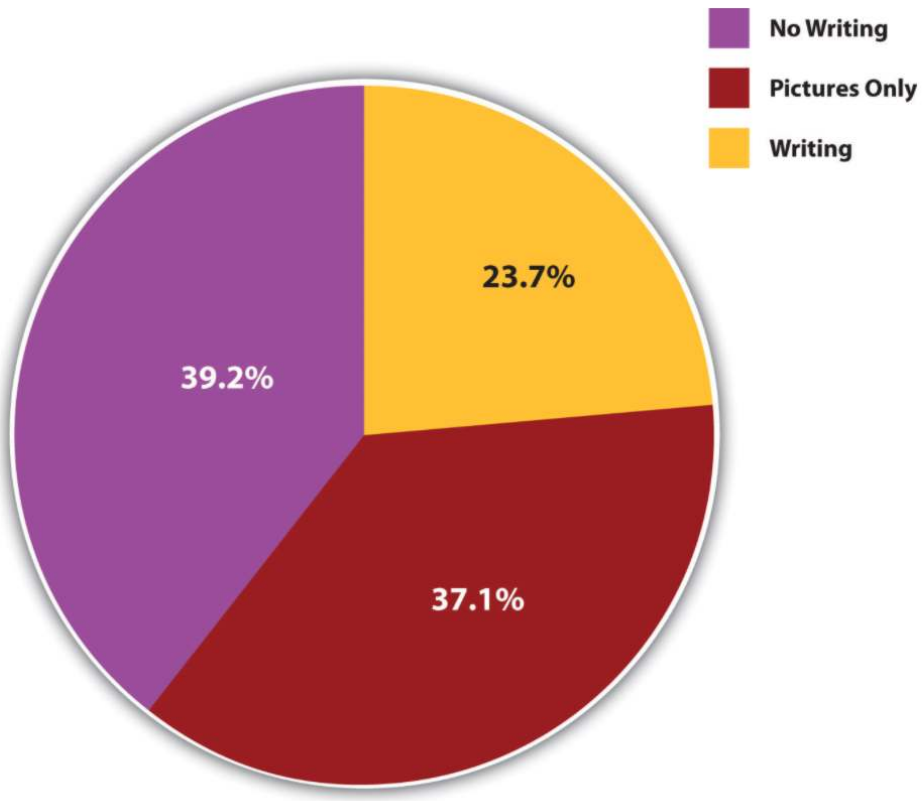


Figure 1.1.3.3: *The Presence of Written Language (Percentage of Societies)*

Source: Data from Standard Cross-Cultural Sample.

To what extent does language influence how we think and how we perceive the social and physical worlds? The famous but controversial **Sapir-Whorf hypothesis**, named after two linguistic anthropologists, Edward Sapir and Benjamin Lee Whorf, argues that people cannot easily understand concepts and objects unless their language contains words for these items (Whorf, 1956).Whorf, B. (1956). *Language, thought and reality*. Cambridge, MA: MIT Press. Language thus influences how we understand the world around us. For example, people in a country such as the United States that has many terms for different types of kisses (e.g. buss, peck, smack, smooch, and soul) are better able to appreciate these different types than people in a country such as Japan, which, as we saw earlier, only fairly recently developed the word *kissu* for kiss.

Another illustration of the Sapir-Whorf hypothesis is seen in sexist language, in which the use of male nouns and pronouns shapes how we think about the world (Miles, 2008).Miles, S. (2008). *Language and sexism*. New York, NY: Cambridge University Press. In older children's books, words like fire*man* and mail*man* are common, along with pictures of men in these jobs, and critics say they send a message to children that these are male jobs, not female jobs. If a teacher tells a second-grade class, "Every student should put his books under his desk," the teacher obviously means students of both sexes but may be sending a subtle message that boys matter more than girls. For these reasons, several guidebooks promote the use of nonsexist language (Maggio, 1998).Maggio, R. (1998). *The dictionary of bias-free usage: A guide to nondiscriminatory language*. Phoenix, AZ: Oryx Press. Table 3.1 "Examples of Sexist Terms and Nonsexist Alternatives" provides examples of sexist language and nonsexist alternatives.

Term	Alternative
Businessman	Businessperson, executive
Fireman	Fire fighter
Chairman	Chair, chairperson

Term	Alternative
Policeman	Police officer
Mailman	Letter carrier, postal worker
Mankind	Humankind, people
Man-made	Artificial, synthetic
Waitress	Server
He (as generic pronoun)	He or she; he/she; s/he
“A professor should be devoted to his students”	“Professors should be devoted to their students”

The use of racist language also illustrates the Sapir-Whorf hypothesis. An old saying goes, “Sticks and stones may break my bones, but names will never hurt me.” That may be true in theory but not in reality. Names can hurt, especially names that are racial slurs, which African Americans growing up before the era of the civil rights movement routinely heard. According to the Sapir-Whorf hypothesis, the use of these words would have affected how whites perceived African Americans. More generally, the use of racist terms may reinforce racial prejudice and racial stereotypes.

Sociology Making a Difference

Overcoming Cultural and Ethnic Differences

People from many different racial and ethnic backgrounds live in large countries such as the United States. Because of cultural differences and various prejudices, it can be difficult for individuals from one background to interact with individuals from another background. Fortunately, a line of research, grounded in *contact theory* and conducted by sociologists and social psychologists, suggests that interaction among individuals from different backgrounds can indeed help overcome tensions arising from their different cultures and any prejudices they may hold. This happens because such contact helps disconfirm stereotypes that people may hold of those from different backgrounds (Dixon, 2006; Pettigrew & Tropp, 2005).Dixon, J. C. (2006). The ties that bind and those that don’t: Toward reconciling group threat and contact theories of prejudice. *Social Forces, 84*, 2179–2204; Pettigrew, T. F., & Tropp, L. R. (2005). Allport’s intergroup contact hypothesis: Its history and influence. In J. F. Dovidio, P. S. Glick, & L. A. Rudman (Eds.), *On the nature of prejudice: Fifty years after Allport* (pp. 262–277). Malden, MA: Blackwell.

Recent studies of college students provide additional evidence that social contact can help overcome cultural differences and prejudices. Because many students are randomly assigned to their roommates when they enter college, interracial roommates provide a “natural” experiment for studying the effects of social interaction on racial prejudice. Studies of such roommates find that whites with black roommates report lowered racial prejudice and greater numbers of interracial friendships with other students (Laar, Levin, Sinclair, & Sidanius, 2005; Shook & Fazio, 2008).Laar, C. V., Levin, S., Sinclair, S., & Sidanius, J. (2005). The effect of university roommate contact on ethnic attitudes and behavior. *Journal of Experimental Social Psychology, 41*, 329–345; Shook, N. J., & Fazio, R. H. (2008). Interracial roommate relationships: An experimental test of the contact hypothesis. *Psychological Science, 19*, 717–723.

It is not easy to overcome cultural differences and prejudices, and studies also find that interracial college roommates often have to face many difficulties in overcoming the cultural differences and prejudices that existed before they started living together (Shook & Fazio, 2008).Shook, N. J., & Fazio, R. H. (2008). Roommate relationships: A comparison of interracial and same-race living situations. *Group Processes & Intergroup Relations, 11*, 425–437. Yet the body of work supporting contact theory suggests that efforts that increase social interaction among people from different cultural and ethnic backgrounds in the long run will reduce racial and ethnic tensions.

Norms

Cultures differ widely in their **norms**, or standards and expectations for behaving. We already saw that the nature of drunken behavior depends on society’s expectations of how people should behave when drunk. Norms of drunken behavior influence how we behave when we drink too much.

Norms are often divided into two types, **formal norms** and **informal norms**. Formal norms, also called *mores* (MOOR-ayz) and *laws*, refer to the standards of behavior considered the most important in any society. Examples in the United States include traffic laws, criminal codes, and, in a college context, student behavior codes addressing such things as cheating and hate speech. Informal norms, also called *folkways* and *customs*, refer to standards of behavior that are considered less important but still influence how we behave. Table manners are a common example of informal norms, as are such everyday behaviors as how we interact with a cashier and how we ride in an elevator.

Many norms differ dramatically from one culture to the next. Some of the best evidence for cultural variation in norms comes from the study of sexual behavior (Edgerton, 1976).Edgerton, R. (1976). *Deviance: A cross-cultural perspective*. Menlo Park, CA: Cummings. Among the Pokot of East Africa, for example, women are expected to enjoy sex, while among the Gusii a few hundred miles away, women who enjoy sex are considered deviant. In Inis Beag, a small island off the coast of Ireland, sex is considered embarrassing and even disgusting; men feel that intercourse drains their strength, while women consider it a burden. Even nudity is considered terrible, and people on Inis Beag keep their clothes on while they bathe. The situation is quite different in Mangaia, a small island in the South Pacific. Here sex is considered very enjoyable, and it is the major subject of songs and stories.

While many societies frown on homosexuality, others accept it. Among the Azande of East Africa, for example, young warriors live with each other and are not allowed to marry. During this time, they often have sex with younger boys, and this homosexuality is approved by their culture. Among the Sambia of New Guinea, young males live separately from females and engage in homosexual behavior for at least a decade. It is felt that the boys would be less masculine if they continued to live with their mothers and that the semen of older males helps young boys become strong and fierce (Edgerton, 1976).Edgerton, R. (1976). *Deviance: A cross-cultural perspective*. Menlo Park, CA: Cummings.

Other evidence for cultural variation in norms comes from the study of how men and women are expected to behave in various societies. For example, many traditional societies are simple hunting-and-gathering societies. In most of these, men tend to hunt and women tend to gather. Many observers attribute this gender difference to at least two biological differences between the sexes. First, men tend to be bigger and stronger than women and are thus better suited for hunting. Second, women become pregnant and bear children and are less able to hunt. Yet a different pattern emerges in some hunting-and-gathering societies. Among a group of Australian aborigines called the Tiwi and a tribal society in the Philippines called the Agta, both sexes hunt. After becoming pregnant, Agta women continue to hunt for most of their pregnancy and resume hunting after their child is born (Brettell & Sargent, 2009).Brettell, C. B., & Sargent, C. F. (Eds.). (2009). *Gender in cross-cultural perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall.



Figure 1.1.3.4: *Although many societies disapprove of homosexuality, other societies accept it. This difference illustrates the importance of culture for people's attitudes. © Thinkstock*

Some of the most interesting norms that differ by culture govern how people stand apart when they talk with each other (Hall & Hall, 2007).Hall, E. T., & Hall, M. R. (2007). The sounds of silence. In J. M. Henslin (Ed.), *Down to earth sociology: Introductory readings* (pp. 109–117). New York, NY: Free Press. In the United States, people who are not intimates usually stand about three to four feet apart when they talk. If someone stands more closely to us, especially if we are of northern European heritage, we feel uncomfortable. Yet people in other countries—especially Italy, France, Spain, and many of the nations of Latin America and the

Middle East—would feel uncomfortable if they were standing three to four feet apart. To them, this distance is too great and indicates that the people talking dislike each other. If a U.S. native of British or Scandinavian heritage were talking with a member of one of these societies, they might well have trouble interacting, because at least one of them will be uncomfortable with the physical distance separating them.

Rituals

Different cultures also have different **rituals**, or established procedures and ceremonies that often mark transitions in the life course. As such, rituals both reflect and transmit a culture's norms and other elements from one generation to the next. Graduation ceremonies in colleges and universities are familiar examples of time-honored rituals. In many societies, rituals help signify one's gender identity. For example, girls around the world undergo various types of initiation ceremonies to mark their transition to adulthood. Among the Bemba of Zambia, girls undergo a month-long initiation ceremony called the *chisungu*, in which girls learn songs, dances, and secret terms that only women know (Maybury-Lewis, 1998).Maybury-Lewis, D. (1998). Tribal wisdom. In K. Finsterbusch (Ed.), *Sociology 98/99* (pp. 8–12). Guilford, CT: Dushkin/McGraw-Hill. In some cultures, special ceremonies also mark a girl's first menstrual period. Such ceremonies are largely absent in the United States, where a girl's first period is a private matter. But in other cultures the first period is a cause for celebration involving gifts, music, and food (Hathaway, 1997).Hathaway, N. (1997). Menstruation and menopause: Blood rites. In L. M. Salinger (Ed.), *Deviant behavior 97/98* (pp. 12–15). Guilford, CT: Dushkin.

Boys have their own initiation ceremonies, some of them involving circumcision. That said, the ways in which circumcisions are done and the ceremonies accompanying them differ widely. In the United States, boys who are circumcised usually undergo a quick procedure in the hospital. If their parents are observant Jews, circumcision will be part of a religious ceremony, and a religious figure called a *moyel* will perform the circumcision. In contrast, circumcision among the Maasai of East Africa is used as a test of manhood. If a boy being circumcised shows signs of fear, he might well be ridiculed (Maybury-Lewis, 1998).Maybury-Lewis, D. (1998). Tribal wisdom. In K. Finsterbusch (Ed.), *Sociology 98/99* (pp. 8–12). Guilford, CT: Dushkin/McGraw-Hill.

Are rituals more common in traditional societies than in industrial ones such as the United States? Consider the Nacirema, studied by anthropologist Horace Miner more than 50 years ago (Miner, 1956).Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist, 58,* 503–507. In this society, many rituals have been developed to deal with the culture's fundamental belief that the human body is ugly and in danger of suffering many diseases. Reflecting this belief, every household has at least one shrine in which various rituals are performed to cleanse the body. Often these shrines contain magic potions acquired from medicine men. The Nacirema are especially concerned about diseases of the mouth. Miner writes, "Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them" (p. 505).Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist, 58,* 503–507. Many Nacirema engage in "mouth-rites" and see a "holy-mouth-man" once or twice yearly.

Spell Nacirema backward and you will see that Miner was describing American culture. As his satire suggests, rituals are not limited to preindustrial societies. Instead, they function in many kinds of societies to mark transitions in the life course and to transmit the norms of the culture from one generation to the next.

Changing Norms and Beliefs

Our examples show that different cultures have different norms, even if they share other types of practices and beliefs. It is also true that norms change over time within a given culture. Two obvious examples here are hairstyles and clothing styles. When the Beatles first became popular in the early 1960s, their hair barely covered their ears, but parents of teenagers back then were aghast at how they looked. If anything, clothing styles change even more often than hairstyles. Hemlines go up, hemlines go down. Lapels become wider, lapels become narrower. This color is in, that color is out. Hold on to your out-of-style clothes long enough, and eventually they may well end up back in style.



Figure 1.1.3.5: *Some norms may change over time within a given culture. In the early 1960s, the hair of the four members of the Beatles barely covered their ears, but many parents of U.S. teenagers were very critical of the length of their hair.*

Source: Photo courtesy of U.S. Library of Congress, http://www.loc.gov/pictures/resource/cph.3c11094.

A more important topic on which norms have changed is abortion and birth control (Bullough & Bullough, 1977).Bullough, V. L., & Bullough, B. (1977). *Sin, sickness, and sanity: A history of sexual attitudes*. New York, NY: New American Library. Despite the controversy surrounding abortion today, it was very common in the ancient world. Much later, medieval theologians generally felt that abortion was not murder if it occurred within the first several weeks after conception. This distinction was eliminated in 1869, when Pope Pius IX declared abortion at any time to be murder. In the United States, abortion was not illegal until 1828, when New York state banned it to protect women from unskilled abortionists, and most other states followed suit by the end of the century. However, the sheer number of unsafe, illegal abortions over the next several decades helped fuel a demand for repeal of abortion laws that in turn helped lead to the *Roe v. Wade* Supreme Court decision in 1973 that generally legalized abortion during the first two trimesters.

Contraception was also practiced in ancient times, only to be opposed by early Christianity. Over the centuries, scientific discoveries of the nature of the reproductive process led to more effective means of contraception and to greater calls for its use, despite legal bans on the distribution of information about contraception. In the early 1900s, Margaret Sanger, an American nurse, spearheaded the growing birth-control movement and helped open a birth-control clinic in Brooklyn in 1916. She and two other women were arrested within 10 days, and Sanger and one other defendant were sentenced to 30 days in jail. Efforts by Sanger and other activists helped to change views on contraception over time, and finally, in 1965, the U.S. Supreme Court ruled in *Griswold v. Connecticut* that contraception information could not be banned. As this brief summary illustrates, norms about contraception changed dramatically during the last century.

Other types of cultural beliefs also change over time (Figure 1.1.3.6 and Figure 1.1.3.7). Since the 1960s, the U.S. public has changed its views about some important racial and gender issues. Figure 1.1.3.6, taken from several years of the General Social Survey (GSS), shows that the percentage of Americans who would vote for a qualified black person as president rose almost 20 points from the early 1970s to the middle of 1996, when the GSS stopped asking the question. If beliefs about voting for an African American had not changed, Barack Obama would almost certainly not have been elected in 2008. Figure 1.1.3.7, also taken from several years of the GSS, shows that the percentage saying that women should take care of running their homes and leave running the country to men declined from almost 36% in the early 1970s to only about 15% in 1998, again, when the GSS stopped asking the question. These two figures depict declining racial and gender prejudice in the United States during the past quarter-century.

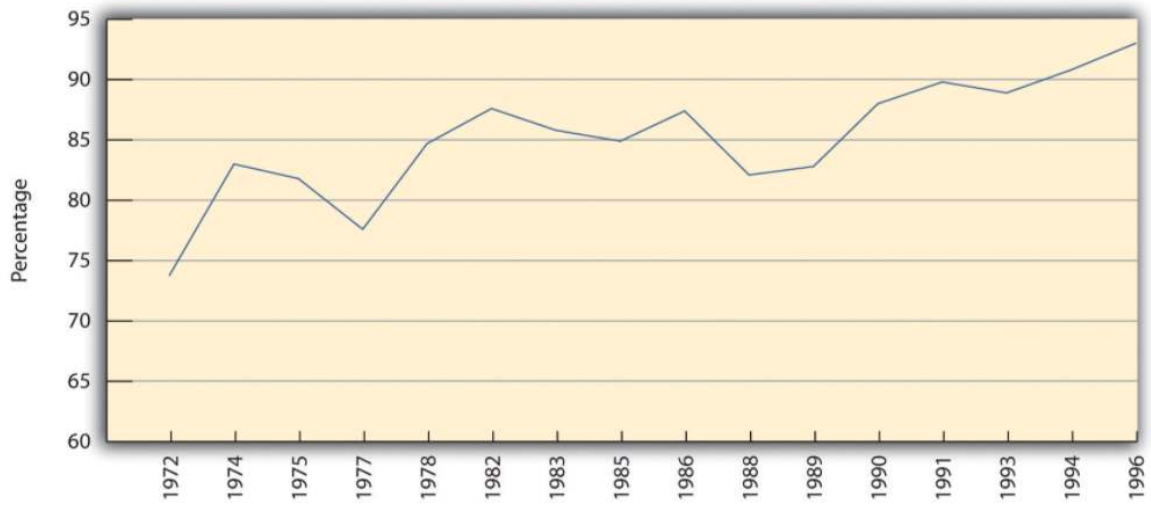


Figure 1.1.3.6: *Percentage of People Who Say They Would Vote for a Qualified African American for President*

Source: Data from General Social Surveys, 1972–1996.

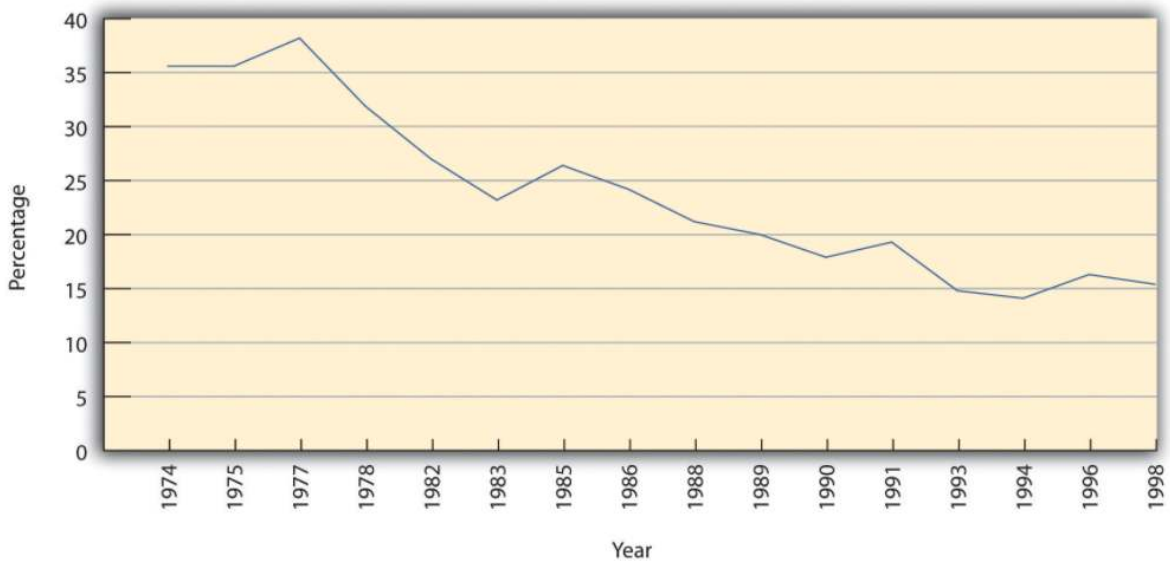


Figure 1.1.3.7: *Percentage of People Who Agree Women Should Take Care of Running Their Homes*

Source: Data from General Social Surveys, 1974–1998.

Values

Values are another important element of culture and involve judgments of what is good or bad and desirable or undesirable. A culture's values shape its norms. In Japan, for example, a central value is group harmony. The Japanese place great emphasis on harmonious social relationships and dislike interpersonal conflict. Individuals are fairly unassertive by American standards, lest they be perceived as trying to force their will on others (Schneider & Silverman, 2010).Schneider, L., & Silverman, A. (2010). *Global sociology: Introducing five contemporary societies* (5th ed.). New York, NY: McGraw-Hill. When interpersonal disputes do arise, Japanese do their best to minimize conflict by trying to resolve the disputes amicably. Lawsuits are thus uncommon; in one case involving disease and death from a mercury-polluted river, some Japanese who dared to sue the company responsible for the mercury poisoning were considered bad citizens (Upham, 1976).Upham, F. K. (1976). Litigation and moral consciousness in Japan: An interpretive analysis of four Japanese pollution suits. *Law and Society Review, 10*, 579–619.

Individualism in the United States

In the United States, of course, the situation is quite different. The American culture extols the rights of the individual and promotes competition in the business and sports worlds and in other areas of life. Lawsuits over the most frivolous of issues are quite common and even expected. Phrases like “Look out for number one!” abound. If the Japanese value harmony and group feeling, Americans value competition and individualism. Because the Japanese value harmony, their norms frown on self-assertion in interpersonal relationships and on lawsuits to correct perceived wrongs. Because Americans value and even thrive on competition, our norms promote assertion in relationships and certainly promote the use of the law to address all kinds of problems.



Figure 1.1.3.8: *American culture promotes competition and an emphasis on winning in the sports and business worlds and in other spheres of life. Accordingly, lawsuits over frivolous reasons are common and even expected. © Thinkstock*

Figure 1.1.3.9 illustrates this difference between the two nations’ cultures with data from the 2002 World Values Survey (WVS), which was administered to random samples of the adult populations of more than 80 nations around the world. One question asked in these nations was, “On a scale of one (‘competition is good; it stimulates people to work hard and develop new ideas’) to ten (‘competition is harmful; it brings out the worst in people’), please indicate your views on competition.” Figure 1.1.3.9 shows the percentages of Americans and Japanese who responded with a “one” or “two” to this question, indicating they think competition is very beneficial. Americans are about three times as likely as Japanese to favor competition.

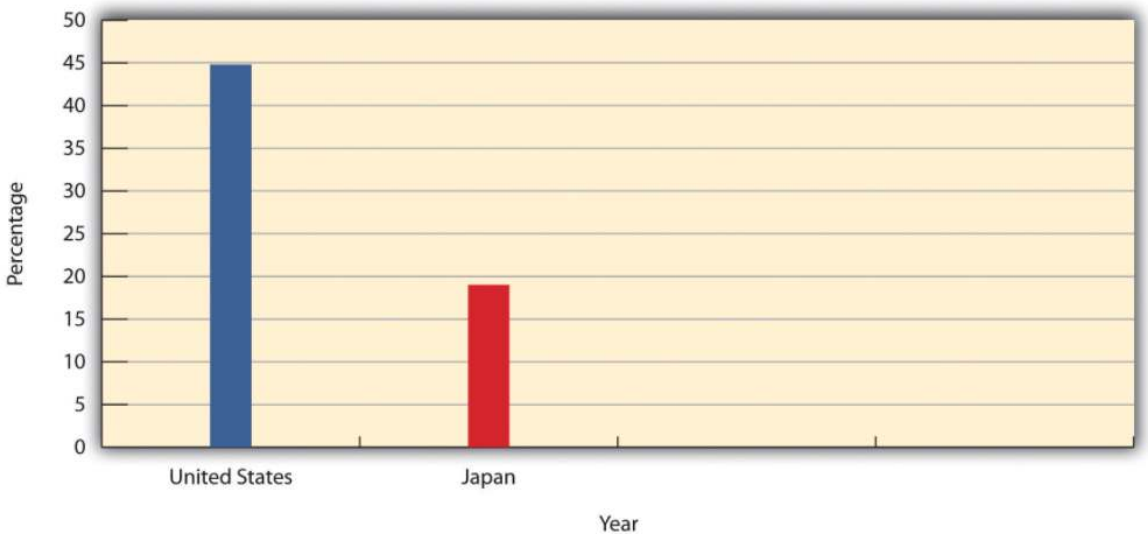


Figure 1.1.3.9: *Percentage of People Who Think Competition Is Very Beneficial*

Source: Data from World Values Survey, 2002.

The Japanese value system is a bit of an anomaly, because Japan is an industrial nation with very traditional influences. Its emphasis on group harmony and community is more usually thought of as a value found in traditional societies, while the U.S. emphasis on individuality is more usually thought of as a value found in industrial cultures. Anthropologist David Maybury-Lewis (1998, p. 8)Maybury-Lewis, D. (1998). Tribal wisdom. In K. Finsterbusch (Ed.), *Sociology 98/99* (pp. 8–12). Guilford, CT: Dushkin/McGraw-Hill. describes this difference as follows: “The heart of the difference between the modern world and the traditional one is that in traditional societies people are a valuable resource and the interrelations between them are carefully tended; in modern society things are the valuables and people are all too often treated as disposable.” In industrial societies, continues Maybury-Lewis, individualism and the rights of the individual are celebrated and any one person’s obligations to the larger community are weakened. Individual achievement becomes more important than values such as kindness, compassion, and generosity.

Other scholars take a less bleak view of industrial society, where they say the spirit of community still lives even as individualism is extolled (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985).Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley: University of California Press. In American society, these two simultaneous values sometimes create tension. In Appalachia, for example, people view themselves as rugged individuals who want to control their own fate. At the same time, they have strong ties to families, relatives, and their neighbors. Thus their sense of independence conflicts with their need for dependence on others (Erikson, 1976).Erikson, K. T. (1976). *Everything in its path: Destruction of community in the Buffalo Creek flood*. New York, NY: Simon and Schuster.

The Work Ethic

Another important value in the American culture is the work ethic. By the 19th century, Americans had come to view hard work not just as something that had to be done but as something that was morally good to do (Gini, 2000).Gini, A. (2000). *My job, my self: Work and the creation of the modern individual*. New York, NY: Routledge. The commitment to the work ethic remains strong today: in the 2008 General Social Survey, 72% of respondents said they would continue to work even if they got enough money to live as comfortably as they would like for the rest of their lives.

Cross-cultural evidence supports the importance of the work ethic in the United States. Using earlier World Values Survey data, Figure 1.1.3.10 presents the percentage of people in United States and three other nations from different parts of the world—Mexico, Poland, and Japan—who take “a great deal of pride” in their work. More than 85% of Americans feel this way, compared to much lower proportions of people in the other three nations.

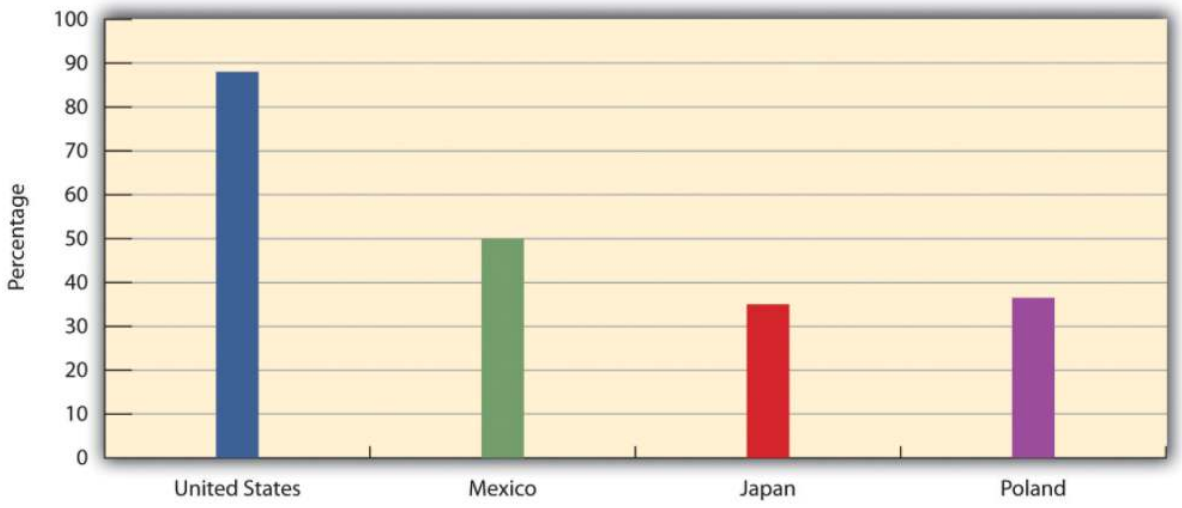


Figure 1.1.3.10: *Percentage of People Who Take a Great Deal of Pride in Their Work*

Source: Data from World Values Survey, 1993.

Closely related to the work ethic is the belief that if people work hard enough, they will be successful. Here again the American culture is especially thought to promote the idea that people can pull themselves up by their “bootstraps” if they work hard enough.

The WVS asked whether success results from hard work or from luck and connections. Figure 1.1.3.11 presents the proportions of people in the four nations just examined who most strongly thought that hard work brings success. Once again we see evidence of an important aspect of the American culture, as U.S. residents were especially likely to think that hard work brings success.

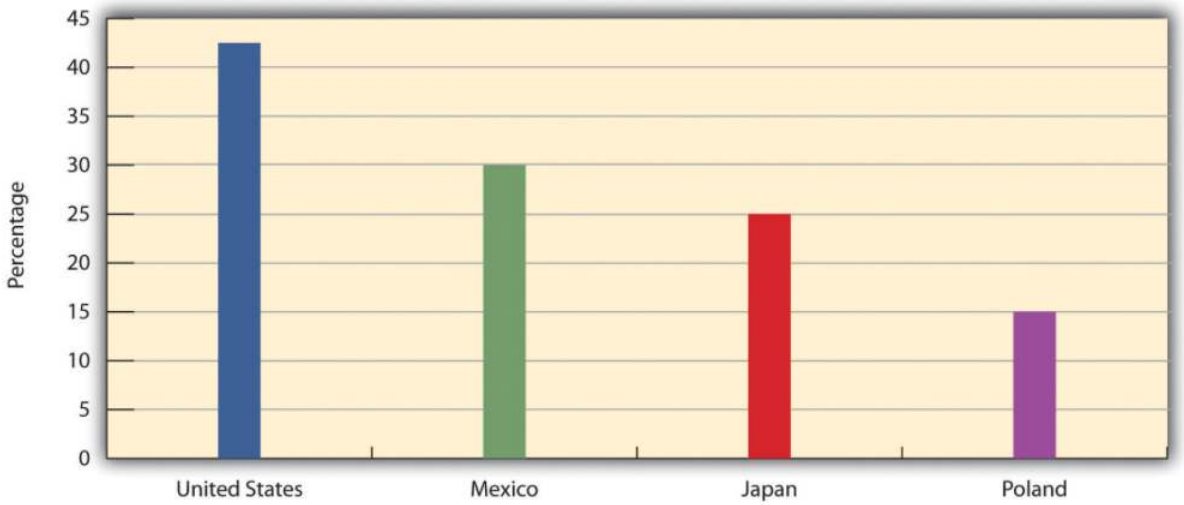


Figure 1.1.3.11: *Percentage of People Who Think Hard Work Brings Success*

Source: Data from World Values Survey, 1997.

If Americans believe hard work brings success, then they should be more likely than people in most other nations to believe that poverty stems from not working hard enough. True or false, this belief is an example of the blaming-the-victim ideology. Figure 1.1.3.12 presents WVS percentages of respondents who said the most important reason people are poor is "laziness and lack of willpower." As expected, Americans are much more likely to attribute poverty to not working hard enough.

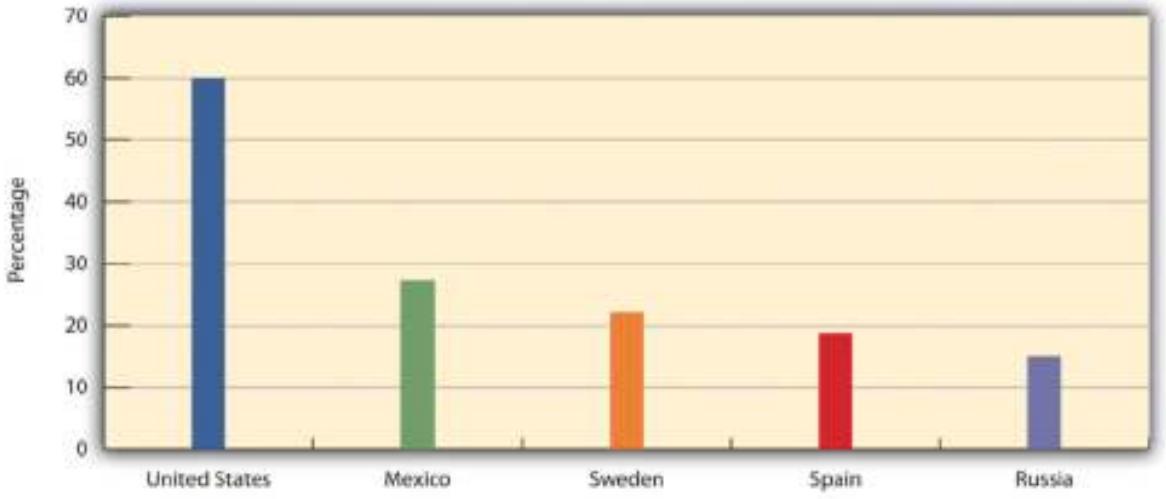


Figure 1.1.3.12: *Percentage of People Who Attribute Poverty to Laziness and Lack of Willpower*

Source: Data from World Values Survey, 1997.

We could discuss many other values, but an important one concerns how much a society values women's employment outside the home. The WVS asked respondents whether they agree that "when jobs are scarce men should have more right to a job than

women." Figure 1.1.3.13 shows that U.S. residents are more likely than those in nations with more traditional views of women to *disagree* with this statement.

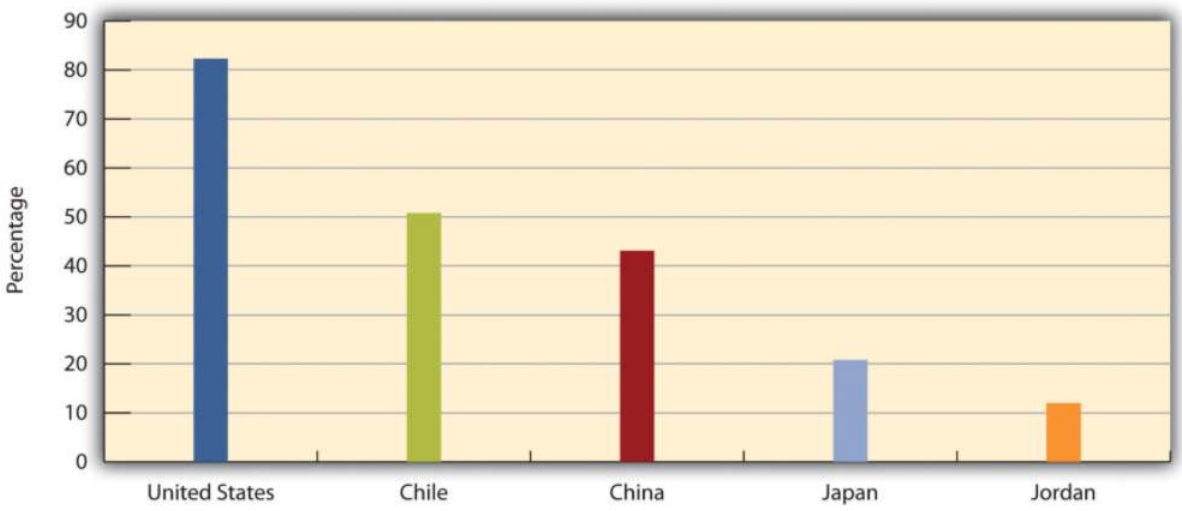


Figure 1.1.3.13: *Percentage of People Who Disagree That Men Have More Right to a Job Than Women When Jobs Are Scarce*

Source: Data from World Values Survey, 2002.

Artifacts

The last element of culture is the **artifacts**, or material objects, that constitute a society's material culture. In the most simple societies, artifacts are largely limited to a few tools, the huts people live in, and the clothing they wear. One of the most important inventions in the evolution of society was the wheel. Figure 1.1.3.14 shows that very few of the societies in the SCCS use wheels to move heavy loads over land, while the majority use human power and about one-third use pack animals.

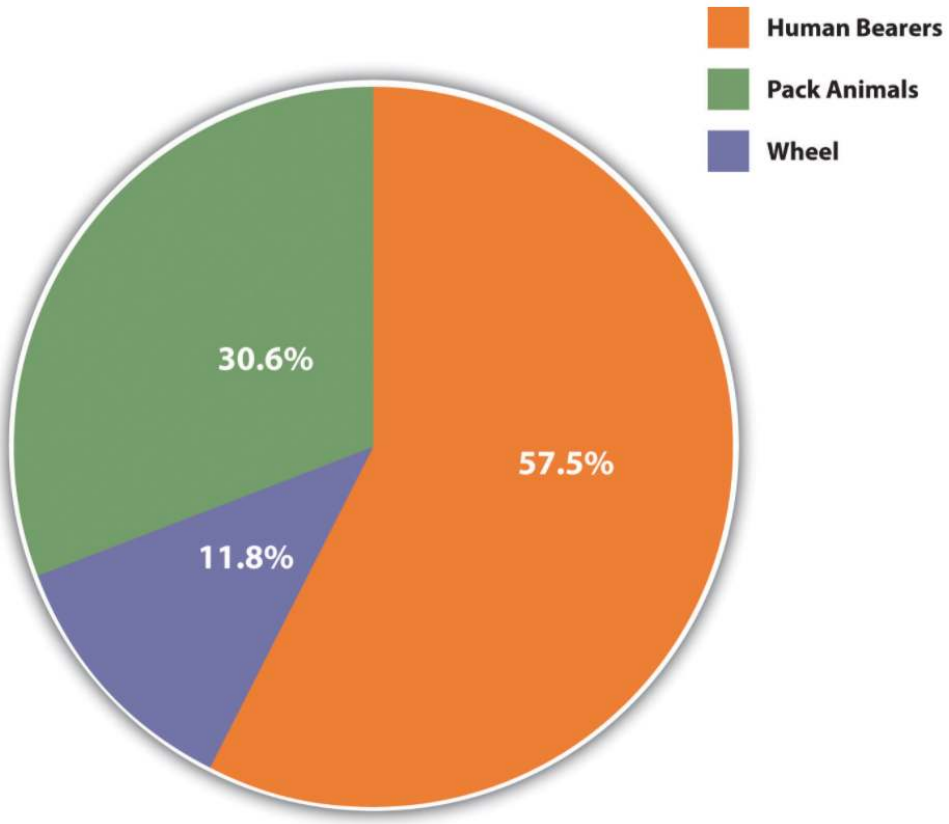


Figure 1.1.3.14: *Primary Means of Moving Heavy Loads*

Source: Data from Standard Cross-Cultural Sample.

Although the wheel was a great invention, artifacts are much more numerous and complex in industrial societies. Because of technological advances during the past two decades, many such societies today may be said to have a *wireless* culture, as smartphones, netbooks and laptops, and GPS devices now dominate so much of modern life. The artifacts associated with this culture were unknown a generation ago. Technological development created these artifacts and new language to describe them and the functions they perform. Today's wireless artifacts in turn help reinforce our own commitment to wireless technology as a way of life, if only because children are now growing up with them, often even before they can read and write.

Sometimes people in one society may find it difficult to understand the artifacts that are an important part of another society's culture. If a member of a tribal society who had never seen a cell phone, or who had never even used batteries or electricity, were somehow to visit the United States, she or he would obviously have no idea of what a cell phone was or of its importance in almost everything we do these days. Conversely, if we were to visit that person's society, we might not appreciate the importance of some of its artifacts.



Figure 1.1.3.15: *The iPhone is just one of the many notable cultural artifacts in today's wireless world. Technological development created these artifacts and new language to describe them and their functions—for example, "There's an app for that!" © Thinkstock*

In this regard, consider once again India's cows, discussed in the news article that began this chapter. As the article mentioned, people from India consider cows holy, and they let cows roam the streets of many cities. In a nation where hunger is so rampant, such cow worship is difficult to understand, at least to Americans, because a ready source of meat is being ignored.

Anthropologist Marvin Harris (1974)Harris, M. (1974). *Cows, pigs, wars, and witches: The riddles of culture*. New York, NY: Vintage Books. advanced a practical explanation for India's cow worship. Millions of Indians are peasants who rely on their farms for their food and thus their existence. Oxen and water buffalo, not tractors, are the way they plow their fields. If their ox falls sick or dies, farmers may lose their farms. Because, as Harris observes, oxen are made by cows, it thus becomes essential to preserve cows at all costs. In India, cows also act as an essential source of fertilizer, to the tune of 700 million tons of manure annually, about half of which is used for fertilizer and the other half of which is used as fuel for cooking. Cow manure is also mixed with water and used as flooring material over dirt floors in Indian households. For all of these reasons, cow worship is not so puzzling after all, because it helps preserve animals that are very important for India's economy and other aspects of its way of life.

If Indians exalt cows, many Jews and Muslims feel the opposite about pigs: they refuse to eat any product made from pigs and so obey an injunction from the Old Testament of the Bible and from the Koran. Harris thinks this injunction existed because pig farming in ancient times would have threatened the ecology of the Middle East. Sheep and cattle eat primarily grass, while pigs eat foods that people eat, such as nuts, fruits, and especially grains. In another problem, pigs do not provide milk and are much more difficult to herd than sheep or cattle. Next, pigs do not thrive well in the hot, dry climate in which the people of the Old Testament and Koran lived. Finally, sheep and cattle were a source of food back then because beyond their own meat they provided milk, cheese, and manure, and cattle were also used for plowing. In contrast, pigs would have provided only their own meat. Because sheep and cattle were more "versatile" in all of these ways, and because of the other problems pigs would have posed, it made sense for the eating of pork to be prohibited.



Figure 1.1.3.16: *According to anthropologist Marvin Harris, cows are worshipped in India because they are such an important part of India's agricultural economy. © Thinkstock*

In contrast to Jews and Muslims, at least one society, the Maring of the mountains of New Guinea, is characterized by "pig love." Here pigs are held in the highest regard. The Maring sleep next to pigs, give them names and talk to them, feed them table scraps, and once or twice every generation have a mass pig sacrifice that is intended to ensure the future health and welfare of Maring society. Harris explains their love of pigs by noting that their climate is ideally suited to raising pigs, which are an important source of meat for the Maring. Because too many pigs would overrun the Maring, their periodic pig sacrifices help keep the pig population to manageable levels. Pig love thus makes as much sense for the Maring as pig hatred did for people in the time of the Old Testament and the Koran.

KEY TAKEAWAYS

- The major elements of culture are symbols, language, norms, values, and artifacts.
- Language makes effective social interaction possible and influences how people conceive of concepts and objects.
- Major values that distinguish the United States include individualism, competition, and a commitment to the work ethic.

FOR YOUR REVIEW

1. How and why does the development of language illustrate the importance of culture and provide evidence for the sociological perspective?
2. Some people say the United States is too individualistic and competitive, while other people say these values are part of what makes America great. What do you think? Why?

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1.1.4: Cultural Diversity

LEARNING OBJECTIVES

1. Define subculture and counterculture and give one example of each.
2. Distinguish cultural relativism and ethnocentrism.

These cow and pig examples remind us that material and nonmaterial cultures often make sense only in the context of a given society. If that is true, then it is important for outsiders to become familiar with other societies and to appreciate their cultural differences. These differences are often referred to as **cultural diversity**. Cultural diversity also occurs within a single society, where subcultures and countercultures can both exist.

Learning From Other Societies

Saving Dogs and Cats in South Korea

Sometimes citizens can make a difference. Dog ownership has recently been increasing in South Korea, a nation in which dogs have traditionally been preferred more as a source of food than as pets. Two individuals who can claim credit for the more humane treatment of dogs there are Kyenan Kum and Haesun Park, two women who founded the Korea Animal Protection and Education Society (KAPES; http://koreananimals.org/) in 2007.

The mission of KAPES is to educate South Koreans about the humane treatment of dogs and cats and to promote compassionate treatment of these pets. Kyenan Kum had previously founded the International Aid for Korean Animals (IAKA) organization in 1997, to achieve the same goals. During the next 10 years, IAKA advocated for the more humane treatment of pets and publicized their plight to other nations to help bring international pressure to bear on South Korea. In 2007, IAKA's efforts proved successful when the Korean government strengthened its Animal Protection Law. With stronger legal protections for pets in place, Kum and Park decided it was now time to focus on convincing the public that pets should be treated humanely, and they founded KAPES to achieve this goal. In December 2008, Park received an award from the Ministry of Agriculture for her efforts, which have included the holding of animal protection festivals and advocating for government funding for animal shelters.

It is not easy to confront a deeply embedded cultural practice as Kyenan Kum and Haesun Park have done. Their example offers inspiration to Americans and other citizens who also dedicate their lives to various kinds of social reforms.

A **subculture** refers to a group that shares the central values and beliefs of the larger culture but still retains certain values, beliefs, and norms that make it distinct from the larger culture. A good example of a U.S. subculture is the Amish, who live primarily in central Pennsylvania and parts of Ohio and shun electricity and other modern conveniences, including cars, tractors, and telephones. Their way of life is increasingly threatened by the expansion of non-Amish businesses and residences into Amish territory (Rifkin, 2009).Rifkin, G. (2009, January 8). The Amish flock from farms to small businesses. *The New York Times*, p. B3. Since the 1970s, development has cost Lancaster County, Pennsylvania—where many Amish live—thousands of acres of farming land. Some Amish families have moved to other states or left farming to start small businesses, where some do use cell phones and computers. Despite these concessions to modern development, for the most part the Amish live the way they always have. Most still do not drive cars or even ride bikes. The case of the Amish dramatically illustrates the persistence of an old-fashioned subculture and its uneasy fit with the larger, dominant culture.



Figure 1.1.4.1: *The Amish in the United States are a subculture that shuns electricity and many other modern conveniences.*© *Thinkstock*

A **counterculture** is a group whose values and beliefs directly oppose those of the larger culture and even reject it. Perhaps the most discussed example of a counterculture is the so-called youth counterculture of the 1960s, often referred to as the hippies but also comprising many other young people who did not fit the "tuned-out" image of the hippies and instead were politically engaged

against U.S. government policy in Vietnam and elsewhere (Roszak, 1969).Roszak, T. (1969). *The making of a counterculture*. Garden City, NY: Doubleday. A contemporary example of a U.S. counterculture is the survivalists, whose extreme antigovernment views and hoarding of weapons fit them into the counterculture category (Mitchell, 2002).Mitchell, R. G., Jr. (2002). *Dancing at Armageddon: Survivalism and chaos in modern times*. Chicago, IL: University of Chicago Press.

Cultural Relativism and Ethnocentrism

The fact of cultural diversity raises some important but difficult questions of cultural relativism and ethnocentrism. **Cultural relativism** refers to the belief that we should not judge any culture as superior or inferior to another culture. In this view, all cultures have their benefits and disadvantages, and we should not automatically assume that our own culture is better and "their" culture is worse. **Ethnocentrism**, the opposite view, refers to the tendency to judge another culture by the standards of our own and to the belief that our own culture is indeed superior to another culture. When we think of cow worship in India, it is easy to be amused by it and even to make fun of it. That is why anthropologist Marvin Harris's analysis was so important, because it suggests that cow worship is in fact very important for the Indian way of life.

Some scholars think cultural relativism is an absolute, that we should never judge another culture's beliefs and practices as inferior to our own. Other scholars think cultural relativism makes sense up to a point, but that there are some practices that should be condemned, even if they are an important part of another culture, because they violate the most basic standards of humanity. For example, a common practice in areas of India and Pakistan is *dowry deaths*, where a husband and his relatives murder the husband's wife because her family has not provided the dowry they promised when the couple got married (Kethineni & Srinivasan, 2009).Kethineni, S., & Srinivasan, M. (2009). Police handling of domestic violence cases in Tamil Nadu, India. *Journal of Contemporary Criminal Justice, 25*, 202–213. Often they burn the wife in her kitchen with cooking oil or gasoline and make it look like an accident. The number of such dowry deaths is estimated to be at least several hundred every year and perhaps as many as several thousand. Should we practice cultural relativism and not disapprove of dowry deaths? Or is it fair to condemn this practice, even if it is one that many people in those nations accept?



Figure 1.1.4.2: *Dowry deaths are relatively common in certain parts of India and Pakistan. Should we practice cultural relativism and not disapprove of dowry deaths? Or is it fair to condemn this practice, even if it is one that many people in these nations accept? © Thinkstock*

Because dowry death is so horrible, you might be sure we should not practice cultural relativism for this example. However, other cultural practices such as cow worship might sound odd to you but are not harmful, and you would probably agree we should accept these practices on their own terms. Other practices lie between these two extremes. Consider the eating of dog meat, which was mentioned in the "Learning From Other Societies" box. In China, South Korea, and other parts of Asia, dog meat is considered a delicacy, and people sometimes kill dogs to eat them (Dunlop, 2008).Dunlop, F. (2008, August 4). It's too hot for dog on the menu. *The New York Times*, p. A19. As one observer provocatively asked about eating dog meat, "For a Westerner, eating it can feel a little strange, but is it morally different from eating, say, pork? The dogs brought to table in China are not people's pets, but are raised as food, like pigs. And pigs, of course, are also intelligent and friendly" (Dunlop, 2008).Dunlop, F. (2008, August 4). It's too hot for dog on the menu. *The New York Times*, p. A19. Should we accept the practice of eating dog meat on its own terms? Is it any worse than eating pork or slaughtering cattle in order to eat beef? If an Asian immigrant killed and ate a dog in the United

States, should that person be arrested for engaging in a practice the person grew up with? Cultural relativism and ethnocentrism certainly raise difficult issues in today's increasingly globalized world.

KEY TAKEAWAYS

- Subcultures and countercultures are two types of alternative cultures that may exist amid the dominant culture.
- Cultural relativism and ethnocentrism are often in tension, and it is sometimes difficult to determine whether it is appropriate to condemn behaviors that one's own culture finds repugnant but that another culture considers appropriate.

FOR YOUR REVIEW

1. This section discussed the eating of dog meat in some other cultures. Many Americans and Europeans condemn this practice. Do you think it is appropriate to condemn eating dog meat, or do you think such criticism violates cultural relativism and is thus inappropriate? Explain your answer.

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1.1.5: End-of-Chapter Material

Summary

1. Culture involves the symbols, language, norms, values, and artifacts that characterize any society and that shape the thoughts, behaviors, and attitudes of the members of the society.
2. Scholars continue to debate the relative importance of biology and culture for human behavior. Sociologists favor culture over biology for several reasons, including the cultural variations existing around the world, the inability of biological explanations to account for many differences in groups' rates of behavior, and the support of biological explanations of behavior for the status quo.
3. Symbols are an important part of culture and help members of a society interact. They include both objects and nonverbal means of communication. Failure to understand the meanings of symbols can make it difficult to interact.
4. Language is another important element of culture and fundamental to communication. If the Sapir-Whorf hypothesis is correct, language shapes the thoughts and perceptions of society's members.
5. A culture's norms and values influence how people behave. When we look around the world, we see several dramatic illustrations of cross-cultural variation in norms and values. In Japan, for example, harmony is a central value, while in the United States individualism and competition prevail.
6. Artifacts are the final element of culture and may prove puzzling to people outside a given culture. However, artifacts often make much sense from the perspective of the people living amid a given culture.
7. Cultural relativism and ethnocentrism are two sides of the same coin in the issue of cultural diversity. Many societies have cultural practices that may surprise and even dismay us, and it's often difficult to decide whether we should accept or instead condemn these practices.

USING SOCIOLOGY

Suppose you meet a young woman from Pakistan in one of your classes, and you gradually become friends with her. One day she tells you that after she receives her degree in sociology, she is supposed to go back to her native country to marry a man in a marriage arranged by her parents and the man's parents. She has only met this man once and is not in love with him, she tells you, but arranged marriages are part of her country's culture. Having lived in the United States for more than a year, she is beginning to dread the prospect of marrying a man she does not know and does not love. You sympathize with her plight but also remember from your introduction to sociology course that Americans should not be ethnocentric by condemning out of hand cultural practices in other nations. What, if anything, do you say to your new friend? Explain your answer.

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1.2: Socialization

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1.2.1: Chapter Introduction

Social Issues in the News

“Lessons from Charlie Howard’s Death,” the headline of the op-ed column said. On July 7, 2009, Bangor, Maine, marked the 25th anniversary of the death of Charlie Howard, an openly gay, 23-year-old man who was beaten and thrown off a bridge into a river by three teenagers on July 7, 1984. Howard could not swim and drowned. His three assailants eventually pleaded guilty to manslaughter and were sentenced to a juvenile correction center. One of the lessons of his death, wrote the columnist, a theology professor, is the need to challenge the hateful mindset that underlies homophobia. “The three youth who killed Charlie Howard were not social rebels acting out against societal norms and values,” he wrote, but instead “were social conformists who thought they would be rewarded for acting in conformity to this community’s norms. In fact, when the three boys returned to Bangor High School, they were cheered as heroes by their peers and some adults.” (Ellison, 2009)Ellison, M. M. (2009, July 7). Lessons from Charlie Howard’s death. *Bangor Daily News*. Retrieved from https://bangordailynews.com/2009/07/06/opinion/lessons-from-charlie-howardrsquos-death/

Why did three teenagers in a small town beat a gay man and hurl him to his death a quarter-century ago? We may never know, but it seems obvious that they had learned to hate gays from community norms back then and perhaps also from some of the many people with whom they interacted every day. This was not the first hate crime against a gay man or other individual, nor was it the last, but it nonetheless illustrates one of the ugly aspects of the many things we learn from our culture and from the people around us. We learn many good things, all necessary to have a society, but we can also learn to accept some very harmful beliefs and to practice very harmful behaviors.

The stories of Sarah Patton Boyle and Lillian Smith illustrate this all too well. Sarah Patton Boyle was born in 1906 to one of the leading families of Virginia. A great-grandfather had been a prominent attorney and acting governor of the state; both her grandfathers led illustrious military careers; her father was a respected Episcopalian minister. She was raised on the plantation on which her ancestors had once owned slaves, and her family employed several African American servants.

It was in this setting that little Sarah learned to be racially prejudiced. She was forbidden to visit the servants’ rooms, which, she was told, were filthy and ridden with disease. The servants themselves were not allowed to use the family’s bathroom or china, lest they spread disease from the germs they were assumed to harbor. Sarah’s mother loved her servants the same way she loved the family’s pets, “without the slightest feeling that they were much like herself,” and taught Sarah that African Americans “belonged to a lower order of man than we” (Boyle, 1962, p. 14).Boyle, S. P. (1962). *The desegregated heart: A Virginian’s stand in time of transition*. New York, NY: William Morrow. When Sarah turned 12, she was told to stop playing with the servants’ children because she was now too old to be “familiar” with black youngsters, and she then endured a “dreadful training period” in which she was scolded if she forgot her new, standoffish role. She was socialized during the next few years to treat whites better than blacks. When Sarah’s adolescence ended, she was “as close to a typical Southern lady as anyone ever is to a typical anything” (Boyle, 1962, pp. 14, 29).Boyle, S. P. (1962). *The desegregated heart: A Virginian’s stand in time of transition*. New York, NY: William Morrow. Her racial views stayed with her for many years.



Figure 1.2.1.1: *Whites like Sarah Patton Boyle and Lillian Smith, who grew up in the South before the 1960s civil rights movement, learned to be racially prejudiced toward African Americans.*

Source: Photo courtesy of U.S. Library of Congress, http://loc.gov/pictures/resource/fsa.8c10944.

Lillian Smith learned similar beliefs after her birth, a few years before Sarah's, to a wealthy family in Florida. She learned about taboos and manners in race relations just as she learned her games, prayers, and other childhood practices. A central lesson was that "I was better than a Negro, that all black folks have their place and must be kept in it…that a terrifying disaster would befall the South if ever I treated a Negro as my social equal" (Smith, 1949, p. 17).Smith, L. (1949). *Killers of the dream*. New York, NY: W. W. Norton. Her parents played a prime role in this learning process: "The mother who taught me what I know of tenderness and love and compassion taught me also the bleak rituals of keeping Negroes in their place. The father who…reminding me that 'all men are brothers,' trained me in the steel-rigid decorums I must demand of every colored male. They…taught me also to split my conscience from my acts and Christianity from Southern tradition" (Smith, 1949, pp. 17–18).Smith, L. (1949). *Killers of the dream*. New York, NY: W. W. Norton. These racial views also stayed with her for many years.

Thanks to the civil rights movement, the South is much different, of course, from when Sarah Patton Boyle and Lillian Smith were growing up, but their poignant descriptions and Charlie Howard's death remind us that children and adolescents learn all sorts of things, good or bad, without formal instruction. They learn these things from their parents, their friends, and other parts of their social environment. The things they learn constitute their culture: norms, values, and symbols. **Socialization** is the term sociologists use to describe the process by which people learn their culture. Socialization occurs in societies big and small, simple and complex, preindustrial and industrial. It happens in the United States, in Brazil, in Saudi Arabia, and in Indonesia. Without socialization we would not learn our culture, and, as Chapter 1.1 "Culture" indicated, without culture we could not have a society. Socialization, then, is an essential process for any society to be possible.

This chapter examines several aspects of socialization. In so doing, it continues developing the sociological perspective addressed by the previous chapters, as we will again see the ways in which our social environment shapes our thoughts, actions, and life chances.

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1.2.2: The Importance of Socialization

LEARNING OBJECTIVE

1. Describe why socialization is important for being fully human.

We have just noted that socialization is how culture is learned, but socialization is also important for another important reason. To illustrate this importance, let's pretend we find a 6-year-old child who has had almost no human contact since birth. After the child was born, her mother changed her diapers and fed her a minimal diet but otherwise did not interact with her. The child was left alone all day and night for years and never went outside. We now find her at the age of 6. How will her behavior and actions differ from those of the average 6-year-old? Take a moment and write down all the differences you would find.

In no particular order, here is the list you probably wrote. First, the child would not be able to speak; at most, she could utter a few grunts and other sounds. Second, the child would be afraid of us and probably cower in a corner. Third, the child would not know how to play games and interact with us. If we gave her some food and utensils, she would eat with her hands and not know how to use the utensils. Fourth, the child would be unable to express a full range of emotions. For example, she might be able to cry but would not know how to laugh. Fifth, the child would be unfamiliar with, and probably afraid of, our culture's material objects, including cell phones and televisions. In these and many other respects, this child would differ dramatically from the average 6-year-old youngster in the United States. She would *look* human, but she would not *act* human. In fact, in many ways she would act more like a frightened animal than like a young human being, and she would be less able than a typical dog to follow orders and obey commands.

As this example indicates, socialization makes it possible for us to fully function as human beings. Without socialization, we could not have our society and culture. And without social interaction, we could not have socialization. Our example of a socially isolated child was hypothetical, but real-life examples of such children, often called **feral** children, have unfortunately occurred and provide poignant proof of the importance of social interaction for socialization and of socialization for our ability to function as humans.

One of the most famous feral children was Victor of Aveyron, who was found wandering in the woods in southern France in 1797. He then escaped custody but emerged from the woods in 1800. Victor was thought to be about age 12 and to have been abandoned some years earlier by his parents; he was unable to speak and acted much more like a wild animal than a human child. Victor first lived in an institution and then in a private home. He never learned to speak, and his cognitive and social development eventually was no better than a toddler's when he finally died at about age 40 (Lane, 1976).Lane, H. L. (1976). *The wild boy of Aveyron*. Cambridge, MA: Harvard University Press.



Figure 1.2.2.1: *In rare cases, children have grown up in extreme isolation and end up lacking several qualities that make them fully human. This is a photo of Victor of Aveyron, who emerged from the woods in southern France in 1800 after apparently being abandoned by his parents some years earlier. He could not speak, and his cognitive and social skills never advanced beyond those of a small child before he died at the age of 40.*

Source: http://commons.wikimedia.org/wiki/File:Victor_of_Aveyron.jpg.

Another such child, found more than about a half-century ago, was called Anna, who “had been deprived of normal contact and had received a minimum of human care for almost the whole of her first six years of life” (Davis, 1940, p. 554).Davis, K. (1940). Extreme social isolation of a child. *American Journal of Sociology, 45*, 554–565. After being shuttled from one residence to another for her first 5 months, Anna ended up living with her mother in her grandfather’s house and was kept in a small, airless room on the second floor because the grandfather was so dismayed by her birth out of wedlock that he hated seeing her. Because her mother worked all day and would go out at night, Anna was alone almost all the time and lived in filth, often barely alive. Her only food in all those years was milk.

When Anna was found at the age of 6, she could not talk or walk or “do anything that showed intelligence” (Davis, 1940, p. 554).Davis, K. (1940). Extreme social isolation of a child. *American Journal of Sociology, 45*, 554–565. She was also extremely undernourished and emaciated. Two years later, she had learned to walk, understand simple commands, feed herself, and remember faces, but she could not talk and in these respects resembled a 1-year-old infant more than the 7-year-old child she really was. By the time she died of jaundice at about age 9, she had acquired the speech of a 2-year-old.

Shortly after Anna was discovered, another girl, called Isabelle, was found in similar circumstances at age 6. She was also born out of wedlock and lived alone with her mother in a dark room isolated from the rest of the mother’s family. Because her mother was mute, Isabelle did not learn to speak, although she did communicate with her mother via some simple gestures. When she was finally found, she acted like a wild animal around strangers, and in other respects she behaved more like a child of 6 months than one of more than 6 years. When first shown a ball, she stared at it, held it in her hand, and then rubbed an adult’s face with it. Intense training afterward helped Isabelle recover, and 2 years later she had reached a normal speaking level for a child her age (Davis, 1940).Davis, K. (1940). Extreme social isolation of a child. *American Journal of Sociology, 45*, 554–565.

These cases of feral children show that extreme isolation—or, to put it another way, lack of socialization—deprives children of the obvious and not-so-obvious qualities that make them human and in other respects retards their social, cognitive, and emotional development. A series of famous experiments by psychologists Harry and Margaret Harlow (1962)Harlow, H. F., & Harlow, M. K. (1962). Social deprivation in monkeys. *Scientific American, 207*, 137–146. reinforced the latter point by showing it to be true of monkeys as well. The Harlows studied rhesus monkeys that had been removed from their mothers at birth; some were raised in complete isolation, while others were given fake mothers made of cloth and wire with which to cuddle. Neither group developed normally, although the monkeys cuddling with the fake mothers fared somewhat better than those that were totally isolated. In general, the monkeys were not able to interact later with other monkeys, and female infants abused their young when they became mothers. The longer their isolation, the more the monkeys’ development suffered. By showing the dire effects of social isolation, the Harlows’ experiment reinforced the significance of social interaction for normal development. Combined with the tragic examples of feral children, their experiments remind us of the critical importance of socialization and social interaction for human society.

KEY TAKEAWAYS

- Socialization is the process through which individuals learn their culture and become fully human.
- Unfortunate examples of extreme human isolation illustrate the importance of socialization for children’s social and cognitive development.

FOR YOUR REVIEW

1. Do you agree that effective socialization is necessary for an individual to be fully human? Could this assumption imply that children with severe developmental disabilities, who cannot undergo effective socialization, are not fully human?
2. Do you know anyone with negative views in regard to race and ethnicity, sexual orientation, or religious preference? If so, how do you think this person acquired these views?

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1.2.3: Explaining Socialization

LEARNING OBJECTIVE

1. Describe the theories of Cooley, Mead, Freud, Piaget, Kohlberg, Gilligan, and Erikson.

Because socialization is so important, scholars in various fields have tried to understand how and why it occurs, with different scholars looking at different aspects of the process. Their efforts mostly focus on infancy, childhood, and adolescence, which are the critical years for socialization, but some have also looked at how socialization continues through the life course. Let's examine some of the major theories of socialization, which are summarized in Table 1.2.3.1: Theory Snapshot.

Table 1.2.3.1: Theory Snapshot

Theory	Major figure(s)	Major assumptions
Looking-glass self	Charles Horton Cooley	Children gain an impression of how people perceive them as the children interact with them. In effect, children "see" themselves when they interact with other people, as if they are looking in a mirror. Individuals use the perceptions that others have of them to develop judgments and feelings about themselves.
Taking the role of the other	George Herbert Mead	Children pretend to be other people in their play and in so doing learn what these other people expect of them. Younger children take the role of significant others, or the people, most typically parents and siblings, who have the most contact with them; older children when they play sports and other games take on the roles of other people and internalize the expectations of the generalized other, or society itself.
Psychoanalytic	Sigmund Freud	The personality consists of the id, ego, and superego. If a child does not develop normally and the superego does not become strong enough to overcome the id, antisocial behavior may result.
Cognitive development	Jean Piaget	Cognitive development occurs through four stages. The final stage is the formal operational stage, which begins at age 12 as children begin to use general principles to resolve various problems.
Moral development	Lawrence Kohlberg, Carol Gilligan	Children develop their ability to think and act morally through several stages. If they fail to reach the conventional stage, in which adolescents realize that their parents and society have rules that should be followed because they are morally right to follow, they might well engage in harmful behavior. Whereas boys tend to use formal rules to decide what is right or wrong, girls tend to take personal relationships into account.
Identity development	Erik Erikson	Identity development encompasses eight stages across the life course. The fifth stage occurs in adolescence and is especially critical because teenagers often experience an identity crisis as they move from childhood to adulthood.

Sociological Explanations: The Development of the Self

One set of explanations, and the most sociological of those we discuss, looks at how the **self**, or one's identity, self-concept, and self-image, develops. These explanations stress that we learn how to interact by first interacting with others and that we do so by using this interaction to gain an idea of who we are and what they expect of us.

Charles Horton Cooley

Among the first to advance this view was Charles Horton Cooley (1864–1929), who said that by interacting with other people we gain an impression of how they perceive us. In effect, we "see" ourselves when we interact with other people, as if we are looking in a mirror when we are with them. Cooley (1902)Cooley, C. H. (1902). *Social organization*. New York, NY: Scribner's. developed his famous concept of the **looking-glass self** to summarize this process. Cooley said we first imagine how we appear to others and then imagine how they think of us and, more specifically, whether they are evaluating us positively or negatively. We then use these perceptions to develop judgments and feelings about ourselves, such as pride or embarrassment.

Sometimes errors occur in this complex process, as we may misperceive how others regard us and develop misguided judgments of our behavior and feelings. For example, you may have been in a situation where someone laughed at what you said, and you

thought they were mocking you, when in fact they just thought you were being funny. Although you should have interpreted their laughter positively, you interpreted it negatively and probably felt stupid or embarrassed.



Figure 1.2.3.1: *Charles Horton Cooley wrote that we gain an impression of ourselves by interacting with other people. By doing so, we "see" ourselves as if we are looking in a mirror when we are with them. Cooley developed his famous concept of the looking-glass self to summarize this process.* © *Thinkstock*

Whether errors occur or not, the process Cooley described is especially critical during childhood and adolescence, when our self is still in a state of flux. Imagine how much better children on a sports team feel after being cheered for making a great play or how children in the school band feel after a standing ovation at the end of the band's performance. If they feel better about themselves, they may do that much better next time. For better or worse, the reverse is also true. If children do poorly on the sports field or in a school performance and the applause they hoped for does not occur, they may feel dejected and worse about themselves and from frustration or anxiety perform worse the next time around.

Yet it is also true that the looking-glass-self process affects us throughout our lives. By the time we get out of late adolescence and into our early adult years, we have very much developed our conception of our self, yet this development is never complete. As young, middle-aged, or older adults, we continue to react to our perceptions of how others view us, and these perceptions influence our conception of our self, even if this influence is often less than was true in our younger years. Whether our social interaction is with friends, relatives, coworkers, supervisors, or even strangers, our self continues to change.

George Herbert Mead

Another scholar who discussed the development of the self was George Herbert Mead (1863–1931), a founder of the field of symbolic interactionism. Mead's (1934)Mead, G. H. (1934). *Mind, self, and society*. Chicago, IL: University of Chicago Press. main emphasis was on children's playing, which he saw as central to their understanding of how people should interact. When they play, Mead said, children **take the role of the other**. This means they pretend to be other people in their play and in so doing learn what these other people expect of them. For example, when children play house and pretend to be their parents, they treat their dolls the way they think their parents treat them. In so doing, they get a better idea of how they are expected to behave. Another way of saying this is that they internalize the expectations other people have of them.

Younger children, said Mead, take the role of **significant others**, or the people, most typically parents and siblings, who have the most contact with them. Older children take on the roles of other people and learn society's expectations as a whole. In so doing, they internalize the expectations of what Mead called the **generalized other**, or society itself.

This whole process, Mead wrote, involves several stages. In the *imitation* stage, infants can only imitate behavior without really understanding its purposes. If their parents rub their own bellies and laugh, 1-year-olds may do likewise. After they reach the age of 3, they are in the *play* stage. Here most of their play is by themselves or with only one or two other children, and much of it involves pretending to be other people: their parents, teachers, superheroes, television characters, and so forth. In this stage they begin taking the role of the other. Once they reach age 6 or 7, or roughly the time school begins, the *games* stage begins, and children start playing in team sports and games. The many players in these games perform many kinds of roles, and they must all learn to anticipate the actions of other members of their team. In so doing, they learn what is expected of the roles all team members are supposed to play and by extension begin to understand the roles society wants us to play, or to use Mead's term, the expectations of the generalized other.

Mead felt that the self has two parts, the *I* and the *me*. The *I* is the creative, spontaneous part of the self, while the *me* is the more passive part of the self stemming from the internalized expectations of the larger society. These two parts are not at odds, he thought, but instead complement each other and thus enhance the individual's contributions to society. Society needs creativity, but it also needs at least some minimum of conformity. The development of both these parts of the self is important not only for the individual but also for the society to which the individual belongs.

Social-Psychological Explanations: Personality and Cognitive and Moral Development

A second set of explanations is more psychological, as it focuses on the development of personality, cognitive ability, and morality.

Sigmund Freud and the Unconscious Personality

Whereas Cooley and Mead focused on interaction with others in explaining the development of the self, the great psychoanalyst Sigmund Freud (1856–1939) focused on unconscious, biological forces that he felt shape individual personality. Freud (1933)Freud, S. (1933). *New introductory lectures on psycho-analysis*. New York, NY: Norton. thought that the personality consists of three parts: the **id**, **ego**, and **superego**. The id is the selfish part of the personality and consists of biological instincts that all babies have, including the need for food and, more generally, the demand for immediate gratification. As babies get older, they learn that not all their needs can be immediately satisfied and thus develop the ego, or the rational part of the personality. As children get older still, they internalize society's norms and values and thus begin to develop their superego, which represents society's conscience. If a child does not develop normally and the superego does not become strong enough, the individual is more at risk for being driven by the id to commit antisocial behavior.

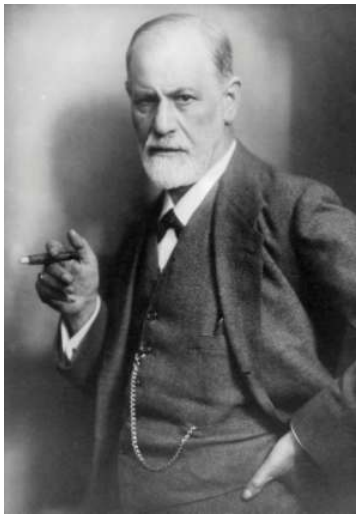


Figure 1.2.3.2: *Sigmund Freud believed that the personality consists of three parts: the id, ego, and superego. The development of these biological forces helps shape an individual's personality.*

Source: Photo courtesy of LIFE Photo Archive, http://images.google.com/hosted/life.

Freud's basic view that an individual's personality and behavior develop largely from within differs from sociology's emphasis on the social environment. That is not to say his view is wrong, but it is to say that it neglects the many very important influences highlighted by sociologists.

Kohlberg, Gilligan, and Moral Development

An important part of children's reasoning is their ability to distinguish right from wrong and to decide on what is morally correct to do. Psychologist Lawrence Kohlberg (1927–1987) said that children develop their ability to think and act morally through several stages. In the *preconventional* stage, young children equate what is morally right simply to what keeps them from getting punished. In the *conventional* stage, adolescents realize that their parents and society have rules that should be followed because they are morally right to follow, not just because disobeying them leads to punishment. At the *postconventional* stage, which occurs in late adolescence and early adulthood, individuals realize that higher moral standards may supersede those of their own society and even decide to disobey the law in the name of these higher standards. If people fail to reach at least the conventional stage, Kohlberg (1969)Kohlberg, L. (1969). *States in the development of moral thought and action*. New York, NY: Holt, Rinehart and

Winston. said, they do not develop a conscience and instead might well engage in harmful behavior if they think they will not be punished. Incomplete moral development, Kohlberg concluded, was a prime cause of antisocial behavior.



Figure 1.2.3.3: *Carol Gilligan believes that girls take personal relationships into account during their moral development. © Thinkstock*

One limitation of Kohlberg's research was that he studied only boys. Do girls go through similar stages of moral development? Carol Gilligan (1982)Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press. concluded that they do not. Whereas boys tend to use formal rules to decide what is right or wrong, she wrote, girls tend to take personal relationships into account. If people break a rule because of some important personal need or because they are trying to help someone, then their behavior may not be wrong. Put another way, males tend to use impersonal, *universalistic* criteria for moral decision making, whereas females tend to use more individual, *particularistic* criteria.

An example from children's play illustrates the difference between these two forms of moral reasoning. If boys are playing a sport, say basketball, and a player says he was fouled, they may disagree—sometimes heatedly—over how much contact occurred and whether it indeed was enough to be a foul. In contrast, girls in a similar situation may decide in the interest of having everyone get along to call the play a "do-over."

Erikson and Identity Development

We noted earlier that the development of the self is not limited to childhood but instead continues throughout the life span. More generally, although socialization is most important during childhood and adolescence, it, too, continues throughout the life span. Psychologist Erik Erikson (1902–1990) explicitly recognized this central fact in his theory of *identity development* (Erikson, 1980).Erikson, E. H. (1980). *Identity and the life cycle*. New York, NY: Norton. This sort of development, he said, encompasses eight stages of life across the life course. In the first four stages, occurring in succession from birth to age 12, children ideally learn trust, self-control, and independence and also learn how to do tasks whose complexity increases with their age. If all this development goes well, they develop a positive identity, or self-image.

The fifth stage occurs in adolescence and is especially critical, said Erikson, because teenagers often experience an *identity crisis*. This crisis occurs because adolescence is a transition between childhood and adulthood: adolescents are leaving childhood but have not yet achieved adulthood. As they try to work through all the complexities of adolescence, teenagers may become rebellious at times, but most eventually enter young adulthood with their identities mostly settled. Stages 6, 7, and 8 involve young adulthood, middle adulthood, and late adulthood, respectively. In each of these stages, people's identity development is directly related to their family and work roles. In late adulthood, people reflect on their lives while trying to remain contributing members of society. Stage 8 can be a particularly troubling stage for many people, as they realize their lives are almost over.

Erikson's research helped stimulate the further study of socialization past adolescence, and today the study of socialization during the years of adulthood is burgeoning. We return to adulthood in Chapter 1.2.5 "Socialization Through the Life Course" and address it again in the discussion of age and aging.

KEY TAKEAWAYS

- Cooley and Mead explained how one's self-concept and self-image develop.
- Freud focused on the need to develop a proper balance among the id, ego, and superego.
- Piaget wrote that cognitive development among children and adolescents occurs from four stages of social interaction.
- Kohlberg wrote about stages of moral development and emphasized the importance of formal rules, while Gilligan emphasized that girls' moral development takes into account personal relationships.
- Erikson's theory of identity development encompasses eight stages, from infancy through old age.

FOR YOUR REVIEW

1. Select one of the theories of socialization in this section, and write about how it helps you to understand your own socialization.
2. Gilligan emphasized that girls take social relationships into account in their moral development, while boys tend to stress the importance of formal rules. Do you agree with her argument? Why or why not?

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1.2.4: Agents of Socialization

LEARNING OBJECTIVES

1. Identify five agents of socialization.
2. Describe positive and negative aspects of the socialization these agents produce.

Several institutional and other sources of socialization exist and are called *agents of socialization*. The first of these, the family, is certainly the most important agent of socialization for infants and young children.

The Family



Figure 1.2.4.1: *The family is perhaps the most important agent of socialization for children. Parents' values and behavior patterns profoundly influence those of their daughters and sons. © Thinkstock*

Should parents get the credit when their children turn out to be good kids and even go on to accomplish great things in life? Should they get the blame if their children turn out to be bad? No parent deserves all the credit or blame for their children's successes and failures in life, but the evidence indicates that our parents do affect us profoundly. In many ways, we even end up resembling our parents in more than just appearance.

SOCIOLOGY MAKING A DIFFERENCE

Understanding Racial Socialization

In a society that is still racially prejudiced, African American parents continue to find it necessary to teach their children about African American culture and to prepare them for the bias and discrimination they can expect to encounter. Scholars in sociology and other disciplines have studied this process of *racial socialization*. One of their most interesting findings is that African American parents differ in the degree of racial socialization they practice: some parents emphasize African American identity and racial prejudice to a considerable degree, while other parents mention these topics to their children only minimally. The reasons for these differences have remained unclear.

Sociologist Jason E. Shelton (2008)Shelton, J. E. (2008). The investment in blackness hypothesis: Toward greater understanding of who teaches what during racial socialization. *Du Bois Review: Social Science Research on Race, 5*(2), 235–257. analyzed data from a national random sample of African Americans to determine these reasons, in what he called "one of the most comprehensive analyses to date of racial socialization strategies among African Americans" (p. 237). Among other questions, respondents were asked whether "in raising your children, have you done or told them things to help them know what it means to be Black." They were also asked whether "there are any other things you've done or told your children to help them know how to get along with White people."

In his major results, Shelton found that respondents were more likely to practice racial socialization if they were older, female, and living outside the South; if they perceived that racial discrimination was a growing problem and were members of civil rights or other organization aimed at helping African Americans; and if they had higher incomes.

These results led Shelton to conclude that "African Americans are not a culturally monolithic group," as they differ in "the parental lessons they impart to their children about race relations" (2008, p. 253).Shelton, J. E. (2008). The investment in blackness hypothesis: Toward greater understanding of who teaches what during racial socialization. *Du Bois Review: Social Science Research on Race, 5*(2), 235–257. Further, the parents who do practice racial socialization "do so in order to demystify and empower their offspring to seize opportunities in the larger society" (p. 253).

Shelton's study helps us to understand the factors accounting for differences in racial socialization by African American parents, and it also helps us understand that the parents who do attempt to make their children aware of U.S. race relations are

> merely trying, as most parents do, to help their children get ahead in life. By increasing our understanding of these matters, Shelton's research has helped make a difference.

The reason we turn out much like our parents, for better or worse, is that our families are such an important part of our socialization process. When we are born, our primary caregivers are almost always one or both of our parents. For several years we have more contact with them than with any other adults. Because this contact occurs in our most formative years, our parents' interaction with us and the messages they teach us can have a profound impact throughout our lives, as indicated by the stories of Sarah Patton Boyle and Lillian Smith presented earlier.

The ways in which our parents socialize us depend on many factors, two of the most important of which are our parents' social class and our own biological sex. Melvin Kohn (1965, 1977)Kohn, M. (1965). Social class and parent-child relationships: An interpretation. *American Journal of Sociology, 68*, 471–480; Kohn, M. (1977). *Class and conformity*. Homewood, IL: Dorsey. found that working-class and middle-class parents tend to socialize their children very differently. Kohn reasoned that working-class parents tend to hold factory and other jobs in which they have little autonomy and instead are told what to do and how to do it. In such jobs, obedience is an important value, lest the workers be punished for not doing their jobs correctly. Working-class parents, Kohn thought, should thus emphasize obedience and respect for authority as they raise their children, and they should favor spanking as a primary way of disciplining their kids when they disobey. In contrast, middle-class parents tend to hold white-collar jobs where autonomy and independent judgment are valued and workers get ahead by being creative. These parents should emphasize independence as they raise their children and should be less likely than working-class parents to spank their kids when they disobey.

If parents' social class influences how they raise their children, it is also true that the sex of their children affects how they are socialized by their parents. Many studies find that parents raise their daughters and sons quite differently as they interact with them from birth. We will explore this further, but suffice it to say here that parents help their girls learn how to act and think "like girls," and they help their boys learn how to act and think "like boys." That is, they help their daughters and sons learn their gender (Wood, 2009).Wood, J. T. (2009). *Gendered lives: Communication, gender, and culture*. Belmont, CA: Wadsworth. For example, they are gentler with their daughters and rougher with their sons. They give their girls dolls to play with, and their boys guns. Girls may be made of "sugar and spice and everything nice" and boys something quite different, but their parents help them greatly, for better or worse, turn out that way. To the extent this is true, our gender stems much more from socialization than from biological differences between the sexes, or so most sociologists probably assume. To return to a question posed earlier, if Gilligan is right that boys and girls reach moral judgments differently, socialization matters more than biology for how they reach these judgments.

As the "Learning From Other Societies" box illustrates, various cultures socialize their children differently. We can also examine cross-cultural variation in socialization with data from the World Values Survey, which was administered to almost six dozen nations. Figure 1.2.4.2 shows the percentage of people in several countries who think it is "especially important for children to learn obedience at home." Here we see some striking differences in the value placed on obedience, with the United States falling somewhat in between the nations in the figure.

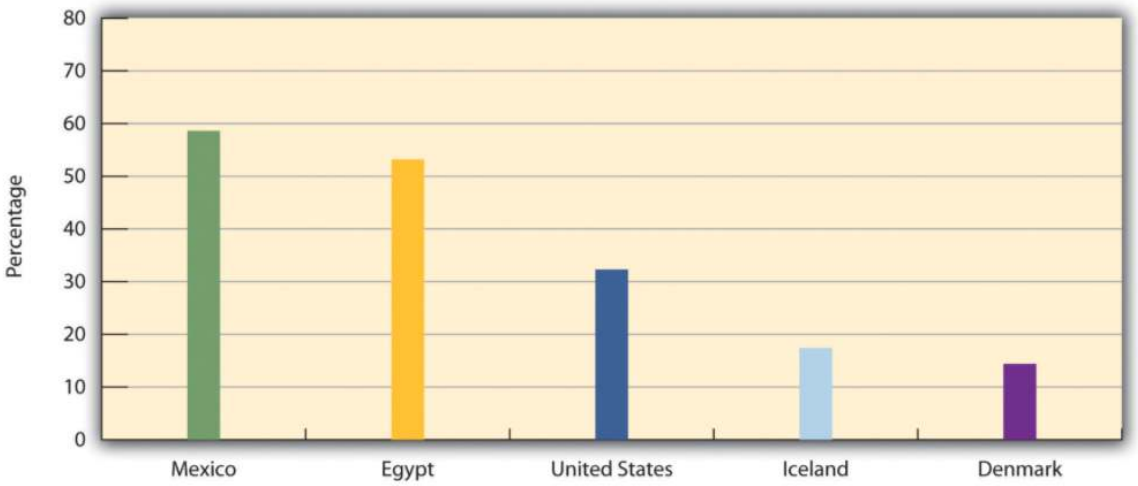


Figure 1.2.4.2: *Percentage Believing That Obedience Is Especially Important for a Child to Learn*

Source: Data from World Values Survey, 2002.

LEARNING FROM OTHER SOCIETIES

Children and Socialization in Japan

This chapter ends with the observation that American children need to be socialized with certain values in order for our society to be able to address many of the social issues, including hate crimes and violence against women, facing it. As we consider the socialization of American children, the experience of Japan offers a valuable lesson.

Japan's culture emphasizes harmony, cooperation, and respect for authority. Socialization in Japan is highly oriented toward the teaching of the values just listed, with much of it stressing the importance of belonging to a group and dependence, instead of individual autonomy and independence. This is especially true in Japanese schools, which, as two sociologists write, "stress the similarity of all children, and the importance of the group" (Schneider & Silverman, 2010, p. 24).Schneider, L., & Silverman, A. (2010). *Global sociology: Introducing five contemporary societies* (5th ed.). New York, NY: McGraw-Hill. Let's see how this happens (Hendry, 1987; Schwalb & Schwalb, 1996).Hendry, J. (1987). *Understanding Japanese society*. London, England: Croom Helm; Schwalb, D. W., & Schwalb, B. J. (Eds.). (1996). *Japanese childrearing: Two generations of scholarship*. New York, NY: Guilford Press.

From the time they begin school, Japanese children learn to value their membership in their homeroom, or *kumi*, and they spend several years in the same *kumi*. Each *kumi* treats its classroom as a "home away from home," as the children arrange the classroom furniture, bring in plants and other things from their own homes, and clean the classroom every day. At recess one *kumi* will play against another. In an interesting difference from standard practice in the United States, a *kumi* in junior high school will stay in its classroom while the teachers for, say, math and social science move from one classroom to another. In the United States, of course, the opposite is true: teachers stay in their classrooms, and students move from one room to another.

Other practices in Japanese schools further the learning of Japanese values. Young schoolchildren wear the same uniforms. Japanese teachers use constant drills to teach them how to bow, and they have the children repeatedly stand up and sit down as a group. These practices help students learn respect for authority and help enhance the sense of group belonging that the *kumi* represents. Whereas teachers in the United States routinely call on individual students to answer a question, Japanese teachers rarely do this. Rather than competing with each other for a good grade, Japanese schoolchildren are evaluated according to the performance of the *kumi* as a whole. Because decision making within the *kumi* is done by consensus, the children learn the need to compromise and to respect each other's feelings.

Because the members of a *kumi* spend so much time together for so many years, they develop extremely close friendships and think of themselves more as members of the *kumi* than as individuals. They become very loyal to the *kumi* and put its interests above their own individual interests. In these and other ways, socialization in Japanese schools helps the children and

adolescents there learn the Japanese values of harmony, group loyalty, and respect for authority. If American children learned these values to a greater degree, it would be easier to address violence and other issues facing the United States.

Schools



Figure 1.2.4.3: *Schools socialize children by teaching them their formal curricula but also a hidden curriculum that imparts the cultural values of the society in which the schools are found. One of these values is the need to respect authority, as evidenced by these children standing in line. © Thinkstock*

Schools socialize children in several ways. First, students learn a formal curriculum, informally called the "three Rs": reading, writing, and arithmetic. This phase of their socialization is necessary for them to become productive members of their society. Second, because students interact every day at school with their peers, they ideally strengthen their social interaction skills. Third, they interact with authority figures, their teachers, who are not their parents. For children who have not had any preschooling, their teachers are often the first authority figures they have had other than their parents. The learning they gain in relating to these authority figures is yet another important component of their socialization.

Functional theorists cite all these aspects of school socialization, but conflict theorists instead emphasize that schools in the United States also impart a **hidden curriculum** by socializing children to accept the cultural values of the society in which the schools are found. To be more specific, children learn primarily positive things about the country's past and present; they learn the importance of being neat, patient, and obedient; and they learn to compete for good grades and other rewards. In this manner, they learn to love America and not to recognize its faults, and they learn traits that prepare them for jobs and careers that will bolster the capitalist economy. Children are also socialized to believe that failure, such as earning poor grades, stems from not studying hard enough and, more generally, from not trying hard enough (Booher-Jennings, 2008; Bowles & Gintis, 1976).Booher-Jennings, J. (2008). Learning to label: Socialisation, gender, and the hidden curriculum of high-stakes testing. *British Journal of Sociology of Education, 29*, 149–160; Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reforms and the contradictions of economic life*. New York, NY: Basic Books. This process reinforces the blaming-the-victim ideology. Schools are also a significant source of gender socialization, as even in this modern day, teachers and curricula send out various messages that reinforce the qualities traditionally ascribed to females and males, and students engage in recess and other extracurricular activities that do the same thing (Booher-Jennings, 2008; Thorne, 1993).Booher-Jennings, J. (2008). Learning to label: Socialisation, gender, and the hidden curriculum of high-stakes testing. *British Journal of Sociology of Education, 29*, 149–160; Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.

Peers

When you were a 16-year-old, how many times did you complain to your parent(s), "All of my friends are [doing so and so]. Why can't I? It isn't fair!" As this all-too-common example indicates, our friends play a very important role in our lives. This is especially true during adolescence, when peers influence our tastes in music, clothes, and so many other aspects of our lives, as the now-common image of the teenager always on a cell phone reminds us. But friends are important during other parts of the life course as well. We rely on them for fun, for emotional comfort and support, and for companionship. That is the upside of friendships.



Figure 1.2.4.4: *Our peers also help socialize us and may even induce us to violate social norms. © Thinkstock*

The downside of friendships is called *peer pressure*, with which you are undoubtedly familiar. Suppose it is Friday night, and you are studying for a big exam on Monday. Your friends come by and ask you to go with them to get a pizza and a drink. You would probably agree to go with them, partly because you really dislike studying on a Friday night, but also because there is at least some subtle pressure on you to do so. As this example indicates, our friends can influence us in many ways. During adolescence, their interests can affect our own interests in film, music, and other aspects of popular culture. More ominously, adolescent peer influences have been implicated in underage drinking, drug use, delinquency, and hate crimes, such as the killing of Charlie Howard, recounted at the beginning of this chapter (Agnew, 2007)Agnew, R. (2007). *Pressured into crime: An overview of general strain theory*. New York, NY: Oxford University Press. (see Chapter 1.3 "Social Structure and Social Interaction").

After we reach our 20s and 30s, our peers become less important in our lives, especially if we get married. Yet even then our peers do not lose all their importance, as married couples with young children still manage to get out with friends now and then. Scholars have also begun to emphasize the importance of friendships with coworkers for emotional and practical support and for our continuing socialization (Elsesser & Peplau, 2006; Marks, 1994).Elsesser, K., & Peplau, L. A. (2006). The glass partition: Obstacles to cross-sex friendships at work. *Human Relations, 59,* 1077–1100; Marks, S. R. (1994). Intimacy in the public realm: The case of co-workers. *Social Forces, 72,* 843–858.

The Mass Media

The mass media are another agent of socialization. Television shows, movies, popular music, magazines, Web sites, and other aspects of the mass media influence our political views; our tastes in popular culture; our views of women, people of color, and gays; and many other beliefs and practices.

In an ongoing controversy, the mass media are often blamed for youth violence and many other of our society's ills. The average child sees thousands of acts of violence on television and in the movies before reaching young adulthood. Rap lyrics often seemingly extol very ugly violence, including violence against women. Commercials can greatly influence our choice of soda, shoes, and countless other products. The mass media also reinforce racial and gender stereotypes, including the belief that women are sex objects and suitable targets of male violence. In the General Social Survey (GSS), about 28% of respondents said that they watch four or more hours of television every day, while another 46% watch two to three hours daily (see Figure 1.2.4.5: *Average Number of Hours of Television Watched Daily*). The mass media certainly are an important source of socialization unimaginable a half-century ago.

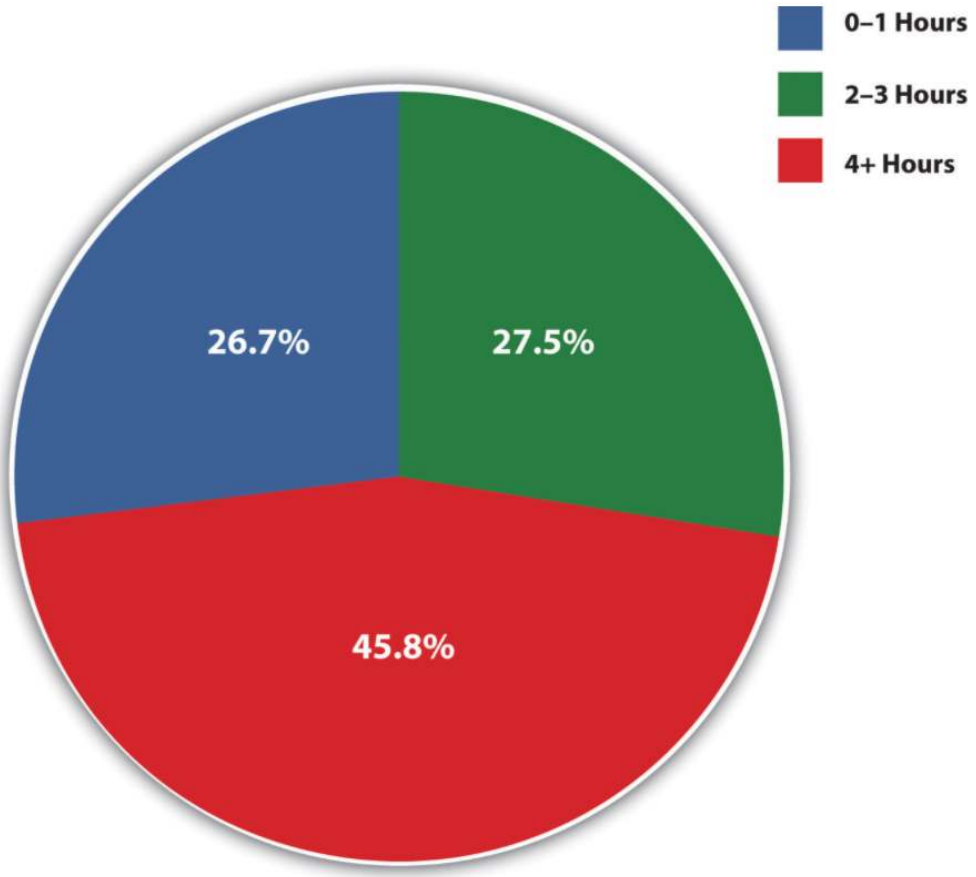


Figure 1.2.4.5: *Average Number of Hours of Television Watched Daily*

Source: Data from General Social Survey, 2008.

As the mass media socialize children, adolescents, and even adults, a key question is the extent to which media violence causes violence in our society (Surette, 2011).Surette, R. (2011). *Media, crime, and criminal justice: Images, realities, and policies* (4th ed.). Belmont, CA: Wadsworth. Studies consistently uncover a strong correlation between watching violent television shows and movies and committing violence. However, this does not necessarily mean that watching the violence actually causes violent behavior: perhaps people watch violence because they are already interested in it and perhaps even committing it. Scholars continue to debate the effect of media violence on youth violence. In a free society, this question is especially important, as the belief in this effect has prompted calls for monitoring the media and the banning of certain acts of violence. Civil libertarians argue that such calls smack of censorship that violates the First Amendment to the Constitution, whole others argue that they fall within the First Amendment and would make for a safer society. Certainly the concern and debate over mass media violence will continue for years to come.

Religion

One final agent of socialization is religion. Although religion is arguably less important in people's lives now than it was a few generations ago, it still continues to exert considerable influence on our beliefs, values, and behaviors.

Here we should distinguish between *religious preference* (e.g., Protestant, Catholic, or Jewish) and *religiosity* (e.g., how often people pray or attend religious services). Both these aspects of religion can affect your values and beliefs on religious and nonreligious issues alike, but their particular effects vary from issue to issue. To illustrate this, consider the emotionally charged issue of abortion. People hold very strong views on abortion, and many of their views stem from their religious beliefs. Yet which aspect of religion matters the most, religious preference or religiosity? General Social Survey data help us answer this question (Figure 1.2.4.6). It turns out that religious preference, if we limit it for the sake of this discussion to Catholics versus Protestants, does not matter at all: Catholics and Protestants in the GSS exhibit roughly equal beliefs on the abortion issue, as about one-third of each group thinks abortion should be allowed for any reason. (The slight difference shown in the table is not statistically

significant.) However, religiosity matters a lot: GSS respondents who pray daily are only about half as likely as those who rarely or never pray to think abortion should be allowed.

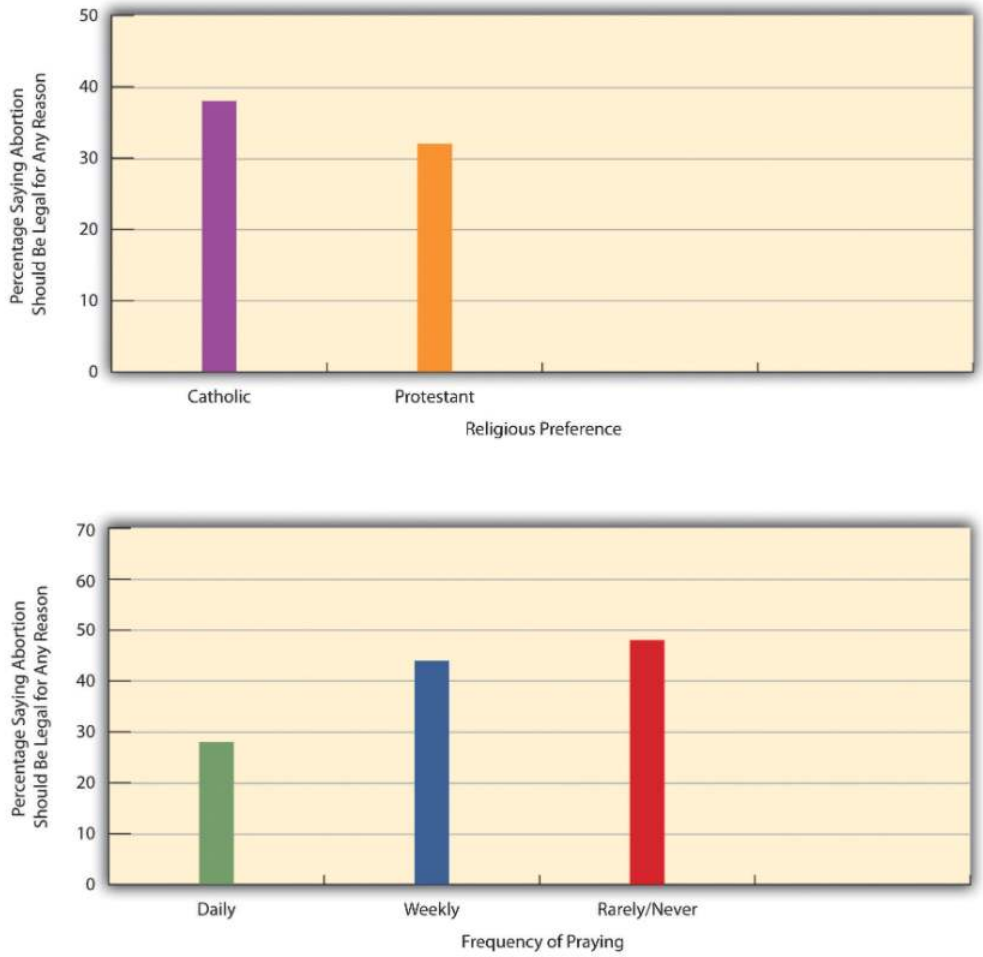


Figure 1.2.4.6: *Religious Preference, Religiosity, and Belief That Abortion Should Be Legal for Any Reason*

Source: Data from General Social Survey, 2008.

KEY TAKEAWAYS

- The ways in which parents socialize children depend in part on the parents' social class and on their child's biological sex.
- Schools socialize children by teaching them both the formal curriculum and a hidden curriculum.
- Peers are an important source of emotional support and companionship, but peer pressure can induce individuals to behave in ways they might ordinarily regard as wrong.
- The mass media are another important agent of socialization, and scholars debate the effect the media have on violence in society.
- In considering the effects of religion on socialization, we need to distinguish between religious preference and religiosity.

FOR YOUR REVIEW

1. Describe one important value or attitude you have that is the result of socialization by your parent(s).
2. Do you agree that there is a hidden curriculum in secondary schools? Explain your answer.
3. Briefly describe one example of how peers influenced you or someone you know in a way that you now regard as negative.

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1.2.5: Socialization Through the Life Course

LEARNING OBJECTIVES

1. List the major changes of the life course.
2. Provide an example of how events during childhood may have a lifelong impact.

As you probably realize by now, most theories and discussions of socialization concern childhood. However, socialization continues throughout the several stages of the life course, most commonly categorized as childhood, adolescence, adulthood, and old age. Within each of these categories, scholars further recognize subcategories, such as early adolescence and late adolescence, early adulthood and middle adulthood, and so forth. This section sketches some important aspects of the major life course stages.

Childhood

Despite increasing recognition of the entire life course, childhood (including infancy) certainly remains the most important stage of most people's lives for socialization and for the cognitive, emotional, and physiological development that is so crucial during the early years of anyone's life. We have already discussed what can happen if an infant does not receive "normal" socialization from at least one adult, and feral children are a sad reminder that socialization is necessary to produce an entity that not only looks human but really is human in the larger sense of the word.

Beyond this basic importance of childhood, however, lies an ugly truth. In regard to education, health, and other outcomes, many children do not fare well during childhood. Moreover, how well they do fare often depends on their social location—their social class, their race and ethnicity, and their gender. The Federal Interagency Forum on Child and Family Statistics regularly publishes a report called *America's Children: Key National Indicators of Well-Being* (including a shorter version in some years). This report provides an annual update of how children are faring on more than three dozen measures. The Forum's latest report, published in July 2010, provided some disturbing facts about children's well-being, and it also showed the difference that social location makes for their well-being (Federal Interagency Forum on Child and Family Statistics, 2010).Federal Interagency Forum on Child and Family Statistics. (2010). *America's children in brief: Key national indicators of well-being, 2010*. Washington, DC: U.S. Government Printing Office.

In one important finding, only about 55% of children aged 3–5 and not in kindergarten had a family member read to them daily. This figure varied by income level. Only 40% of children in families below the poverty level profited in this way, compared to 64% of children whose families' incomes were at least twice as high as the poverty level.



Figure 1.2.5.1: *About 55% of children aged 3–5 who are not in kindergarten have a family member read to them every day. Social class affects the likelihood of reading to children: only 40% of children in families below the poverty level are read to daily, compared to 64% of children in families with incomes twice the poverty level or higher. © Thinkstock*

In other important findings, about one-fifth of U.S. children lived in poverty in 2008, a figure that rose to more than 30% of African American and Latino children. As well, slightly more than one-fifth of children were in families that sometimes were "food insecure," meaning they had trouble providing food for at least one family member. More than 40% of households with children in 2007 were characterized by crowded or physically inadequate conditions.

What happens during childhood can have lifelong consequences. Traumatic experiences during childhood—being neglected or abused, witnessing violence, being seriously injured, and so forth—put youngsters at much greater risk for many negative outcomes. They are more likely to commit serious delinquency during adolescence, and, throughout the life course, they are more likely to experience various psychiatric problems, learning disorders, and substance abuse. They are also less likely to graduate high school or attend college, to get married or avoid divorce if they do marry, and to gain and keep a job (Adams, 2010).Adams, E. J. (2010). *Healing invisible wounds: Why investing in trauma-informed care for children makes sense*. Washington, DC: Justice Policy Institute. The separate stages of the life course are really not that separate after all.

Adolescence

As many readers may remember, adolescence can be a very challenging time. Teenagers are no longer mere children, but they are not yet full adults. They want their independence, but parents and teachers keep telling them what to do. Peer pressure during adolescence can be enormous, and tobacco, alcohol, and other drug use become a serious problem for many teens.

These are all social aspects of adolescence, but adolescence also is a time of great biological change—namely, puberty. Puberty obviously has noticeable physiological consequences and, for many adolescents, at least one very important behavioral consequence—sexual activity. But *early* puberty also seems to have two additional effects: among both boys and girls, it increases the likelihood of delinquency and also the likelihood of becoming a victim of violence (Schreck, Burek, Stewart, & Miller, 2007).Schreck, C. J., Burek, M. W., Stewart, E. A., & Miller, J. M. (2007). Distress and violent victimization among young adolescents. *Journal of Research in Crime & Delinquency, 44*(4), 381–405. These twin consequences are thought to happen for at least two reasons. First, early puberty leads to stress, and stress leads to antisocial behavior (which can also result in violence against the teen committing the behavior). Second, teens experiencing early puberty (*early maturers*) are more likely to hang out with older teens, who tend to be more delinquent because they are older. Because their influence "rubs off," early maturers get into trouble more often and are again more likely to also become victims of violence.

Romantic relationships, including the desire to be in such a relationship, also matter greatly during adolescence. Wishful thinking, unrequited love, and broken hearts are common. Dating multiple partners is thought to contribute to delinquency and substance abuse, in part because dating occurs at parties and in other unsupervised settings where delinquency and drug use can occur, and in part because the emotional problems sometimes accompanying dating may result in delinquency, drug use, or both (Seffrin, Giordano, Manning, & Longmore, 2009).Seffrin, P. M., Giordano, P. C., Manning, W. D., & Longmore, M. A. (2009). The influence of dating relationships on friendship networks, identity development, and delinquency. *Justice Quarterly, 26*(2), 238–267.

As the discussion on childhood suggested, social class, race and ethnicity, and gender continue to affect the experiences of individuals during adolescence. Adolescence can certainly be an interesting stage of the life course, but how we fare during adolescence is often heavily influenced by these three fundamental aspects of our social location.

Adulthood

Adulthood is usually defined as the 18–64 age span. Obviously, 18-year-olds are very different from 64-year-olds, which is why scholars often distinguish young adults from middle-age adults. In a way, many young adults, including most readers of this book, delay entrance into "full" adulthood by going to college after high school and, for some, then continuing to be a student in graduate or professional school. By the time the latter obtain their advanced degree, many are well into their 30s, and they finally enter the labor force full time perhaps a dozen years after people who graduate high school but do not go on to college. These latter individuals may well marry, have children, or both by the time they are 18 or 19, while those who go to college and especially those who get an advanced degree may wait until their late 20s or early to mid-30s to take these significant steps.



Figure 1.2.5.2: *Marriage and parenthood are "turning points" in many young adults' lives that help them to become more settled and to behave better than they might have behaved during adolescence. © Thinkstock*

One thing is clear from studies of young adulthood: people begin to “settle down” as they leave their teenage years, and their behavior generally improves. At least two reasons account for this improvement. First, as scientists are increasingly recognizing, the teenaged brain is not yet fully mature physiologically. For example, the frontal lobe, the region of the brain that governs reasoning and the ability to consider the consequences of one’s actions, is not yet fully formed, leaving teenagers more impulsive. As the brain matures into the mid- and late 20s, impulsiveness declines and behavior improves (Ruder, 2008).Ruder, D. B. (2008). The teen brain: A work in progress. *Harvard Magazine, 111*(1), 8–10.

Second, as sociologists recognize, young adulthood is a time when people’s “stakes” in society and conformity become stronger. Many get married, some have children, and most obtain their first full-time job. These “turning points,” as they are called, instill a sense of responsibility and also increase the costs of misbehavior. If you are married, your spouse might not be very happy to have you go barhopping every weekend night or even more often; if you are employed full time, your employer might not be very happy to have you show up hung over. Marriage and employment as turning points thus help account for the general improvement in behavior that occurs after people reach adulthood (Laub, Sampson, & Sweeten, 2006).Laub, J. H., Sampson, R. J., & Sweeten, G. A. (2006). Assessing Sampson and Laub’s life-course theory of crime. In F. T. Cullen (Ed.), *Taking stock: The status of criminological theory* (vol. 15, pp. 313–333). New Brunswick, NJ: Transaction.

Social class, race and ethnicity, and gender continue to affect how people fare during adulthood. Chapter 2 "Apply sociological imagination to recognize inequality of race, gender and class" discuss this important but discouraging fact of our social world.

Old Age

This stage of the life course unofficially begins at age 65. Once again, scholars make finer distinctions—such as “young-old” and “old-old”—because of the many differences between people who are 65 or 66 and those who are 85, 86, or even older. Here we will just indicate that old age can be a fulfilling time of life for some people but one filled with anxiety and problems for other people, with social location (social class, race and ethnicity, and gender) once again often making a considerable difference. These problems are compounded by the negative views and even prejudice that many Americans have toward old age and toward people who are old. Because we all want to be old someday, the discussion of aging and the elderly should be of special interest.

KEY TAKEAWAYS

- The four stages of the life course are childhood, adolescence, adulthood, and old age. Socialization continues throughout all these stages.
- What happens during childhood may have lifelong consequences. Traumatic experiences and other negative events during childhood may impair psychological well-being in adolescence and beyond and lead to various behavioral problems.
- Social location in society—social class, race and ethnicity, and gender—affects how well people fare during the stages of the life course.

FOR YOUR REVIEW

1. Think of a time some sort of socialization occurred for you since you started college. Write a brief essay in which you discuss the socialization you experienced.
2. Compared to when you were in high school, has your behavior generally improved, worsened, or stayed about the same? How do you think your behavior might change 10 years from now?

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1.2.6: Resocialization and Total Institutions

LEARNING OBJECTIVES

1. Discuss what is meant by resocialization.
2. List any two characteristics of a total institution.

Some people live in settings where their lives are so controlled that their values and beliefs change drastically. This change is so drastic, in fact, that these people are in effect resocialized. Such **resocialization** occurs in what Erving Goffman (1961)Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Garden City, NY: Anchor Books. called **total institutions**. As their name implies, these institutions have total control over the lives of the people who live in them.



Figure 1.2.6.1: *A boot camp is an example of a total institution.*

Source: Photo courtesy of U.S. Navy, http://www.navy.mil/view_single.asp?id=47674.

Several types of total institutions exist: mental asylums, Nazi concentration camps, military boot camps, convents, and monasteries. Some scholars would also say that criminal prisons are total institutions, as they exhibit some of the same processes found in the other types. As this list implies, total institutions can be used for good or bad purposes, and so can resocialization.

Whether we are talking about total institutions that are good or bad, they all share certain processes and procedures that make them total institutions. The most important characteristic is that they have total control over the lives of their inmates, patients, or whatever the people who live in them are called. These residents, to use a generic term, have no freedom or autonomy. They are told what to do and when to do it, and punishment for rule infraction can be quite severe. In Nazi concentration camps, punishment was torture or death; in religious cloisters, it may be banishment; in boot camp, it may be a court-martial; in mental asylums, it may be solitary confinement in a straitjacket.

Second, total institutions take away the identity of their residents in an effort to weaken their self-identity and ensure conformity to the institutions' rules. Their residents typically wear uniforms and often have their heads shaved and, depending on the institution, may be known by a number or a new name. These procedures make everyone look more similar to each other than they otherwise would and help weaken the residents' self-identity. Whether these outcomes are good or bad depends again on which total institution we have in mind.

Third, total institutions subject their residents to harsh treatment and, quite often, abuse, although the nature of this abuse, and whether it occurs at all, obviously depends on which total institution we have in mind. Nazis starved concentration camp inmates, tortured them, stripped them naked, conducted hideous experiments on them, and, of course, exterminated millions (Gigliotti & Lang, 2005).Gigliotti, S., & Lang, B. (Eds.). (2005). *The Holocaust: A reader*. Malden, MA: Blackwell. Literature on mental asylums is filled with examples of abuses of the patients living there (Goffman, 1961).Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Garden City, NY: Anchor Books. Drill sergeants have also been known for harshly treating new recruits: some observers defend this practice as necessary for military discipline and readiness, while others consider it to be unjustified abuse.

Resocialization is often accompanied via a **degradation ceremony**, an encounter in which a total institution's resident is humiliated, often in front of the institution's other residents or officials (Goffman, 1961).Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Garden City, NY: Anchor Books. A drill sergeant may call a physically unconditioned male recruit a "girl" or "lady" and question his manhood in front of other recruits. In a mental asylum or prison, an inmate may be stripped naked and checked in their private areas for lice and other vermin. Shaving the heads of new military recruits or prison inmates is another example of a degradation ceremony.

Resocialization also occurs in groups that are not in institutional settings. Alcoholics Anonymous is one such group, as it tries to change the alcoholics' value system by having them internalize several principles about how to live one's life. The goal here, of course, is to have the alcoholic stop drinking and to continue to refrain from drinking (Davis & Jansen, 1998).Davis, D. R., & Jansen, G. G. (1998). Making meaning of Alcoholics Anonymous for social workers: Myths, metaphors, and realities. *Social Work, 43*, 169–182. Some religious cults also resocialize their members and continue to spark much controversy in today's society (Cowan & Bromley, 2008).Cowan, D. E., & Bromley, D. G. (2008). *Cults and new religions: A brief history*. Malden, MA: Blackwell.

KEY TAKEAWAYS

- Resocialization involves far-reaching changes in an individual's values, beliefs, and behavior.
- Total institutions exert total control over the lives of their residents. They typically try to eliminate the individual identity of their residents and often subject them to harsh treatment.

FOR YOUR REVIEW

1. Do you know anyone who has spent time in a total institution of any kind? If so, describe how this person's experience there changed the person to the best of your knowledge.

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1.2.7: Socialization Practices and Improving Society

LEARNING OBJECTIVE

1. Explain why new patterns of socialization might help address certain social issues in American society.

This chapter began with a news story about the beating and killing of a gay man and proceeded with the stories of two women who grew up in the South when it was racially segregated. These stories illustrate the power of socialization, which can have both good and bad consequences. Socialization into one's culture is necessary for any society to exist, and socialization is also necessary for any one individual to be "human" in the social sense of the term, as our discussion of feral children indicated. Yet socialization can also result in attitudes and behaviors that most of us would rightly condemn. Socialization created the homophobic mentality that led three teenagers to beat Charlie Howard and throw him into a river, and it also created the racist mentality that Sarah Patton Boyle and Lillian Smith described in their accounts of growing up in the South. Most of us are socialized to become good, cooperative members of society, but some of us are socialized to hold very negative views of certain groups in society.

For many of the social issues confronting the United States today—hate crimes, other crimes, violence against women, sexism, racism, and so forth—it might not be an exaggeration to say that new patterns of socialization are ultimately necessary if our society wants to be able to address these issues effectively. Parents of young children and adolescents bear a major responsibility for making sure our children do not learn to hate and commit harm to others, but so do our schools, mass media, and religious bodies. No nation is perfect, but nations like Japan have long been more successful than the United States in raising their children to be generous and cooperative. Their examples hold many good lessons for the United States.

KEY TAKEAWAY

- New socialization practices might be necessary to address many of the social ills facing the United States and other societies.

FOR YOUR REVIEW

1. If you were in charge of our society, what socialization practice would you most try to change to help improve our society? Explain your answer.

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1.2.8: End-of-Chapter Material

Summary

1. Socialization is important for at least two reasons. First, it is the process by which people learn the culture of their society. Second, it is the process by which they become fully human in terms of behavior, emotions, and cognitive ability. The unfortunate examples of feral children reinforce the importance of socialization in these respects.
2. Charles Horton Cooley and George Herbert Mead both theorized about how the self develops through socialization. Cooley's concept of the looking-glass self recognized that we see ourselves when we interact with other people and through this process develop our self-image. Mead's concept of "taking the role of the other" stressed that children play at various roles and so learn what others expect of them.
3. Sigmund Freud's psychoanalytic theory of personality development stressed the role of unconscious forces. Every individual is born with a selfish id and will achieve a normal personality if the individual's ego and superego develop properly. If the id, ego, and superego are in the wrong balance, the individual may engage in antisocial or other mentally disordered behavior.
4. Jean Piaget theorized that people go through several stages of cognitive development, while Lawrence Kohlberg said the same for moral development. Carol Gilligan argued that boys and girls engage in different types of moral reasoning, with the boys' type resting on formal rules and the girls' resting more on social relationships.
5. Erik Erikson discussed identity development throughout the life span while calling attention to adolescence as a stage in which many individuals experience an identity crisis.
6. Several agents of socialization exist. The most important one is arguably the family, as parents socialize their children in any number of ways; children end up resembling their parents not only biologically but also sociologically. Schools, peers, the mass media, and, to some extent, religion all also play important roles in socializing not only children but also older individuals.
7. Socialization continues throughout the several stages of the life course. What happens during childhood can often have lifelong effects. Social class, race and ethnicity, and gender all affect how people fare during the various stages of the life course.
8. Resocialization involves a dramatic change in an individual's values, beliefs, and behavior. It is often the goal of total institutions, such as military boot camp, convents and monasteries, mental institutions, and prisons, as it was with the Nazi death camps. Total institutions often exercise arbitrary power and in many ways try to achieve total control over the individual and remove their sense of individual identity.

USING SOCIOLOGY

Imagine that you are sitting with two friends in a dining hall or cafeteria on your campus. An openly gay student you know walks by on his way out the door and you wave to him. As he exits the room, you hear someone at a table behind you utter an antigay remark. Angered by this slur, you feel that you need to say something, but you also are not ordinarily the type of person to raise a ruckus. Do you decide to do or say something, or do you remain silent? Explain your answer.

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1.3: Social Structure and Social Interaction

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1.3.1: Chapter Introduction

Social Issues in the News

“He’s Not a Patient, but Plays One for Class,” the headline said. For 12 days in July 2010, a 24-year-old medical student named Matt entered a nursing home in Chelsea, Massachusetts, to play the role of an 85-year-old man bound to a wheelchair and suffering from several serious health problems. He and five other medical students were staying in the facility to get a better idea of how to care for the elderly.

Matt kept a daily journal and wrote regularly of the problems of using his wheelchair, among other topics. One day he wrote, “I never really noticed how hard it is to live like this. I just always thought of old people as grumpy people who are easily upset.” He had trouble reaching a TV remote control or reading a notice that was posted too high. When he first showered in his wheelchair, he was unable to turn it to be able to wash the right side of his body. He was so embarrassed to ask for help in going to the bathroom that he tried to spread out his bathroom trips so that the same nurse would not have to help him twice in a row.

The experience taught Matt a lot about how to care not only for older patients but also for patients in general. The emotional bonds he developed with other patients during his time in the nursing home particularly made him realize how he should interact with patients. As Matt wrote in his journal, “There is a face and story behind every patient. The patient should not be viewed by the conditions that ail them, but by the person beneath the disease.” (Wu, 2010)Wu, J. Q. (2010, July 19). He’s not a patient, but plays one for class. *The Boston Globe*, p. B1.

The status of an 85-year-old man bound to a wheelchair is very different from that of a medical student. So are our views of people in each status and our expectations of their behavior. Matt quickly learned what life in a wheelchair is like and realized that his stereotypical views of older people could easily complicate his medical interactions with them. The setting in which he played the role of a very old man was an institutional setting, but this setting was also one tiny component of the vast social institution that sociologists call medicine.

In all these ways, Matt’s brief experience in the nursing home illuminates important aspects of social structure and social interaction in today’s society. The statuses we occupy and the roles we play in these statuses shape our lives in fundamental ways and affect our daily interactions with other people. The many social institutions that are so important in modern society affect our lives profoundly from the moment we are born. This chapter examines major aspects of social structure and social interaction. This chapter should help you further understand yourself as a social being and not just as an individual. This in turn means it should further help you understand how and why you came to be the person you are.

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1.3.2: Social Structure- The Building Blocks of Social Life

LEARNING OBJECTIVES

1. Describe the difference between a status and a role.
2. Understand the difference between an ascribed status, an achieved status, and a master status.
3. List the major social institutions.

Social life is composed of many levels of building blocks, from the very micro to the very macro. These building blocks combine to form the *social structure*. **Social structure** refers to the social patterns through which a society is organized and can be horizontal or vertical. To recall, *horizontal social structure* refers to the social relationships and the social and physical characteristics of communities to which individuals belong, while *vertical social structure*, more commonly called **social inequality**, refers to ways in which a society or group ranks people in a hierarchy. This chapter's discussion of social structure focuses primarily on horizontal social structure, as well as much material in other chapters, examine dimensions of social inequality. The (horizontal) social structure comprises several components, to which we now turn, starting with the most micro and ending with the most macro. Our discussion of social interaction in the second half of this chapter incorporates several of these components.

Statuses

Status has many meanings in the dictionary and also within sociology, but for now we will define it as the position that someone occupies in society. This position is often a job title, but many other types of positions exist: student, parent, sibling, relative, friend, and so forth. It should be clear that *status* as used in this way conveys nothing about the prestige of the position, to use a common synonym for status. A physician's job is a status with much prestige, but a shoeshiner's job is a status with no prestige.

Any one individual often occupies several different statuses at the same time, and someone can simultaneously be a banker, Girl Scout troop leader, mother, school board member, volunteer at a homeless shelter, and spouse. This someone would be very busy! We call all the positions an individual occupies that person's **status set** (see Figure 1.3.2.1.



Figure 1.3.2.1: *Example of a Status Set*

Sociologists usually speak of three types of statuses. The first type is **ascribed status**, which is the status that someone is born with and has no control over. There are relatively few ascribed statuses; the most common ones are our biological sex, race, parents' social class and religious affiliation, and biological relationships (child, grandchild, sibling, and so forth).



Figure 1.3.2.2: *Status refers to the position an individual occupies. Used in this way, a person's status is not related to the prestige of that status. The jobs of physician and shoeshiner are both statuses, even though one of these jobs is much more prestigious than the other job. © Thinkstock*

The second kind of status is called **achieved status**, which, as the name implies, is a status you achieve, at some point after birth, sometimes through your own efforts and sometimes because good or bad luck befalls you. The status of student is an achieved status, as is the status of restaurant server or romantic partner, to cite just two of the many achieved statuses that exist.

Two things about achieved statuses should be kept in mind. First, our ascribed statuses, and in particular our sex, race and ethnicity, and social class, often affect our ability to acquire and maintain many achieved statuses (such as college graduate). Second, achieved statuses can be viewed positively or negatively. Our society usually views achieved statuses such as physician, professor, or college student positively, but it certainly views achieved statuses such as burglar, prostitute, and pimp negatively.

The third type of status is called a **master status**. This is a status that is so important that it overrides other statuses you may hold. In terms of people's reactions, master statuses can be either positive or negative for an individual depending on the particular master status they hold. Barack Obama now holds the positive master status of president of the United States: his status as president overrides all the other statuses he holds (husband, father, and so forth), and millions of Americans respect him, whether or not they voted for him or now favor his policies, because of this status. Many other positive master statuses exist in the political and entertainment worlds and in other spheres of life.

Some master statuses have negative consequences. To recall the medical student and nursing home news story that began this chapter, a physical disability often becomes such a master status. If you are bound to a wheelchair, for example, this fact becomes more important than the other statuses you have and may prompt people to perceive and interact with you negatively. In particular, they perceive you more in terms of your master status (someone bound to a wheelchair) than as the "person beneath" the master status, to cite Matt's words. For similar reasons, gender, race, and sexual orientation may also be considered master statuses, as these statuses often subject women, people of color, and gays and lesbians, respectively, to discrimination and other problems, no matter what other statuses they may have.

Whatever status we occupy, certain objects signify any particular status. These objects are called **status symbols**. In popular terms, *status symbol* usually means something like a Rolls-Royce or BMW that shows off someone's wealth or success, and many status symbols of this type exist. But sociologists use the term more generally than that. For example, the wheelchair that Matt the medical student rode for 12 days was a status symbol that signified his master status of someone with a (feigned) disability. If someone is pushing a stroller, the stroller is a status symbol that signifies that the person pushing it is a parent or caretaker of a young child.

Roles

Whatever its type, every status is accompanied by a **role**, which is the behavior expected of someone—and in fact *everyone*—with a certain status. You and most other people reading this book are students. Despite all the other differences among you, you have at least this one status in common. As such, there is a role expected of you as a student (at least by your professors); this role includes coming to class regularly, doing all the reading assigned from this textbook, and studying the best you can for exams. Roles for given statuses existed long before we were born, and they will continue long after we are no longer alive. A major dimension of socialization is learning the roles our society has and then behaving in the way a particular role demands.

Because roles are the behavior expected of people in various statuses, they help us interact because we are familiar with the roles in the first place, a point to which the second half of this chapter returns. Suppose you are shopping in a department store. Your status is a shopper, and the role expected of you as a shopper—and of all shoppers—involves looking quietly at various items in the store, taking the ones you want to purchase to a checkout line, and paying for them. The person who takes your money is occupying another status in the store that we often call a cashier. The role expected of that cashier—and of all cashiers not only in that store but in every other store—is to accept your payment in a businesslike way and put your items in a bag. Because shoppers and cashiers all have these mutual expectations, their social interaction is possible.



Figure 1.3.2.3: *Roles help us interact because we are familiar with the behavior associated with roles. Because shoppers and cashiers know what to expect of each other, their social interaction is possible. © Thinkstock*

Social Networks

Modern life seems increasingly characterized by social networks. A **social network** is the totality of relationships that link us to other people and groups and through them to still other people and groups. As Facebook and other social media show so clearly, social networks can be incredibly extensive. Social networks can be so large, of course, that an individual in a network may know little or nothing of another individual in the network (e.g., a friend of a friend of a friend of a friend). But these "friends of friends" can sometimes be an important source of practical advice and other kinds of help. They can "open doors" in the job market, they

can introduce you to a potential romantic partner, they can pass through some tickets to the next big basketball game. As a key building block of social structure, social networks receive a fuller discussion later.

Groups and Organizations

Groups and organizations are the next component of social structure. And we will simply define them and say one or two things about them in this chapter.

A **social group** (hereafter just *group*) consists of two or more people who regularly interact on the basis of mutual expectations and who share a common identity. To paraphrase John Donne, the 17th-century English poet, no one is an island; almost all people are members of many groups, including families, groups of friends, and groups of coworkers in a workplace. Sociology is sometimes called the study of group life, and it is difficult to imagine a modern society without many types of groups and a small, traditional society without at least some groups.

In terms of size, emotional bonding, and other characteristics, many types of groups exist. But one of the most important types is the **formal organization** (also just *organization*), which is a large group that follows explicit rules and procedures to achieve specific goals and tasks. For better and for worse, organizations are an essential feature of modern societies. Our banks, our hospitals, our schools, and so many other examples are all organizations, even if they differ from one another in many respects. In terms of their goals and other characteristics, several types of organizations exist.

Social Institutions

Yet another component of social structure is the **social institution**, or patterns of beliefs and behavior that help a society meet its basic needs. Modern society is filled with many social institutions that all help society meet its needs and achieve other goals and thus have a profound impact not only on the society as a whole but also on virtually every individual in a society. Examples of social institutions include the family, the economy, the polity (government), education, religion, and medicine.

As those chapters will show, these social institutions all help the United States meet its basic needs, but they also have failings that prevent the United States from meeting all its needs. A particular problem is social inequality, to recall the vertical dimension of social structure, as our social institutions often fail many people because of their social class, race, ethnicity, gender, or all four. These chapters will also indicate that American society could better fulfill its needs if it followed certain practices and policies of other democracies that often help their societies "work" better than our own.

Societies

The largest component of social structure is, of course, **society** itself, which as a group of people who live within a defined territory and who share a culture. Societies certainly differ in many ways; some are larger in population and some are smaller, some are modern and some are less modern. Since the origins of sociology during the 19th century, sociologists have tried to understand how and why modern, industrial society developed. Part of this understanding involves determining the differences between industrial societies and traditional ones.

One of the key differences between traditional and industrial societies is the emphasis placed on the community versus the emphasis placed on the individual. In traditional societies, community feeling and group commitment are usually the cornerstones of social life. In contrast, industrial society is more individualistic and impersonal. Whereas the people in traditional societies have close daily ties, those in industrial societies have many relationships in which one person barely knows the other person. Commitment to the group and community become less important in industrial societies, and individualism becomes more important.

Sociologist Ferdinand Tönnies (1887/1963)Tönnies, F. (1963). *Community and society*. New York, NY: Harper and Row. (Original work published 1887) long ago characterized these key characteristics of traditional and industrial societies with the German words *Gemeinschaft* and *Gesellschaft*. **Gemeinschaft** means human community, and Tönnies said that a sense of community characterizes traditional societies, where family, kin, and community ties are quite strong. As societies grew and industrialized and as people moved to cities, Tönnies said, social ties weakened and became more impersonal. Tönnies called this situation **Gesellschaft** and found it dismaying. Next section (1.2.3) discusses the development of societies in more detail.

KEY TAKEAWAYS

- The major components of social structure are statuses, roles, social networks, groups and organizations, social institutions, and society.
- Specific types of statuses include the ascribed status, achieved status, and master status. Depending on the type of master status, an individual may be viewed positively or negatively because of a master status.

FOR YOUR REVIEW

1. Take a moment and list every status that you now occupy. Next to each status, indicate whether it is an ascribed status, achieved status, or master status.
2. Take a moment and list every group to which you belong. Write a brief essay in which you comment on which of the groups are more meaningful to you and which are less meaningful to you.

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1.3.3: The Development of Modern Society

LEARNING OBJECTIVES

1. List the major types of societies that have been distinguished according to their economy and technology.
2. Explain why social development produced greater gender and wealth inequality.

To help understand how modern society developed, sociologists find it useful to distinguish societies according to their type of economy and technology. One of the most useful schemes distinguishes the following types of societies: *hunting-and-gathering*, *horticultural*, *pastoral*, *agricultural*, and *industrial* (Nolan & Lenski, 2009).Nolan, P., & Lenski, G. (2009). *Human societies: An introduction to macrosociology* (11th ed.). Boulder, CO: Paradigm. Some scholars add a final type, *postindustrial*, to the end of this list. We now outline the major features of each type in turn. Table 1.3.3.1 summarizes these features.

Table 1.3.3.1: Summary of Societal Development

Type of society	Key characteristics
Hunting-and-gathering	These are small, simple societies in which people hunt and gather food. Because all people in these societies have few possessions, the societies are fairly egalitarian, and the degree of inequality is very low.
Horticultural and pastoral	Horticultural and pastoral societies are larger than hunting-and-gathering societies. Horticultural societies grow crops with simple tools, while pastoral societies raise livestock. Both types of societies are wealthier than hunting-and-gathering societies, and they also have more inequality and greater conflict than hunting-and-gathering societies.
Agricultural	These societies grow great numbers of crops, thanks to the use of plows, oxen, and other devices. Compared to horticultural and pastoral societies, they are wealthier and have a higher degree of conflict and of inequality.
Industrial	Industrial societies feature factories and machines. They are wealthier than agricultural societies and have a greater sense of individualism and a somewhat lower degree of inequality that still remains substantial.
Postindustrial	These societies feature information technology and service jobs. Higher education is especially important in these societies for economic success.

Hunting-and-Gathering Societies

Beginning about 250,000 years ago, **hunting-and-gathering societies** are the oldest ones we know of; few of them remain today, partly because modern societies have encroached on their existence. As the name *hunting-and-gathering* implies, people in these societies both hunt for food and gather plants and other vegetation. They have few possessions other than some simple hunting-and-gathering equipment. To ensure their mutual survival, everyone is expected to help find food and also to share the food they find. To seek their food, hunting-and-gathering peoples often move from place to place. Because they are nomadic, their societies tend to be quite small, often consisting of only a few dozen people.

Beyond this simple summary of the type of life these societies lead, anthropologists have also charted the nature of social relationships in them. One of their most important findings is that hunting-and-gathering societies are fairly egalitarian. Although men do most of the hunting and women most of the gathering, perhaps reflecting the biological differences between the sexes discussed earlier, women and men in these societies are roughly equal. Because hunting-and-gathering societies have few possessions, their members are also fairly equal in terms of wealth and power, as virtually no wealth exists.

Horticultural and Pastoral Societies

Horticultural and pastoral societies both developed about 10,000–12,000 years ago. In **horticultural societies**, people use hoes and other simple hand tools to raise crops. In **pastoral societies**, people raise and herd sheep, goats, camels, and other domesticated animals and use them as their major source of food and also, depending on the animal, as a means of transportation. Some societies are either primarily horticultural or pastoral, while other societies combine both forms. Pastoral societies tend to be at least somewhat nomadic, as they often have to move to find better grazing land for their animals. Horticultural societies, on the other hand, tend to be less nomadic, as they are able to keep growing their crops in the same location for some time. Both types of societies often manage to produce a surplus of food from vegetable or animal sources, respectively, and this surplus allows them to

trade their extra food with other societies. It also allows them to have a larger population size than hunting-and-gathering societies that often reaches several hundred members.



Figure 1.3.3.1: *Horticultural societies often produce an excess of food that allows them to trade with other societies and also to have more members than hunting-and-gathering societies. © Thinkstock*

Accompanying the greater complexity and wealth of horticultural and pastoral societies is greater inequality in terms of gender and wealth than is found in hunting-and-gathering societies. In pastoral societies, wealth stems from the number of animals a family owns, and families with more animals are wealthier and more powerful than families with fewer animals. In horticultural societies, wealth stems from the amount of land a family owns, and families with more land are wealthier and more powerful.

One other side effect of the greater wealth of horticultural and pastoral societies is greater conflict. As just mentioned, sharing of food is a key norm in hunting-and-gathering societies. In horticultural and pastoral societies, however, wealth (and more specifically, the differences in wealth) leads to disputes and even fighting over land and animals. Whereas hunting-and-gathering peoples tend to be very peaceful, horticultural and pastoral peoples tend to be more aggressive.

Agricultural Societies

Agricultural societies developed some 5,000 years ago in the Middle East, thanks to the invention of the plow. When pulled by oxen and other large animals, the plow allowed for much more cultivation of crops than the simple tools of horticultural societies permitted. The wheel was also invented about the same time, and written language and numbers began to be used. The development of agricultural societies thus marked a watershed in the development of human society. Ancient Egypt, China, Greece, and Rome were all agricultural societies, and India and many other large nations today remain primarily agricultural.

We have already seen that the greater food production of horticultural and pastoral societies led them to become larger than hunting-and-gathering societies and to have more trade and greater inequality and conflict. Agricultural societies continue all these trends. First, because they produce so much more food than horticultural and pastoral societies, they often become quite large, with their numbers sometimes reaching into the millions. Second, their huge food surpluses lead to extensive trade, both within the society itself and with other societies. Third, the surpluses and trade both lead to degrees of wealth unknown in the earlier types of societies and thus to unprecedented inequality, exemplified in the appearance for the first time of peasants, people who work on the land of rich landowners. Finally, agricultural societies' greater size and inequality also produce more conflict. Some of this conflict is internal, as rich landowners struggle with each other for even greater wealth and power, and peasants sometimes engage in revolts. Other conflict is external, as the governments of these societies seek other markets for trade and greater wealth.

If gender inequality becomes somewhat greater in horticultural and pastoral societies than in hunting-and-gathering ones, it becomes very pronounced in agricultural societies. An important reason for this is the hard, physically taxing work in the fields, much of it using large plow animals, that characterizes these societies. Then, too, women are often pregnant in these societies, because large families provide more bodies to work in the fields and thus more income. Because men do more of the physical labor in agricultural societies—labor on which these societies depend—they have acquired greater power over women (Brettell & Sargent, 2009).Brettell, C. B., & Sargent, C. F. (Eds.). (2009). *Gender in cross-cultural perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall. In the Standard Cross-Cultural Sample, agricultural societies are much more likely than hunting-and-gathering ones to believe men should dominate women (see Figure 1.3.3.2).

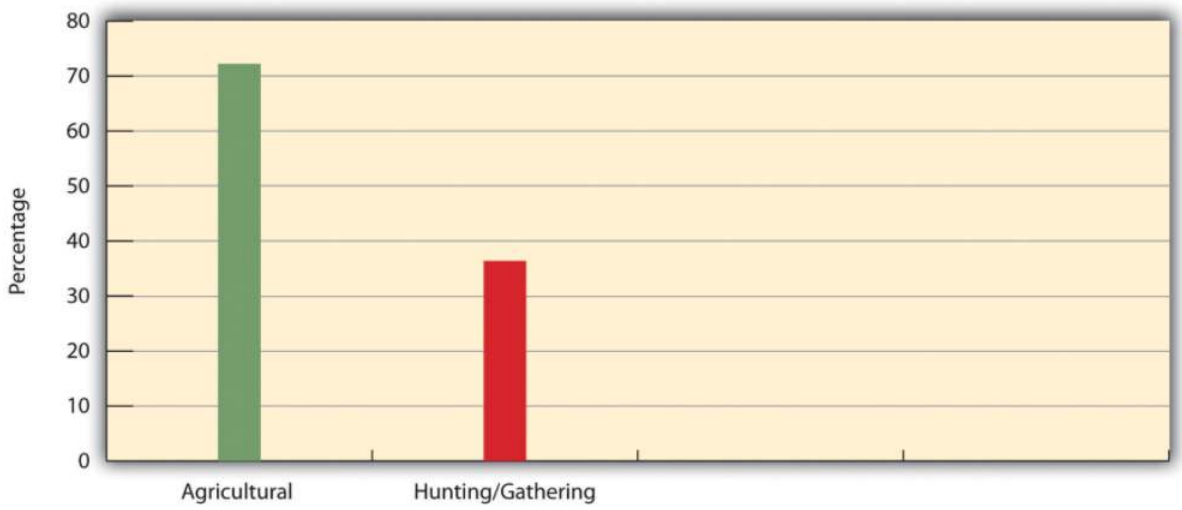


Figure 1.3.3.2: *Type of Society and Presence of Cultural Belief That Men Should Dominate Women*

Source: Data from Standard Cross-Cultural Sample.

Industrial Societies

Industrial societies emerged in the 1700s as the development of machines and then factories replaced the plow and other agricultural equipment as the primary mode of production. The first machines were steam- and water-powered, but eventually, of course, electricity became the main source of power. The growth of industrial societies marked such a great transformation in many of the world's societies that we now call the period from about 1750 to the late 1800s the Industrial Revolution. This revolution has had enormous consequences in almost every aspect of society, some for the better and some for the worse.

On the positive side, industrialization brought about technological advances that improved people's health and expanded their life spans. As noted earlier, there is also a greater emphasis in industrial societies on individualism, and people in these societies typically enjoy greater political freedom than those in older societies. Compared to agricultural societies, industrial societies also have lowered economic and gender inequality. In industrial societies, people do have a greater chance to pull themselves up by their bootstraps than was true in earlier societies, and rags-to-riches stories continue to illustrate the opportunity available under industrialization. That said, we will see in later chapters that economic and gender inequality remains substantial in many industrial societies.

On the negative side, industrialization meant the rise and growth of large cities and concentrated poverty and degrading conditions in these cities, as the novels of Charles Dickens poignantly remind us. This urbanization changed the character of social life by creating a more impersonal and less traditional *Gesellschaft* society. It also led to riots and other urban violence that, among other things, helped fuel the rise of the modern police force and forced factory owners to improve workplace conditions. Today industrial societies consume most of the world's resources, pollute its environment to an unprecedented degree, and have compiled nuclear arsenals that could undo thousands of years of human society in an instant.

Postindustrial Societies

We are increasingly living in what has been called the *information technology age* (or just *information age*), as wireless technology vies with machines and factories as the basis for our economy. Compared to industrial economies, we now have many more service jobs, ranging from housecleaning to secretarial work to repairing computers. Societies in which this transition is happening are moving from an industrial to a postindustrial phase of development. In **postindustrial societies**, then, information technology and service jobs have replaced machines and manufacturing jobs as the primary dimension of the economy (Bell, 1999).Bell, D. (Ed.). (1999). *The coming of post-industrial society: A venture in social forecasting*. New York, NY: Basic Books. If the car was the sign of the economic and social times back in the 1920s, then the smartphone or netbook/laptop is the sign of the economic and social future in the early years of the 21st century. If the factory was the dominant workplace at the beginning of the 20th century, with workers standing at their positions by conveyor belts, then cell phone, computer, and software companies are dominant industries at

the beginning of the 21st century, with workers, almost all of them much better educated than their earlier factory counterparts, huddled over their wireless technology at home, at work, or on the road. In short, the Industrial Revolution has been replaced by the Information Revolution, and we now have what has been called an *information society* (Hassan, 2008).Hassan, R. (2008). *The information society: Cyber dreams and digital nightmares*. Malden, MA: Polity.

As part of postindustrialization in the United States, many manufacturing companies have moved their operations from U.S. cities to overseas sites. Since the 1980s, this process has raised unemployment in cities, many of whose residents lack the college education and other training needed in the information sector. Partly for this reason, some scholars fear that the information age will aggravate the disparities we already have between the "haves" and "have-nots" of society, as people lacking a college education will have even more trouble finding gainful employment than they do now (W. J. Wilson, 2009).Wilson, W. J. (2009). The economic plight of inner-city black males. In E. Anderson (Ed.), *Against the wall: Poor, young, black, and male* (pp. 55–70). Philadelphia: University of Pennsylvania Press. In the international arena, postindustrial societies may also have a leg up over industrial or, especially, agricultural societies as the world moves ever more into the information age.

KEY TAKEAWAYS

- The major types of societies historically have been hunting-and-gathering, horticultural, pastoral, agricultural, industrial, and postindustrial.
- As societies developed and grew larger, they became more unequal in terms of gender and wealth and also more competitive and even warlike with other societies.
- Postindustrial society emphasizes information technology but also increasingly makes it difficult for individuals without college educations to find gainful employment.

FOR YOUR REVIEW

1. Explain why societies became more unequal in terms of gender and wealth as they developed and became larger.
2. Explain why societies became more individualistic as they developed and became larger.
3. Describe the benefits and disadvantages of industrial societies as compared to earlier societies.

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1.3.4: Social Interaction in Everyday Life

LEARNING OBJECTIVES

1. Describe what is meant by dramaturgy and by impression management.
2. Provide one example of role conflict or role strain.
3. List one or two gender differences in nonverbal communication.

A fundamental feature of social life is **social interaction**, or the ways in which people act with other people and react to how other people are acting. To recall our earlier paraphrase of John Donne, no one is an island. This means that all individuals, except those who choose to live truly alone, interact with other individuals virtually every day and often many times in any one day. For social order, a prerequisite for any society, to be possible, effective social interaction must be possible. Partly for this reason, sociologists interested in microsociology have long tried to understand social life by analyzing how and why people interact they way they do. This section draws on their work to examine various social influences on individual behavior. As you read this section, you will probably be reading many things relevant to your own social interaction.



Figure 1.3.4.1: *Social interaction is a fundamental feature of social life. For social order to be possible, effective social interaction must also be possible. © Thinkstock*

Socialization results from our social interaction. The reverse is also true: we learn how to interact from our socialization. We have seen many examples of this process in earlier chapters. Among other things, we learn from our socialization how far apart to stand when talking to someone else, we learn to enjoy kissing, we learn how to stand and behave in an elevator, and we learn how to behave when we are drunk. Perhaps most important for the present discussion, we especially learn our society's roles, outlined earlier as a component of social structure. The importance of roles for social interaction merits further discussion here.

Roles and Social Interaction

Our earlier discussion of roles defined them as the behaviors expected of people in a certain status. Regardless of our individual differences, if we are in a certain status, we are all expected to behave in a way appropriate to that status. Roles thus help make social interaction possible.

As our example of shoppers and cashiers was meant to suggest, social interaction based on roles is usually very automatic, and we often perform our roles without thinking about them. This, in fact, is why social interaction is indeed possible: if we always had to think about our roles before we performed them, social interaction would be slow, tedious, and fraught with error. (Analogously, if actors in a play always had to read the script before performing their lines, as an understudy sometimes does, the play would be slow and stilted.) It is when people violate their roles that the importance of roles is thrown into sharp relief. Suppose you were shopping in a department store, and while you were in the checkout line the cashier asked you how your sex life has been! Now, you might expect such an intimate question from a very close friend, because discussions of intimate matters are part of the roles close friends play, but you would definitely *not* expect it from a cashier you do not know.

As this example suggests, effective social interaction rests on shared **background assumptions**, or our understanding of the roles expected of people in a given encounter, that are easily violated if one has the nerve to do so. If they are violated, social order might well break down, as you would quickly find if you dared to ask your cashier how her or his sex life has been, or if two

students sitting in class violated their student role by kissing each other passionately. Sociologist Harold Garfinkel (1967)Garfinkel, H. (1967). *Studies in ethnomethodology*. Cambridge, England: Polity Press. argued that unexpected events like these underscore how fragile social order is and remind us that people are constantly constructing the social reality of the situations in which they find themselves. To illustrate his point, he had his students perform a series of experiments, including acting like a stranger in their parents' home. Not surprisingly, their parents quickly became flustered and wondered what college was doing to their daughters and sons!

These examples indicate that social reality is to a large extent socially constructed. It is what we make of it, and individuals who interact help construct the reality of the situation in which they interact. Sociologists refer to this process as the **social construction of reality** (Berger & Luckmann, 1963).Berger, P., & Luckmann, T. (1963). *The social construction of reality*. New York, NY: Doubleday. Although we usually come into a situation with shared understandings of what is about to happen, as the interaction proceeds the actors continue to define the situation and thus to construct its reality. This view lies at the heart of the symbolic interactionist perspective and helps us understand how and why roles (or to be more precise, our understanding of what behavior is expected of someone in a certain status) make social interaction possible.

Roles and Personalities

Roles help us interact and help make social order possible, but they may even shape our personalities. The idea here is that if we assume a new role, the expectations of that role can change how we interact with others and even the way we think about ourselves. In short, roles can *change* our personalities.



Figure 1.3.4.2: *Roles can shape personalities. When individuals become police officers, the nature of their job can prompt them to act and think in a more authoritarian manner. © Thinkstock*

A telling example of this effect comes from the story of a criminal justice professor from Florida named George Kirkham. In his classes, Kirkham would be critical of the harshness with which police treated suspects and other citizens. One day, some police officers in one of his classes said Kirkham could not begin to understand what it was like being a police officer, and they challenged him to become one. He took up the challenge by gaining admission to a police academy and going through the regular training program for all recruits. Kirkham (1984)Kirkham, G. L. (1984). A professor's "street lessons." In R. G. Culbertson (Ed.), *"Order under law": Readings in criminal justice* (pp. 77–89). Prospect Heights, IL: Waveland Press. later recounted what happened on his first few days on the job. In one episode, he and his veteran partner went into a bar where an intoxicated patron had been causing trouble. Kirkham politely asked the patron to go with him outside. Evidently surprised by this new police officer's politeness, the man instead swung at Kirkham and landed a blow. Kirkham could not believe this happened and was forced to subdue his assailant. In another episode, Kirkham and his partner were checking out the driver of a double-parked car. An ugly crowd soon gathered and began making threats. Alarmed, Kirkham opened up his car's trunk and pulled out a shotgun to keep the crowd away. In recounting this episode, Kirkham wrote that as a professor he quickly would have condemned the police officer he had now become. In a few short days, he had turned from a polite, kind professor into a gruff, angry police officer. His role had changed and, along with it, his personality.

Role Problems

Roles help our interactions run smoothly and automatically and, for better or worse, shape our personalities. But roles can also cause various kinds of problems. One such problem is **role conflict**, which occurs when the roles of our many statuses conflict with each other. For example, say you are a student and also a parent. Your 3-year-old child gets sick. You now have a conflict between your role as a parent and your role as a student. To perform your role as a parent, you should stay home with your sick child. To perform your role as a student, you should go to your classes and take the big exam that had been scheduled weeks ago. What do you do?

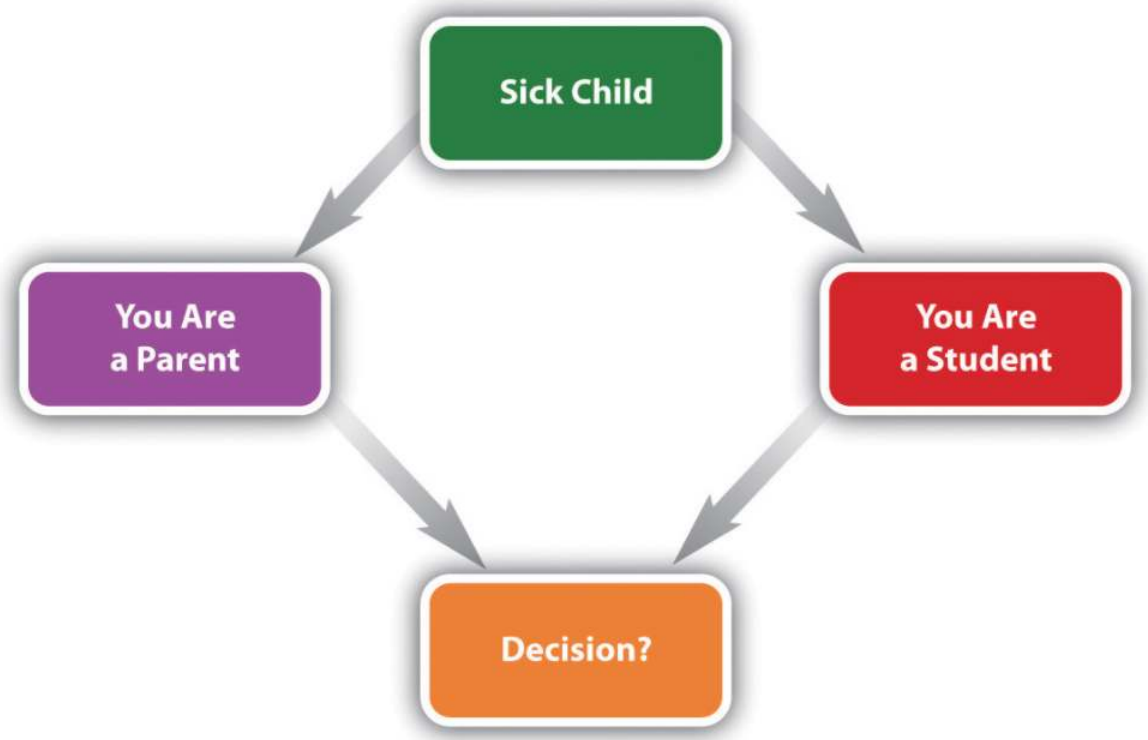


Figure 1.3.4.3: *Example of a Role Conflict*

One thing is clear: you cannot perform both roles at the same time. To resolve role conflict, we ordinarily have to choose between one role and the other, which is often a difficult choice to make. In this example, if you take care of your child, you miss your classes and exam; if you go to your classes, you have to leave your child at home alone, an unacceptable and illegal option. Another way to resolve role conflict is to find some alternative that would meet the needs of your conflicting roles. In our sick child example, you might be able to find someone to watch your child until you can get back from classes. It is certainly desirable to find such alternatives, but, unfortunately, they are not always forthcoming. If role conflict becomes too frequent and severe, a final option is to leave one of your statuses altogether. In our example, if you find it too difficult to juggle your roles as parent and student, you could stop being a parent—hardly likely!—or, more likely, take time off from school until your child is older. Most of us in these circumstances would try our best to avoid having to do this.



Figure 1.3.4.4: *Parents can often experience role conflict stemming from the fact that they have both parental responsibilities and work responsibilities. © Thinkstock*

Another role-related problem is called **role strain**. Here you have one status, and a role associated with it, that is causing problems because of all the demands coming to you from people in other statuses with which your own status is involved. Suppose you were a high school principal. In your one role as a principal, you come into contact with people in several different statuses: teachers, students, custodial and support staff, the superintendent, school board members, the community as a whole, and the news media. These statuses may make competing demands on you in your one role as a principal. If your high school has a dress code, for example, the students may want you to abolish it, the teachers and superintendent may want you to keep it, and maybe the school board would agree with the students. As you try to please all these competing factions, you certainly might experience some role strain!



Figure 1.3.4.5: *Role strain involves the competing demands placed on someone in a given status from the many people in other statuses. This diagram illustrates the role strain that a high school principal may experience in trying to please teachers, students, and members of other statuses.*

A third type of role problem occurs when we occupy a status whose role demands a certain type of personality that differs from the one we actually have. Can you imagine a police officer who was afraid of guns? An athlete who was not competitive? A flight attendant who did not like helping people or was afraid of flying? Although most people avoid this type of role problem by not taking on a role to which their personality is ill suited, such problems occur nonetheless. For example, some people who dislike children and do not have the patience to be good parents end up being parents anyway. In another example, your author once knew a new professor who was woefully nervous lecturing in front of students. You might wonder why he became a professor in the first place, but he probably just loved the subject matter so much that he thought he would overcome his nervousness. He did not.

Dramaturgy and Impression Management

From a sociological standpoint, much of our social interaction can be understood by likening it to a performance in a play. As with so many things, Shakespeare said it best when he wrote,

> All the world's a stage,
>
> And all the men and women merely players.
>
> They have their exits and their entrances;
>
> And one man in his time plays many parts. (As You Like It, Act II, Scene 7)

From this perspective, each individual has many parts or roles to play in society, and many of these roles specify how we should interact in any given situation. These roles exist before we are born, and they continue long after we die. The culture of society is thus similar to the script of a play. Just as actors in a play learn what lines to say, where to stand on the stage, how to position their bodies, and so many other things, so do we learn as members of society the roles that specify how we should interact.

This fundamental metaphor was developed and popularized by sociologist Erving Goffman (1959)Goffman, E. (1959). *The presentation of self in everyday life*. Garden City, NY: Doubleday. in what he called a **dramaturgical approach**. By this he meant that we can understand social interaction as if it were a theatrical performance. People who interact are actors on a stage, the things they say and do are equivalent to the parts actors play, and any people who observe their interaction are equivalent to the audience at a play. As sociologists Jonathan H. Turner and Jan E. Stets (2006, p. 26)Turner, J. H., & Stets, J. E. (2006). Sociological theories of human emotions. *Annual Review of Sociology, 32*, 25–52. summarize this approach, "Individuals are, in essence, dramatic actors on a stage playing parts dictated by culture, and, like all theater, they are given some dramatic license in how they play roles, as long as they do not deviate too far from the emotional script provided by culture."

Beyond these aspects of his theatrical analogy, Goffman also stressed that the *presentation of self* guides social interaction just as it guides behavior in a play. Actors in a play, he wrote, aim to act properly, which at a minimum means they need to say their lines correctly and in other ways carry out their parts as they were written. They try to convey the impression of their character the playwright had in mind when the play was written and the director has in mind when the play is presented.



Figure 1.3.4.6: *Erving Goffman's dramaturgical approach likened social interaction to acting in a theatrical performance.© Thinkstock*

Such **impression management**, Goffman wrote, also guides social interaction in everyday life. When people interact, they routinely try to convey a positive impression of themselves to the people with whom they interact. Our behavior in a job interview differs dramatically (pun intended) from our behavior at a party. The key dimension of social interaction, then, involves trying to manage the impressions we convey to the people with whom we interact. We usually do our best, consciously or unconsciously, to manage the impressions we convey to others and so to evoke from them reactions that will please us.



Figure 1.3.4.7: *Social interaction involves impression management. How a student behaves with a professor is probably very different from how the same student behaves when out on the town with friends. © Thinkstock*

Goffman wrote about other aspects of social interaction that affect our efforts to manage these impressions. Again using his dramaturgical metaphor, he said that some interaction occurs in the "frontstage," or front region, while other interaction occurs in the "backstage," or back region (Goffman, 1959, p. 128).Goffman, E. (1959). *The presentation of self in everyday life*. Garden City,

NY: Doubleday. In a play, of course, the frontstage is what the audience sees and is obviously the location in which the actors are performing their lines. Backstage, they can do whatever they want, and the audience will have no idea of what they are doing (as long as they are quiet). Much of our everyday interaction is on the frontstage, where an audience can see everything we do and hear everything we say. But we also spend a lot of time on the backstage, by ourselves, when we can do and say things in private (such as singing in the shower) that we would not dare do or say in public.

How we dress is also a form of impression management. You are the same person regardless of what clothes you wear, but if you dress for a job interview as you would dress for a party (to use our earlier example), the person interviewing you would get an impression you might not want to convey. If you showed up for a medical visit and your physician were wearing a bathing suit, wouldn't you feel just a bit uneasy?

SOCIOLOGY MAKING A DIFFERENCE

Impression Management and Job Interviewing

Erving Goffman's (1959)Goffman, E. (1959). *The presentation of self in everyday life*. Garden City, NY: Doubleday. concept of impression management, discussed in the text, is one of the key sociological insights for the understanding of social interaction. One reason the concept has been so useful, and one reason that it interests many college students, is that impression management has so much practical relevance. Anyone who has gone out on a first date or had a job interview can immediately recognize that impression management is something we all do and can immediately realize the importance of *effective* impression management.

Impression management is important in many settings and situations but perhaps especially important in the job interview. Many scholarly publications and job-hunting manuals emphasize the importance of proper impression management during a job interview, especially an interview for a full-time, well-paying job, as opposed to a fast-food job or something similar (Van Iddekinge, McFarland, & Raymark, 2007).Van Iddekinge, C. H., McFarland, L. A., & Raymark, P. H. (2007). Antecedents of impression management use and effectiveness in a structured interview. *Journal of Management, 33*, 752–773. The strategies they discuss include impression management involving dress, body language, and other dimensions of social interaction. Interviewing tips they recommend include (a) dressing professionally, (b) showing up early for the interview, (c) shaking hands firmly while smiling and looking the interviewer in the eye, (d) sitting with a comfortable but erect posture without crossing one's arms, (e) maintaining eye contact with the interviewer throughout the interview, and (f) shaking hands at the end of the interview and saying thank you.

These strategies and tips are probably more familiar to college students from wealthy backgrounds than to working-class people who have not gone to college. Sociologists emphasize the importance of *cultural capital*, or attitudes, skills, and knowledge that enable people to achieve a higher social status (Bourdieu & Passeron, 1990).Bourdieu, P., & Passeron, J.-C. (1990). *Reproduction in education, society and culture*. Newbury Park, CA: Sage. People who grow up in poverty or near-poverty, including disproportionate numbers of people of color, are less likely than those who grow up in much wealthier circumstances to possess cultural capital. The attitudes, skills, and knowledge that many college students have and take for granted, including how to conduct oneself during a job interview, are much less familiar to individuals who grow up without cultural capital. To use some sociological language, they know much less about how to manage their impressions during a job interview should they get one and thus are less likely to be hired after an interview.

For this reason, many public and private agencies in poor and working-class communities around the country regularly hold workshops on job interviewing skills. These workshops emphasize strategies similar to those outlined earlier. One of the many organizations that offer these workshops and provides related services is the Los Angeles Urban League (https://laul.org/) through its Milken Family Literacy and Youth Training Center. According to its Web site, this center "provides a comprehensive system of services of programs and services to assist youth and adults in developing the skills to compete for and obtain meaningful employment." Much of what the youth and adults who attend its workshops and other programs are learning is impression-management skills that help them find employment. Goffman's concept is helping make a difference.

Individuals engage in impression management, but so do groups and organizations. Consider the medical visit just mentioned. A physician's office usually "looks" a certain way. It is clean, it has carpeting, it has attractive furniture, and it has magazines such as *People*, *Time*, and *Sports Illustrated*. Such an office assures patients by conveying the impression that the physician and staff are competent professionals. Imagine that you entered a physician's office and saw torn carpeting, some broken furniture, and magazines such as *Maxim* and *Playboy*. What would be your instant reaction? How soon would you turn around and leave the

office? As this fanciful example illustrates, impression management is critically important for groups and organizations as well as for individuals.

Life is filled with impression management. Compare the decor of your favorite fast-food restaurant with that of a very expensive restaurant with which you might be familiar. Compare the appearance, dress, and demeanor of the servers and other personnel in the two establishments. The expensive restaurant is trying to convey an image that the food will be wonderful and that the time you spend there will be memorable and well worth the money. The fast-food restaurant is trying to convey just the opposite impression. In fact, if it looked too fancy, you would probably think it was too expensive.



Figure 1.3.4.8: *Impression management occurs with physical settings. These two eating establishments convey very different impressions of the quality of food and service that diners can expect. © Thinkstock*

Some people go to great efforts to manage the impressions they convey. You have probably done so in a job interview or on a date. In New York City, the capital of book publishing, editors of large publishing companies and "superagents" for authors are very conscious of the impressions they convey, because much of the publishing industry depends on gossip, impressions, and the development of rapport. Editors and agents often dine together in one of a few very expensive "power" restaurants, where their presence is certain to be noted. Publishers or senior editors who dine at these restaurants will eat only with celebrity authors, other senior editors or publishers, or important agents. Such agents rarely dine with junior editors, who are only "allowed" to eat with junior agents. To eat with someone "beneath" your standing would convey the wrong impression (Arnold, 1998).Arnold, M. (1998, June 11). Art of foreplay at the table. *The New York Times*, p. B3.

Emotions and Social Interaction

When we interact with others, certain **emotions**—feelings that begin with a stimulus and that often involve psychological changes and a desire to engage in specific actions—often come into play. To understand social interaction, it is helpful to understand how these emotions emerge and how they affect and are affected by social interaction.

Not surprisingly, evolutionary biologists and sociologists differ in their views on the origins of emotions. Many evolutionary biologists think that human emotions exist today because they conferred an evolutionary advantage when human civilization began eons ago (Plutchik, 2001).Plutchik, R. (2001). The nature of emotions. *American Scientist*, *89*, 344–350. In this way of thinking, an emotion such as fear would help prehistoric humans (as well as other primates and organisms) survive by enabling them to recognize and avoid dangerous situations. Humans who could feel and act on fear were thus more likely to survive than those who could not. In this way, fear became a biological instinct and part of our genetic heritage. The fact that emotions such as anger, fear, hate, joy, love, and sadness are found across the world and in every culture suggests that emotions are indeed part of our biological makeup as humans.

In contrast to the evolutionary approach, a sociological approach emphasizes that emotions are *socially constructed* (Turner & Stets, 2006).Turner, J. H., & Stets, J. E. (2006). Sociological theories of human emotions. *Annual Review of Sociology, 32*, 25–52. To recall our earlier discussion of the social construction of reality, this means that people learn from their culture and from their social interactions which emotions are appropriate to display in which situations. In particular, statuses and the roles associated with them involve expectations of specific emotions that are appropriate or inappropriate for a given status in a given social setting. Someone attending a wedding is expected to look and be happy for the couple about to be married. Someone attending a funeral is expected to look and be mournful. Emotions are socially constructed because they arise out of the roles we play and the situations in which we find ourselves.



Figure 1.3.4.9: *Sociologists emphasize that emotions are socially constructed, as they arise out of expectations for specific roles in specific settings. Because we expect people to have very different emotions at weddings and funerals, they usually end up having these emotions. © Thinkstock*

The origins of emotions aside, emotions still play an essential role in social interaction, and social interaction gives rise to emotions. Accordingly, sociologists have discussed many aspects of emotions and social interaction (Turner & Stets, 2006),Turner, J. H., & Stets, J. E. (2006). Sociological theories of human emotions. *Annual Review of Sociology, 32*, 25–52. a few of which we outline here. One important aspect is that *insincere* displays of emotion can be used to manipulate a situation. For example, a child or adult may cry to win some sympathy, a display popularly called "crocodile tears." A staple of many novels and films is to pretend to be sorry that a rich, elderly relative is very ill in order to win a place in the relative's will. By the same token, though, people who display inappropriate emotions risk social disapproval. If you are attending a funeral of someone you did not really know that well and, out of boredom, think of a recent episode of *The Simpsons* that makes you chuckle, the glares you get will make it very clear that your emotional display is quite inappropriate.

As this example suggests, a second aspect of emotions is that we often find ourselves in situations that "demand" certain emotions we simply do not feel. This discrepancy forces most of us to *manage* our emotions to avoid social disapproval, a process called *emotion work* (Hochschild, 1983).Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press. Having to engage in emotion work in turn often leads us to feel other emotions such as anger or frustration.

A third aspect is that gender influences the emotions we feel and display. In sociology, work on gender and emotions often falls under the larger topic of femininity and masculinity as expressions of gender roles. Suffice it to say here, though at the risk of sounding stereotypical, that certain gender differences in emotions and the display of emotions do exist. For example, women cry more often and more intensely than men, and men outwardly express anger much more often than women. A key question is whether gender differences in emotions (as well as other gender differences) stem more from biology or more from culture, socialization, and other social origins.

A final aspect is that emotions differ across the social classes. Jonathan Turner (2010)Turner, J. H. (2010). The stratification of emotions: Some preliminary generalizations. *Sociological Inquiry, 80*, 168–199. notes that some emotions, such as happiness and trust, are positive emotions, while other emotions, such as anger, fear, and sadness, are negative emotions. Positive emotions, he says, lead to more successful social interaction and help gain needed resources (e.g., a cheerful demeanor and self-confidence can help win a high-paying job or attract a romantic partner), while negative emotions have the opposite effect. He adds that positive emotions are more often found among the upper social classes, while negative emotions are more often found among the poorer social classes. Emotion is thus "a valued resource that is distributed unequally" (Turner, 2010, pp. 189–190).Turner, J. H. (2010). The stratification of emotions: Some preliminary generalizations. *Sociological Inquiry, 80*, 168–199. The upper classes benefit from their positive emotions, while the lower classes suffer various problems because of their negative emotions. In this manner, the social class difference in positive versus negative emotions helps reinforce social inequality.



Figure 1.3.4.10: *According to sociologist Jonathan Turner, positive emotions are found more often among the wealthy, while negative emotions are found more often among the poor. © Thinkstock*

Nonverbal Social Interaction

Social interaction is both verbal and nonverbal. Culture greatly influences **nonverbal communication**, or ways of communicating that do not involve talking. Nonverbal communication includes the gestures we use and how far apart we stand when we talk with

someone. When we do talk with someone, much more nonverbal interaction happens beyond gestures and standing apart. We might smile, laugh, frown, grimace, or engage in any number of other facial expressions (with or without realizing we are doing so) that let the people with whom we interact know how we feel about what we are saying or they are saying. Often how we act nonverbally is at least as important, and sometimes more important, than what our mouths are saying.

Body posture is another form of nonverbal communication, and one that often combines with facial expressions to convey how a person feels. People who are angry may cross their arms or stand with their hands on their hips and glare at someone. Someone sitting slouched in a chair looks either very comfortable or very bored, and neither posture is one you would want to use at an interview for a job you really wanted to get. Men and women may engage in certain postures while they are flirting with someone. Consciously or not, they sit or stand in certain ways that convey they are romantically interested in a particular person and hopeful that the person will return this interest.

Learning From Other Societies

Personal Space and Standing Apart: Why People From Other Countries Think Americans Are Cold and Distant

As the text discusses, one aspect of nonverbal interaction involves how far we stand apart from someone with whom we are talking. Americans and the citizens of Great Britain and the northern European nations customarily stand about three to four feet apart from someone who is a stranger or acquaintance. If we are closer to this person without having to be closer—that is, we're not in a crowded elevator, bar, or other setting in which it is impossible to be farther apart—we feel uncomfortable.

In contrast, people in many parts of the world—South and Central America, Africa, the Middle East, and Western European nations such as France, Spain, and Italy—stand much closer to someone with whom they are talking. In these nations, people stand only about 9 to 15 inches apart when they talk. If someone for some reason wanted to stand another two feet away, a member of one of these nations would view this person as unfriendly and might well feel insulted (Ting-Toomey, 1999; Samovar, Porter, & McDaniel, 2010).Ting-Toomey, S. (1999). *Communicating across cultures*. New York, NY: Guilford Press; Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2010). *Communication between cultures* (7th ed.). Boston, MA: Wadsworth.

Your author once found himself in this situation in Maine. I was talking to a professor from a Middle Eastern nation who was standing very close to me. To feel more comfortable, I moved back a step or two, without really realizing it. The professor moved forward, evidently to feel more comfortable himself, and then I moved back. He again moved forward, and I again moved back. Within a few minutes, we had moved about 20 to 30 feet!

When Americans travel abroad, anecdotal evidence indicates that they often think that people in other nations are pushy and demanding and that these citizens view Americans as cold and aloof (Ellsworth, 2005).Ellsworth, M. (2005, December 12). Crossing cultures—Personal space. *ExPatFacts*. Retrieved from http://www.expatfacts.com/2005/12/crossing_cultures_personal_spa.html Although there are many cultural differences between Americans and people in other lands, personal space is one of the most important differences. This fact yields an important lesson for any American who travels abroad, and it also illustrates the significance of culture for behavior and thus the value of the sociological perspective.

As with emotions, gender appears to influence how people communicate nonverbally (Hall, 2006).Hall, J. A. (2006). Women's and men's nonverbal communication: Similarities, differences, stereotypes, and origins. In V. Manusov & M. L. Patterson (Eds.), *The Sage handbook of nonverbal communication* (pp. 201–218). Thousand Oaks, CA: Sage. For example, a number of studies find that women are more likely than men to smile, to nod, and to have more expressive faces. Once again, biologists and social scientists disagree over the origins of these and other gender differences in nonverbal communication, with social scientists attributing the differences to gender roles, culture, and socialization.



Figure 1.3.4.11: *Research finds that women tend to smile more often than men. Biologists and social scientists disagree over the origins of this gender difference in nonverbal communication. © Thinkstock*

Gender differences also exist in two other forms of nonverbal interaction: eye contact and touching. Women tend more than men to look directly into the eyes of people with whom they interact, a process called *gazing*. Such gazing is meant to convey interest in the interaction and to be nonthreatening. On the other hand, men are more likely than women to *stare* at someone in a way that is indeed threatening. A man might stare at a man because he resents something the other man said or did; a man might stare at a woman because he eyes her as a sexual object. In touching, men are more likely than women to touch someone, especially when that someone is a woman; as he guides her through a doorway, for example, he might put his arm behind her arm or back. On the other hand, women are more likely than men to touch themselves when they are talking with someone, a process called *self-touching*. Thus if a woman is saying "I think that…," she might briefly touch the area just below her neck to refer to herself. Men are less likely to refer to themselves in this manner.

KEY TAKEAWAYS

- A dramaturgical approach likens social interaction to a dramatic production.
- Individuals ordinarily try to manage the impression they make when interacting with others. Social interaction can be understood as a series of attempts at impression management.
- Various kinds of role strains and problems often occur as individuals try to perform the roles expected of them from the many statuses they occupy.
- Emotions and nonverbal communication are essential components of social interaction. Sociologists and biologists disagree on the origins of gender differences in these two components.

FOR YOUR REVIEW

1. Describe a recent example of how you tried to manage the impression you were conveying in a social interaction.
2. Describe a recent example of a role problem that you experienced and what you did, if anything, to reduce this problem.
3. If you were in charge of our society, what socialization practice would you most try to change to help improve our society? Explain your answer.

Enhancing Social Interaction: What Sociology Suggests

If a goal of this book is to help you understand more about yourself and the social world around you, then a sociological understanding of social interaction should help your own social interaction and also that of other people.

We see evidence of the practical value of a sociological understanding in the "Sociology Making a Difference" and "Learning From Other Societies" boxes in this chapter. The "Sociology Making a Difference" box discussed the impact that Goffman's concept of impression management has made in job hunting in general and particularly in efforts to improve the employment chances of the poor and people of color. The "Learning From Other Societies" box discussed why Americans sometimes have trouble interacting with people abroad. Differences in personal space can lead to hurt feelings between Americans and people in other nations.

If we are aware, then, of the importance of impression management, we can be more conscious of the impressions we are making in our daily interactions, whether they involve talking with a professor, interviewing for a job, going out on a first date, or speaking to a police officer who has pulled you over. By the same token, if we are aware of the importance of personal space, we can improve our interactions with people with different cultural backgrounds. Thus, if we are Americans of northern European ancestry and are interacting with people from other nations, we can be aware that physical distance matters and perhaps stand closer to someone than we might ordinarily feel comfortable doing to help the other person feel more comfortable and like us more. Conversely, readers who are not Americans of northern European ancestry might move back a step or two to accomplish the same goals.

To illustrate the importance of enhancing social interaction among people from different cultural backgrounds, the federal government has prepared a document called "Developing Cultural Competence in Disaster Mental Health Programs: Guiding Principles and Recommendations" (https://store.samhsa.gov/sites/default/files/d7/priv/sma11-disaster-01.pdf). The document is designed to help mental-health professionals who are assisting victims of natural disasters in other countries or within the United States. It warns professionals that cultural differences may impede their efforts to help victims: "Both verbal and nonverbal communication can be barriers to providing effective disaster crisis counseling when survivors and workers are from different cultures. Culture influences how people express their feelings as well as what feelings are appropriate to express in a given situation. The inability to communicate can make both parties feel alienated and helpless." It also advises professionals to be aware of the personal space needs of the people they are trying to help: "A person from one subculture might touch or move closer to

another as a friendly gesture, whereas someone from a different culture might consider such behavior invasive. Disaster-crisis counselors must look for clues to a survivor's need for space. Such clues may include, for example, moving the chair back or stepping closer." As this document makes clear, if we can draw on a sociological understanding to enhance our social interaction skills, we can help not only ourselves but also people who come from other cultures.

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1.3.5: End-of-Chapter Material

Summary

1. The major components of social structure are statuses, roles, groups and organizations, and social institutions.
2. As societies moved beyond the hunting-and-gathering stage, they became larger and more impersonal and individualistic and were characterized by increasing inequality and conflict.
3. Industrial societies developed about 250 years ago after several inventions allowed work to become more mechanized. The Industrial Revolution has had important consequences, some good and some bad, in virtually every area of society. Postindustrial societies have begun in the last few decades with the advent of the computer and an increasing number of service jobs. While it's too soon to know the consequences of the advent of postindustrialization, there are signs it will have important implications for the nature of work and employment in modern society
4. Erving Goffman used a theatrical metaphor called dramaturgy to understand social interaction, which he likened to behavior on a stage in a play. More generally, many sociologists stress the concept of roles in social interaction. Although we usually play our roles automatically, social order occasionally breaks down when people don't play their roles. This breakdown illustrates the fragility of social order.
5. Although roles help us interact, they can also lead to problems such as role conflict and role strain. In another problem, some individuals may be expected to carry out a role that demands a personality they do not have.
6. Emotions play an important role in social interaction. They influence how social interaction proceeds, and they are also influenced by social interaction. Sociologists emphasize that emotions are socially constructed, as they arise from the roles we play and the situations in which we find ourselves.
7. Nonverbal communication is an essential part of social interaction. The sexes differ in several forms of nonverbal communication. Biologists and sociologists differ on the origins of these differences.

USING SOCIOLOGY

Suppose you are working in a financial services firm and are married with a 2-year-old daughter. Your spouse is out of town at a conference, and you have an important meeting to attend shortly after lunch where you are scheduled to make a key presentation. As you are reviewing your PowerPoint slides while you eat lunch at your desk, you get a call from your daughter's day care center. Your daughter is not feeling well and has a slight temperature, and the day care center asks you to come pick her up. What do you do?

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1.4: Deviance, Crime, and Social Control

1.4: Deviance, Crime, and Social Control is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

1.4.1: Chapter Introduction

Social Issues in the News

“Attack Leaves Voter, 73, in Pain and Fear,” the headline said. A 73-year-old woman had just voted in the primary election in Boston, Massachusetts. As she walked home, two men rushed up, grabbed her purse, and knocked her down. She later said, “In this situation, you don’t think too much. Only, you get scared when people try to take everything from you.” A neighbor who came to the victim’s aid recalled, “I heard a woman in distress, screaming for help. I just jumped out of bed and looked out the window. And I could see an elderly person on her knees, crying.” The police later arrested a 19-year-old suspect for robbery and assault and battery. The city’s district attorney said of the crime, “It’s despicable. Only a coward would attack a 73-year-old woman from behind. He’s brought shame to himself and his family, and he can count on an extremely aggressive prosecution.” (Ellement, 2008)Ellement, J. R. (2008, September 18). Attack leaves voter, 73, in pain and fear. *The Boston Globe*, p. B1.

This terrible crime was just one of millions that occur in the United States each year. A central message of this book so far is that society is possible because people conform to its norms, values, and roles. As the sad story of the 73-year-old Boston voter illustrates, this chapter has a different message: that people often violate their society’s norms and are sometimes punished for doing so. Why do they commit deviance and crime? What influences their chances of being punished? How do behaviors come to be defined as deviant or criminal? Recalling this book’s emphasis on changing society, how can crime and deviance be reduced? These are questions that sociologists have long tried to answer, and we explore possible answers in the pages that follow.

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1.4.2: Social Control and the Relativity of Deviance

LEARNING OBJECTIVES

1. Define deviance, crime, and social control.
2. Understand why Émile Durkheim said deviance is normal.
3. Understand what is meant by the relativity of deviance.

Deviance is behavior that violates social norms and arouses negative social reactions. Some behavior is considered so harmful that governments enact written laws that ban the behavior. **Crime** is behavior that violates these laws and is certainly an important type of deviance that concerns many Americans.

The fact that both deviance and crime arouse negative social reactions reminds us that every society needs to ensure that its members generally obey social norms in their daily interaction. **Social control** refers to ways in which a society tries to prevent and sanction behavior that violates norms. Just as a society like the United States has informal and formal norms, so does it have informal and formal social control. Generally, *informal social control* is used to control behavior that violates informal norms, and *formal social control* is used to control behavior that violates formal norms. We typically decline to violate informal norms, if we even think of violating them in the first place, because we fear risking the negative reactions of other people. These reactions, and thus examples of informal social control, include anger, disappointment, ostracism, and ridicule. Formal social control in the United States typically involves the legal system (police, judges and prosecutors, corrections officials) and also, for businesses, the many local, state, and federal regulatory agencies that constitute the regulatory system.

Social control is never perfect, and so many norms and people exist that there are always some people who violate some norms. In fact, Émile Durkheim (1895/1962),Durkheim, É. (1962). *The rules of sociological method* (Ed. S. Lukes). New York, NY: Free Press. (Original work published 1895) a founder of sociology discussed, stressed that a society *without* deviance is impossible for at least two reasons. First, the collective conscience is never strong enough to prevent *all* rule breaking. Even in a "society of saints," such as a monastery, he said, rules will be broken and negative social reactions aroused. Second, because deviance serves several important functions for society (which we discuss later in this chapter), any given society "invents" deviance by defining certain behaviors as deviant and the people who commit them as deviants. Because Durkheim thought deviance was inevitable for these reasons, he considered it a *normal* part of every healthy society.



Figure 1.4.2.1: *Informal social control, such as the anger depicted here, is used to control behavior that violates informal norms. © ThinkstocK*

Although deviance is normal in this regard, it remains true that some people are more likely than others to commit it. It is also true that some locations within a given society have higher rates of deviance than other locations; for example, U.S. cities have higher rates of violent crime than do rural areas. Still, Durkheim's monastery example raises an important point about the **relativity** of deviance: whether a behavior is considered deviant depends on the circumstances in which the behavior occurs and not on the behavior itself. Although talking might be considered deviant in a monastery, it would certainly be considered very normal

elsewhere. If an assailant, say a young male, murders someone, he faces arrest, prosecution, and, in many states, possible execution. Yet if a soldier kills someone in wartime, he may be considered a hero. Killing occurs in either situation, but the context and reasons for the killing determine whether the killer is punished or given a medal.

Deviance is also relative in two other ways. First, it is *relative in space*: a given behavior may be considered deviant in one society but acceptable in another society. Recall the discussion of sexual behavior in Chapter 1.1.1 "Culture", where we saw that sexual acts condemned in some societies are often practiced in others. Second, deviance is *relative in time*: a behavior in a given society may be considered deviant in one time period but acceptable many years later; conversely, a behavior may be considered acceptable in one time period but deviant many years later. In the late 1800s, many Americans used cocaine, marijuana, and opium, because they were common components of over-the-counter products for symptoms like depression, insomnia, menstrual cramps, migraines, and toothaches. Coca-Cola originally contained cocaine and, perhaps not surprisingly, became an instant hit when it went on sale in 1894 (Goode, 2008).Goode, E. (2008). *Drugs in American society*. New York, NY: McGraw-Hill. Today, of course, all three drugs are illegal.

The relativity of deviance in all these ways is captured in a famous statement by sociologist Howard S. Becker (1963, p. 9),Becker, H. S. (1963). *Outsiders: Studies in the sociology of deviance*. New York, NY: Free Press. who wrote several decades ago that

deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules or sanctions to an "offender." The deviant is one to whom that label has been successfully applied; deviant behavior is behavior that people so label.

This insight raises some provocative possibilities for society's response to deviance and crime. First, harmful behavior committed by corporations and wealthy individuals may not be considered deviant, perhaps because "respectable" people engage in them. Second, prostitution and other arguably less harmful behaviors may be considered very deviant because they are deemed immoral or because of bias against the kinds of people (poor and nonwhite) thought to be engaging in them. These considerations yield several questions that need to be answered in the study of deviance. First, why are some individuals more likely than others to commit deviance? Second, why do rates of deviance differ within social categories such as gender, race, social class, and age? Third, why are some locations more likely than other locations to have higher rates of deviance? Fourth, why are some behaviors more likely than others to be considered deviant? Fifth, why are some individuals and those from certain social backgrounds more likely than other individuals to be considered deviant and punished for deviant behavior? Sixth and last but certainly not least, what can be done to reduce rates of violent crime and other serious forms of deviance? The sociological study of deviance and crime aims to answer all of these questions.

KEY TAKEAWAYS

- Deviance is behavior that violates social norms and arouses negative social reactions.
- Crime is behavior that is considered so serious that it violates formal laws prohibiting such behavior.
- Social control refers to ways in which a society tries to prevent and sanction behavior that violates norms.
- Émile Durkheim believed that deviance is a normal part of every society.
- Whether a behavior is considered deviant depends on the circumstances under which it occurs. Considerations of certain behaviors as deviant also vary from one society to another and from one era to another within a given society.

FOR YOUR REVIEW

1. In what ways is deviance considered relative?
2. Why did Durkheim consider deviance a normal part of society?

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1.4.3: Explaining Deviance

LEARNING OBJECTIVES

1. State the major arguments and assumptions of the various sociological explanations of deviance.

If we want to reduce violent crime and other serious deviance, we must first understand why it occurs. Many sociological theories of deviance exist, and together they offer a more complete understanding of deviance than any one theory offers by itself. Together they help answer the questions posed earlier: why rates of deviance differ within social categories and across locations, why some behaviors are more likely than others to be considered deviant, and why some kinds of people are more likely than others to be considered deviant and to be punished for deviant behavior. As a whole, sociological explanations highlight the importance of the social environment and of social interaction for deviance and the commision of crime. As such, they have important implications for how to reduce these behaviors. Consistent with this book's public sociology theme, a discussion of several such crime-reduction strategies concludes this chapter.

We now turn to the major sociological explanations of crime and deviance. A summary of these explanations appears in Table 1.4.3.1.

Table 1.4.3.1: Theory Snapshot: Summary of Sociological Explanations of Deviance and Crime

Major theory	Related explanation	Summary of explanation
Functionalist	Durkheim's views	Deviance has several functions: (a) it clarifies norms and increases conformity, (b) it strengthens social bonds among the people reacting to the deviant, and (c) it can help lead to positive social change.
	Social ecology	Certain social and physical characteristics of urban neighborhoods contribute to high crime rates. These characteristics include poverty, dilapidation, population density, and population turnover.
	Strain theory	According to Robert Merton, deviance among the poor results from a gap between the cultural emphasis on economic success and the inability to achieve such success through the legitimate means of working. According to Richard Cloward and Lloyd Ohlin, differential access to illegitimate means affects the type of deviance in which individuals experiencing strain engage.
	Deviant subcultures	Poverty and other community conditions give rise to certain subcultures through which adolescents acquire values that promote deviant behavior. Albert Cohen wrote that lack of success in school leads lower-class boys to join gangs whose value system promotes and rewards delinquency. Walter Miller wrote that delinquency stems from focal concerns, a taste for trouble, toughness, cleverness, and excitement. Marvin Wolfgang and Franco Ferracuti argued that a subculture of violence in inner-city areas promotes a violent response to insults and other problems.
	Social control theory	Travis Hirschi wrote that delinquency results from weak bonds to conventional social institutions such as families and schools. These bonds include attachment, commitment, involvement, and belief.
Conflict		People with power pass laws and otherwise use the legal system to secure their position at the top of society and to keep the powerless on the bottom. The poor and minorities are more likely because of their poverty and race to be arrested, convicted, and imprisoned.
	Feminist perspectives	Inequality against women and antiquated views about relations between the sexes underlie rape, sexual assault, intimate partner violence, and other crimes against women. Sexual abuse prompts many girls and women to turn to drugs and alcohol use and other antisocial behavior. Gender socialization is a key reason for large gender differences in crime rates.
Symbolic interactionism	Differential association theory	Edwin H. Sutherland argued that criminal behavior is learned by interacting with close friends and family members who teach us how to commit various crimes and also about the values, motives, and rationalizations we need to adopt in order to justify breaking the law.

Major theory	Related explanation	Summary of explanation
	Labeling theory	Deviance results from being labeled a deviant; nonlegal factors such as appearance, race, and social class affect how often labeling occurs.

Functionalist Explanations

Several explanations may be grouped under the functionalist perspective in sociology, as they all share this perspective's central view on the importance of various aspects of society for social stability and other social needs.

Émile Durkheim: The Functions of Deviance

As noted earlier, Émile Durkheim said deviance is normal, but he did not stop there. In a surprising and still controversial twist, he also argued that deviance serves several important functions for society.

First, Durkheim said, deviance clarifies social norms and increases conformity. This happens because the discovery and punishment of deviance reminds people of the norms and reinforces the consequences of violating them. If your class were taking an exam and a student was caught cheating, the rest of the class would be instantly reminded of the rules about cheating and the punishment for it, and as a result they would be less likely to cheat.

A second function of deviance is that it strengthens social bonds among the people reacting to the deviant. An example comes from the classic story *The Ox-Bow Incident* (Clark, 1940),Clark, W. V. T. (1940). *The ox-bow incident*. New York, NY: Random House. in which three innocent men are accused of cattle rustling and are eventually lynched. The mob that does the lynching is very united in its frenzy against the men, and, at least at that moment, the bonds among the individuals in the mob are extremely strong.

A final function of deviance, said Durkheim, is that it can help lead to positive social change. Although some of the greatest figures in history—Socrates, Jesus, Joan of Arc, Mahatma Gandhi, and Martin Luther King Jr. to name just a few—were considered the worst kind of deviants in their time, we now honor them for their commitment and sacrifice.

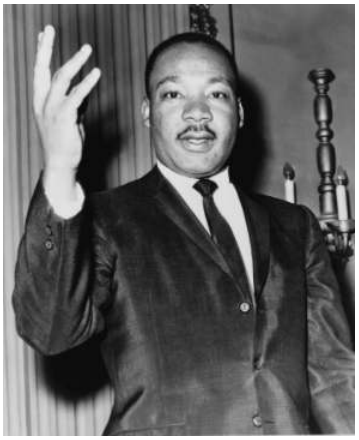


Figure 1.4.3.1: *Émile Durkheim wrote that deviance can lead to positive social change. Many Southerners had strong negative feelings about Dr. Martin Luther King Jr. during the civil rights movement, but history now honors him for his commitment and sacrifice.*

Source: Photo courtesy of U.S. Library of Congress, http://www.loc.gov/pictures/resource/cph.3c26559.

Sociologist Herbert Gans (1996)Gans, H. J. (1996). *The war against the poor: The underclass and antipoverty policy*. New York, NY: Basic Books. pointed to an additional function of deviance: deviance creates jobs for the segments of society—police, prison guards, criminology professors, and so forth—whose main focus is to deal with deviants in some manner. If deviance and crime did not exist, hundreds of thousands of law-abiding people in the United States would be out of work!

Although deviance can have all of these functions, many forms of it can certainly be quite harmful, as the story of the mugged voter that began this chapter reminds us. Violent crime and property crime in the United States victimize millions of people and households each year, while crime by corporations has effects that are even more harmful, as we discuss later. Drug use, prostitution, and other "victimless" crimes may involve willing participants, but these participants often cause themselves and

others much harm. Although deviance according to Durkheim is inevitable and normal and serves important functions, that certainly does not mean the United States and other nations should be happy to have high rates of serious deviance. The sociological theories we discuss point to certain aspects of the social environment, broadly defined, that contribute to deviance and crime and that should be the focus of efforts to reduce these behaviors.

Social Ecology: Neighborhood and Community Characteristics

An important sociological approach, begun in the late 1800s and early 1900s by sociologists at the University of Chicago, stresses that certain social and physical characteristics of urban neighborhoods raise the odds that people growing up and living in these neighborhoods will commit deviance and crime. This line of thought is now called the **social ecology approach** (Mears, Wang, Hay, & Bales, 2008).Mears, D. P., Wang, X., Hay, C., & Bales, W. D. (2008). Social ecology and recidivism: Implications for prisoner reentry. *Criminology, 46*, 301–340. Many *criminogenic* (crime-causing) neighborhood characteristics have been identified, including high rates of poverty, population density, dilapidated housing, residential mobility, and single-parent households. All of these problems are thought to contribute to **social disorganization**, or weakened social bonds and social institutions, that make it difficult to socialize children properly and to monitor suspicious behavior (Mears, Wang, Hay, & Bales, 2008; Sampson, 2006).Mears, D. P., Wang, X., Hay, C., & Bales, W. D. (2008). Social ecology and recidivism: Implications for prisoner reentry. *Criminology, 46*, 301–340; Sampson, R. J. (2006). How does community context matter? Social mechanisms and the explanation of crime rates. In P.-O. H. Wikström & R. J. Sampson (Eds.), *The explanation of crime: Context, mechanisms, and development* (pp. 31–60). New York, NY: Cambridge University Press.

Sociology Making a Difference

Improving Neighborhood Conditions Helps Reduce Crime Rates

One of the sociological theories of crime discussed in the text is the social ecology approach. To review, this approach attributes high rates of deviance and crime to the neighborhood's social and physical characteristics, including poverty, high population density, dilapidated housing, and high population turnover. These problems create social disorganization that weakens the neighborhood's social institutions and impairs effective child socialization.

Much empirical evidence supports social ecology's view about negative neighborhood conditions and crime rates and suggests that efforts to improve these conditions will lower crime rates. Some of the most persuasive evidence comes from the Project on Human Development in Chicago Neighborhoods (directed by sociologist Robert J. Sampson), in which more than 6,000 children, ranging in age from birth to 18, and their parents and other caretakers were studied over a 7-year period. The social and physical characteristics of the dozens of neighborhoods in which the subjects lived were measured to permit assessment of these characteristics' effects on the probability of delinquency. A number of studies using data from this project confirm the general assumptions of the social ecology approach. In particular, delinquency is higher in neighborhoods with lower levels of "collective efficacy," that is, in neighborhoods with lower levels of community supervision of adolescent behavior.

The many studies from the Chicago project and data in several other cities show that neighborhood conditions greatly affect the extent of delinquency in urban neighborhoods. This body of research in turn suggests that strategies and programs that improve the social and physical conditions of urban neighborhoods may well help decrease the high rates of crime and delinquency that are so often found there. (Bellair & McNulty, 2009; Sampson, 2006)Bellair, P. E., & McNulty, T. L. (2009). Gang membership, drug selling, and violence in neighborhood context. *Justice Quarterly, 26*, 644–669; Sampson, R. J. (2006). How does community context matter? Social mechanisms and the explanation of crime rates. In P.-O. H. Wikström & R. J. Sampson (Eds.), *The explanation of crime: Context, mechanisms, and development* (pp. 31–60). New York, NY: Cambridge University Press.

Strain Theory

Failure to achieve the American dream lies at the heart of Robert Merton's (1938)Merton, R. K. (1938). Social structure and anomie. *American Sociological Review, 3*, 672–682. famous **strain theory** (also called anomie theory). Durkheim attributed high rates of suicide to anomie, or normlessness, that occurs in times when social norms are unclear or weak. Adapting this concept, Merton wanted to explain why poor people have higher deviance rates than the nonpoor. He reasoned that the United States values economic success above all else and also has norms that specify the approved means, working, for achieving economic success. Because the poor often cannot achieve the American dream of success through the conventional means of working, they experience a gap between the goal of economic success and the means of working. This gap, which Merton likened to Durkheim's anomie because of the resulting lack of clarity over norms, leads to strain or frustration. To reduce their frustration, some poor people resort

to several adaptations, including deviance, depending on whether they accept or reject the goal of economic success and the means of working. Table 1.4.3.2 presents the logical adaptations of the poor to the strain they experience. Let's review these briefly.

Table 1.4.3.2: Merton's Anomie Theory

Adaptation	Goal of economic success	Means of working
I. Conformity	+	+
II. Innovation	+	−
III. Ritualism	−	+
IV. Retreatism	−	−
V. Rebellion	±	±
+ means accept, − means reject, ± means reject and work for a new society		

Despite their strain, most poor people continue to accept the goal of economic success and continue to believe they should work to make money. In other words, they continue to be good, law-abiding citizens. They conform to society's norms and values, and, not surprisingly, Merton calls their adaptation *conformity*.

Faced with strain, some poor people continue to value economic success but come up with new means of achieving it. They rob people or banks, commit fraud, or use other illegal means of acquiring money or property. Merton calls this adaptation *innovation*.

Other poor people continue to work at a job without much hope of greatly improving their lot in life. They go to work day after day as a habit. Merton calls this third adaptation *ritualism*. This adaptation does not involve deviant behavior but is a logical response to the strain poor people experience.

In Merton's fourth adaptation, *retreatism*, some poor people withdraw from society by becoming hobos or vagrants or by becoming addicted to alcohol, heroin, or other drugs. Their response to the strain they feel is to reject both the goal of economic success and the means of working.



Figure 1.4.3.2: *One of Robert Merton's adaptations in his strain theory is retreatism, in which poor people abandon society's goal of economic success and reject its means of employment to reach this goal. Many of today's homeless people might be considered retreatists under Merton's typology. © Thinkstock*

Merton's fifth and final adaptation is *rebellion*. Here poor people not only reject the goal of success and the means of working but work actively to bring about a new society with a new value system. These people are the radicals and revolutionaries of their time. Because Merton developed his strain theory in the aftermath of the Great Depression, in which the labor and socialist movements had been quite active, it is not surprising that he thought of rebellion as a logical adaptation of the poor to their lack of economic success.

Although Merton's theory has been popular over the years, it has some limitations. Perhaps most important, it overlooks deviance such as fraud by the middle and upper classes and also fails to explain murder, rape, and other crimes that usually are not done for economic reasons. It also does not explain why some poor people choose one adaptation over another.

Merton's strain theory stimulated other explanations of deviance that built on his concept of strain. **Differential opportunity theory**, developed by Richard Cloward and Lloyd Ohlin (1960),Cloward, R. A., & Ohlin, L. E. (1960). *Delinquency and opportunity: A theory of delinquent gangs*. New York, NY: Free Press. tried to explain why the poor choose one or the other of Merton's adaptations. Whereas Merton stressed that the poor have *differential access to legitimate means* (working), Cloward and Ohlin stressed that they have *differential access to illegitimate means*. For example, some live in neighborhoods where organized crime is dominant and will get involved in such crime; others live in neighborhoods rampant with drug use and will start using drugs themselves.

In a more recent formulation, two sociologists, Steven F. Messner and Richard Rosenfeld (2007),Messner, S. F., & Rosenfeld, R. (2007). *Crime and the American dream*. Belmont, CA: Wadsworth. expanded Merton's view by arguing that in the United States crime arises from several of our most important values, including an overemphasis on economic success, individualism, and competition. These values produce crime by making many Americans, rich or poor, feel they never have enough money and by prompting them to help themselves even at other people's expense. Crime in the United States, then, arises ironically from the country's most basic values.

In yet another extension of Merton's theory, Robert Agnew (2007)Agnew, R. (2007). *Pressured into crime: An overview of general strain theory*. Los Angeles, CA: Roxbury. reasoned that adolescents experience various kinds of strain in addition to the economic type addressed by Merton. A romantic relationship may end, a family member may die, or students may be taunted or bullied at school. Repeated strain-inducing incidents such as these produce anger, frustration, and other negative emotions, and these emotions in turn prompt delinquency and drug use.

Deviant Subcultures

Some sociologists stress that poverty and other community conditions give rise to certain subcultures through which adolescents acquire values that promote deviant behavior. One of the first to make this point was Albert K. Cohen (1955),Cohen, A. K. (1955). *Delinquent boys: The culture of the gang*. New York, NY: Free Press. whose **status frustration theory** says that lower-class boys do poorly in school because schools emphasize middle-class values. School failure reduces their status and self-esteem, which the boys try to counter by joining juvenile gangs. In these groups, a different value system prevails, and boys can regain status and self-esteem by engaging in delinquency. Cohen had nothing to say about girls, as he assumed they cared little about how well they did in school, placing more importance on marriage and family instead, and hence would remain nondelinquent even if they did not do well. Scholars later criticized his disregard for girls and assumptions about them.

Another sociologist, Walter Miller (1958),Miller, W. B. (1958). Lower class culture as a generating milieu of gang delinquency. *Journal of Social Issues*, *14*, 5–19. said poor boys become delinquent because they live amid a lower-class subculture that includes several **focal concerns**, or values, that help lead to delinquency. These focal concerns include a taste for trouble, toughness, cleverness, and excitement. If boys grow up in a subculture with these values, they are more likely to break the law. Their deviance is a result of their socialization. Critics said Miller exaggerated the differences between the value systems in poor inner-city neighborhoods and wealthier, middle-class communities (Akers & Sellers, 2008).Akers, R. L., & Sellers, C. S. (2008). *Criminological theories: Introduction, evaluation, and application*. New York, NY: Oxford University Press.

A very popular subcultural explanation is the so-called **subculture of violence** thesis, first advanced by Marvin Wolfgang and Franco Ferracuti (1967).Wolfgang, M. E., & Ferracuti, F. (1967). *The subculture of violence*. London, England: Social Science Paperbacks. In some inner-city areas, they said, a subculture of violence promotes a violent response to insults and other problems, which people in middle-class areas would probably ignore. The subculture of violence, they continued, arises partly from the need of lower-class males to "prove" their masculinity in view of their economic failure. Quantitative research to test their theory has failed to show that the urban poor are more likely than other groups to approve of violence (Cao, Adams, & Jensen, 1997).Cao, L., Adams, A., & Jensen, V. J. (1997). A test of the black subculture of violence thesis: A research note. *Criminology, 35*, 367–379. On the other hand, recent ethnographic (qualitative) research suggests that large segments of the urban poor do adopt a "code" of toughness and violence to promote respect (Anderson, 1999).Anderson, E. (1999). *Code of the street: Decency, violence, and the moral life of the inner city*. New York, NY: W. W. Norton. As this conflicting evidence illustrates, the subculture of violence view remains controversial and merits further scrutiny.

Social Control Theory

Travis Hirschi (1969)Hirschi, T. (1969). *Causes of delinquency*. Berkeley: University of California Press. argued that human nature is basically selfish and thus wondered why people do *not* commit deviance. His answer, which is now called **social control theory** (also known as *social bonding theory*), was that their bonds to conventional social institutions such as the family and the school keep them from violating social norms. Hirschi's basic perspective reflects Durkheim's view that strong social norms reduce deviance such as suicide.

Hirschi outlined four types of bonds to conventional social institutions: attachment, commitment, involvement, and belief.

1. *Attachment* refers to how much we feel loyal to these institutions and care about the opinions of people in them, such as our parents and teachers. The more attached we are to our families and schools, the less likely we are to be deviant.
2. *Commitment* refers to how much we value our participation in conventional activities such as getting a good education. The more committed we are to these activities and the more time and energy we have invested in them, the less deviant we will be.
3. *Involvement* refers to the amount of time we spend in conventional activities. The more time we spend, the less opportunity we have to be deviant.
4. *Belief* refers to our acceptance of society's norms. The more we believe in these norms, the less we deviate.



Figure 1.4.3.3: *Travis Hirschi's social control theory stresses the importance of bonds to social institutions for preventing deviance. His theory emphasized the importance of attachment to one's family in this regard. © Thinkstock*

Hirschi's theory has been very popular. Many studies find that youths with weaker bonds to their parents and schools are more likely to be deviant. But the theory has its critics (Akers & Sellers, 2008).Akers, R. L., & Sellers, C. S. (2008). *Criminological theories: Introduction, evaluation, and application*. New York, NY: Oxford University Press. One problem centers on the chicken-and-egg question of causal order. For example, many studies support social control theory by finding that delinquent youths often have worse relationships with their parents than do nondelinquent youths. Is that because the bad relationships prompt the youths to be delinquent, as Hirschi thought? Or is it because the youths' delinquency worsens their relationship with their parents? Despite these questions, Hirschi's social control theory continues to influence our understanding of deviance. To the extent it is correct, it suggests several strategies for preventing crime, including programs designed to improve parenting and relations between parents and children (Welsh & Farrington, 2007).Welsh, B. C., & Farrington, D. P. (Eds.). (2007). *Preventing crime: What works for children, offenders, victims and places*. New York, NY: Springer.

Conflict and Feminist Explanations

Explanations of crime rooted in the conflict perspective reflect its general view that society is a struggle between the "haves" at the top of society with social, economic, and political power and the "have-nots" at the bottom. Accordingly, they assume that those with power pass laws and otherwise use the legal system to secure their position at the top of society and to keep the powerless on the bottom (Bohm & Vogel, 2011).Bohm, R. M., & Vogel, B. (2011). *A Primer on crime and delinquency theory* (3rd ed.). Belmont, CA: Wadsworth. The poor and minorities are more likely because of their poverty and race to be arrested, convicted, and imprisoned. These explanations also blame street crime by the poor on the economic deprivation and inequality in which they live rather than on any moral failings of the poor.

Some conflict explanations also say that capitalism helps create street crime by the poor. An early proponent of this view was Dutch criminologist Willem Bonger (1916),Bonger, W. (1916). *Criminality and economic conditions* (H. P. Horton, Trans.). Boston, MA: Little, Brown. who said that capitalism as an economic system involves competition for profit. This competition leads to an emphasis in a capitalist society's culture on *egoism*, or self-seeking behavior, and *greed*. Because profit becomes so important, people in a capitalist society are more likely than those in noncapitalist ones to break the law for profit and other gains, even if their behavior hurts others.

Not surprisingly, conflict explanations have sparked much controversy (Akers & Sellers, 2008).Akers, R. L., & Sellers, C. S. (2008). *Criminological theories: Introduction, evaluation, and application*. New York, NY: Oxford University Press. Many

scholars dismiss them for painting an overly critical picture of the United States and ignoring the excesses of noncapitalistic nations, while others say the theories overstate the degree of inequality in the legal system. In assessing the debate over conflict explanations, a fair conclusion is that their view on discrimination by the legal system applies more to victimless crime (discussed in a later section) than to conventional crime, where it is difficult to argue that laws against such things as murder and robbery reflect the needs of the powerful. However, much evidence supports the conflict assertion that the poor and minorities face disadvantages in the legal system (Reiman & Leighton, 2010).Reiman, J., & Leighton, P. (2010). *The rich get richer and the poor get prison: Ideology, class, and criminal justice* (9th ed.). Boston, MA: Allyn & Bacon. Simply put, the poor cannot afford good attorneys, private investigators, and the other advantages that money brings in court. As just one example, if someone much poorer than O. J. Simpson, the former football player and media celebrity, had been arrested, as he was in 1994, for viciously murdering two people, the defendant would almost certainly have been found guilty. Simpson was able to afford a defense costing hundreds of thousands of dollars and won a jury acquittal in his criminal trial (Barkan, 1996).Barkan, S. E. (1996). The social science significance of the O. J. Simpson case. In G. Barak (Ed.), *Representing O. J.: Murder, criminal justice and mass culture* (pp. 36–42). Albany, NY: Harrow and Heston. Also in accordance with conflict theory's views, corporate executives, among the most powerful members of society, often break the law without fear of imprisonment, as we shall see in our discussion of white-collar crime later in this chapter. Finally, many studies support conflict theory's view that the roots of crimes by poor people lie in social inequality and economic deprivation (Barkan, 2009).Barkan, S. E. (2009). The value of quantitative analysis for a critical understanding of crime and society. *Critical Criminology, 17*, 247–259.

Feminist Perspectives

Feminist perspectives on crime and criminal justice also fall into the broad rubric of conflict explanations and have burgeoned in the last two decades. Much of this work concerns rape and sexual assault, intimate partner violence, and other crimes against women that were largely neglected until feminists began writing about them in the 1970s (Griffin, 1971).Griffin, S. (1971, September). Rape: The all-American crime. *Ramparts, 10*, 26–35. Their views have since influenced public and official attitudes about rape and domestic violence, which used to be thought as something that girls and women brought on themselves. The feminist approach instead places the blame for these crimes squarely on society's inequality against women and antiquated views about relations between the sexes (Renzetti, 2011).Renzetti, C. (2011). *Feminist criminology*. Manuscript submitted for publication.

Another focus of feminist work is gender and legal processing. Are women better or worse off than men when it comes to the chances of being arrested and punished? After many studies in the last two decades, the best answer is that we are not sure (Belknap, 2007).Belknap, J. (2007). *The invisible woman: Gender, crime, and justice.* Belmont, CA: Wadsworth. Women are treated a little more harshly than men for minor crimes and a little less harshly for serious crimes, but the gender effect in general is weak.

A third focus concerns the gender difference in serious crime, as women and girls are much less likely than men and boys to engage in violence and to commit serious property crimes such as burglary and motor vehicle theft. Most sociologists attribute this difference to gender socialization. Simply put, socialization into the male gender role, or masculinity, leads to values such as competitiveness and behavioral patterns such as spending more time away from home that all promote deviance. Conversely, despite whatever disadvantages it may have, socialization into the female gender role, or femininity, promotes values such as gentleness and behavior patterns such as spending more time at home that help limit deviance (Chesney-Lind & Pasko, 2004).Chesney-Lind, M., & Pasko, L. (2004). *The female offender: Girls, women, and crime*. Thousand Oaks, CA: Sage. Noting that males commit so much crime, Kathleen Daly and Meda Chesney-Lind (1988, p. 527)Daly, K., & Chesney-Lind, M. (1988). Feminism and criminology. *Justice Quarterly, 5*, 497–538. wrote,

> A large price is paid for structures of male domination and for the very qualities that drive men to be successful, to control others, and to wield uncompromising power.…Gender differences in crime suggest that crime may not be so normal after all. Such differences challenge us to see that in the lives of women, men have a great deal more to learn.

Two decades later, that challenge still remains.



Figure 1.4.3.4: *Gender socialization helps explain why females commit less serious crime than males. Boys are raised to be competitive and aggressive, while girls are raised to be more gentle and nurturing. © Thinkstock*

Symbolic Interactionist Explanations

Because symbolic interactionism focuses on the means people gain from their social interaction, symbolic interactionist explanations attribute deviance to various aspects of the social interaction and social processes that normal individuals experience. These explanations help us understand why some people are more likely than others living in the same kinds of social environments. Several such explanations exist.

Differential Association Theory

One popular set of explanations, often called *learning theories*, emphasizes that deviance is learned from interacting with other people who believe it is OK to commit deviance and who often commit deviance themselves. Deviance, then, arises from normal socialization processes. The most influential such explanation is Edwin H. Sutherland's (1947)Sutherland, E. H. (1947). *Principles of criminology*. Philadelphia, PA: J. P. Lippincott. **differential association theory**, which says that criminal behavior is learned by interacting with close friends and family members. These individuals teach us not only how to commit various crimes but also the values, motives, and rationalizations that we need to adopt in order to justify breaking the law. The earlier in our life that we associate with deviant individuals and the more often we do so, the more likely we become deviant ourselves. In this way, a normal social process, socialization, can lead normal people to commit deviance.

Sutherland's theory of differential association was one of the most influential sociological theories ever. Over the years much research has documented the importance of adolescents' peer relationships for their entrance into the world of drugs and delinquency (Akers & Sellers, 2008).Akers, R. L., & Sellers, C. S. (2008). *Criminological theories: Introduction, evaluation, and application*. New York, NY: Oxford University Press. However, some critics say that not all deviance results from the influences of deviant peers. Still, differential association theory and the larger category of learning theories it represents remain a valuable approach to understanding deviance and crime.

Labeling Theory

If we arrest and imprison someone, we hope they will be "scared straight," or deterred from committing a crime again. **Labeling theory** assumes precisely the opposite: it says that labeling someone deviant increases the chances that the labeled person will continue to commit deviance. According to labeling theory, this happens because the labeled person ends up with a deviant self-image that leads to even more deviance. Deviance is the result of being labeled (Bohm & Vogel, 2011).Bohm, R. M., & Vogel, B. (2011). *A primer on crime and delinquency theory* (3rd ed.). Belmont, CA: Wadsworth.

This effect is reinforced by how society treats someone who has been labeled. Research shows that job applicants with a criminal record are much less likely than those without a record to be hired (Pager, 2009).Pager, D. (2009). *Marked: Race, crime, and finding work in an era of mass incarceration*. Chicago, IL: University of Chicago Press. Suppose you had a criminal record and had seen the error of your ways but were rejected by several potential employers. Do you think you might be just a little frustrated? If your unemployment continues, might you think about committing a crime again? Meanwhile, you want to meet some law-abiding friends, so you go to a singles bar. You start talking with someone who interests you, and in response to this person's question, you say you are between jobs. When your companion asks about your last job, you reply that you were in prison for armed robbery. How do you think your companion will react after hearing this? As this scenario suggests, being labeled deviant can make it difficult to avoid a continued life of deviance.

Labeling theory also asks whether some people and behaviors are indeed more likely than others to acquire a deviant label. In particular, it asserts that nonlegal factors such as appearance, race, and social class affect how often official labeling occurs.



Figure 1.4.3.5: *Labeling theory assumes that someone who is labeled deviant will be more likely to commit deviance as a result. One problem that ex-prisoners face after being released back into society is that potential employers do not want to hire them. This fact makes it more likely that they will commit new offenses. © Thinkstock*

William Chambliss's (1973)Chambliss, W. J. (1973). The saints and the roughnecks. *Society, 11*, 24–31. classic analysis of the "Saints" and the "Roughnecks" is an excellent example of this argument. The Saints were eight male high-school students from middle-class backgrounds who were very delinquent, while the Roughnecks were six male students in the same high school who were also very delinquent but who came from poor, working-class families. Although the Saints' behavior was arguably more harmful than the Roughnecks', their actions were considered harmless pranks, and they were never arrested. After graduating from high school, they went on to college and graduate and professional school and ended up in respectable careers. In contrast, the Roughnecks were widely viewed as troublemakers and often got into trouble for their behavior. As adults they either ended up in low-paying jobs or went to prison.

Labeling theory's views on the effects of being labeled and on the importance of nonlegal factors for official labeling remain controversial. Nonetheless, the theory has greatly influenced the study of deviance and crime in the last few decades and promises to do so for many years to come.

KEY TAKEAWAYS

- Both biological and psychological explanations assume that deviance stems from problems arising inside the individual.
- Sociological explanations attribute deviance to various aspects of the social environment.
- Several functionalist explanations exist. Durkheim highlighted the functions that deviance serves for society. Merton's strain theory assumed that deviance among the poor results from their inability to achieve the economic success so valued in American society. Other explanations highlight the role played by the social and physical characteristics of urban neighborhoods, of deviant subcultures, and of weak bonds to social institutions.
- Conflict explanations assume that the wealthy and powerful use the legal system to protect their own interests and to keep the poor and racial minorities subservient. Feminist perspectives highlight the importance of gender inequality for crimes against women and of male socialization for the gender difference in criminality.
- Interactionist explanations highlight the importance of social interaction in the commitment of deviance and in reactions to deviance. Labeling theory assumes that the labeling process helps ensure that someone will continue to commit deviance, and it also assumes that some people are more likely than others to be labeled deviant because of their appearance, race, social class, and other characteristics.

FOR YOUR REVIEW

1. In what important way do biological and psychological explanations differ from sociological explanations?
2. What are any two functions of deviance according to Durkheim?
3. What are any two criminogenic social or physical characteristics of urban neighborhoods?
4. What are any two assumptions of feminist perspectives on deviance and crime?
5. According to labeling theory, what happens when someone is labeled as a deviant?

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1.4.4: Crime and Criminals

LEARNING OBJECTIVES

1. Describe how gender and race affect public opinion about crime.
2. Explain problems in the accurate measurement of crime.
3. Describe the demographic backgrounds (race, gender, age, location) of conventional criminals.
4. Be familiar with examples of white-collar crime and with the various harms of such crime.
5. Explain the arguments over laws prohibiting victimless crime.

We now turn our attention from theoretical explanations of deviance and crime to certain aspects of crime and the people who commit it. What do we know about crime and criminals in the United States?

Crime and Public Opinion

One thing we know is that the American public is very concerned about crime. In a 2009 Gallup Poll, about 55% said crime is an "extremely" or "very" serious problem in the United States, and in other national surveys, about one-third of Americans said they would be afraid to walk alone in their neighborhoods at night (Maguire & Pastore, 2009; Saad, 2008).Maguire, K., & Pastore, A. L. (2009). *Sourcebook of criminal justice statistics*. Retrieved from https://www.albany.edu/sourcebook/; Saad, L. (2008). Perceptions of crime problem remain curiously negative. Retrieved from http://www.gallup.com/poll/102262/Perceptions-Crime-Problem-Remain-Curiously-Negative.aspx

Recall that according to the sociological perspective, our social backgrounds affect our attitudes, behavior, and life chances. Do gender and race affect our fear of crime? Figure 1.4.4.1 shows that gender has quite a large effect. About 46% of women are afraid to walk alone at night, compared to only 17% of men. Because women are less likely than men to be victims of crime other than rape, their higher fear of crime reflects their heightened fear of rape and other types of sexual assault (Warr, 2000).Warr, M. (2000). Public perceptions of and reactions to crime. In J. F. Sheley (Ed.), *Criminology: A contemporary handbook* (3rd ed., pp. 13–31). Belmont, CA: Wadsworth.

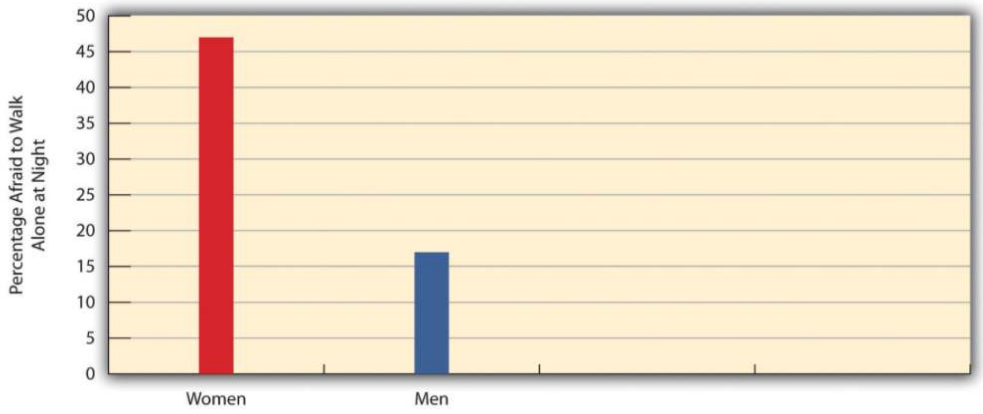


Figure 1.4.4.1: *Gender and Fear of Crime*

Source: Data from General Social Survey, 2008.

Race also makes a difference. Figure 1.4.4.2 shows that African Americans are more afraid than whites of walking near their homes alone at night. This difference reflects the fact that African Americans are more likely than whites to live in large cities with high crime rates and to live in higher crime neighborhoods within these cities (Peterson & Krivo, 2009).Peterson, R. D., & Krivo, L. J. (2009). Segregated spatial locations, race-ethnic composition, and neighborhood violent crime. *The ANNALS of the American Academy of Political and Social Science*, *623*, 93–107.

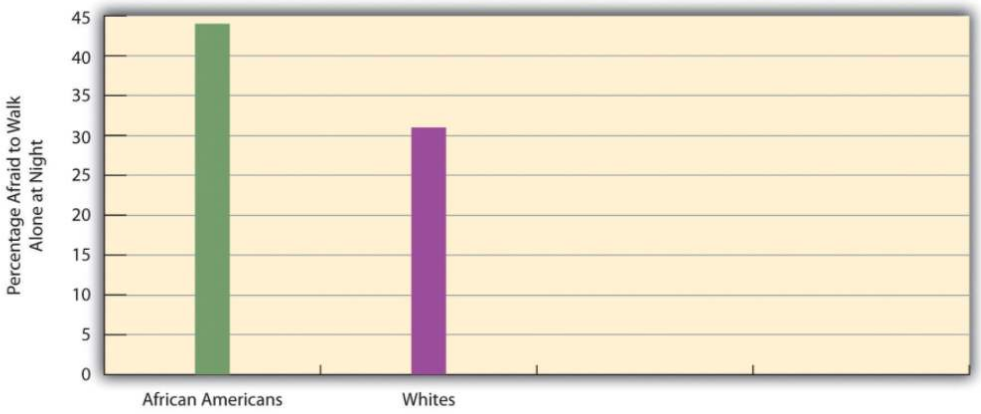


Figure 1.4.4.2: *Race and Fear of Crime*

Source: Data from General Social Survey, 2008.

Race also affects views about the criminal justice system. For example, African Americans are much less likely than whites to favor the death penalty (Figure 1.4.4.3), in part because they perceive that the death penalty and criminal justice system in general are racially discriminatory (Johnson, 2008).Johnson, D. (2008). Racial prejudice, perceived injustice, and the black–white gap in punitive attitudes. *Journal of Criminal Justice, 36,* 198–206.

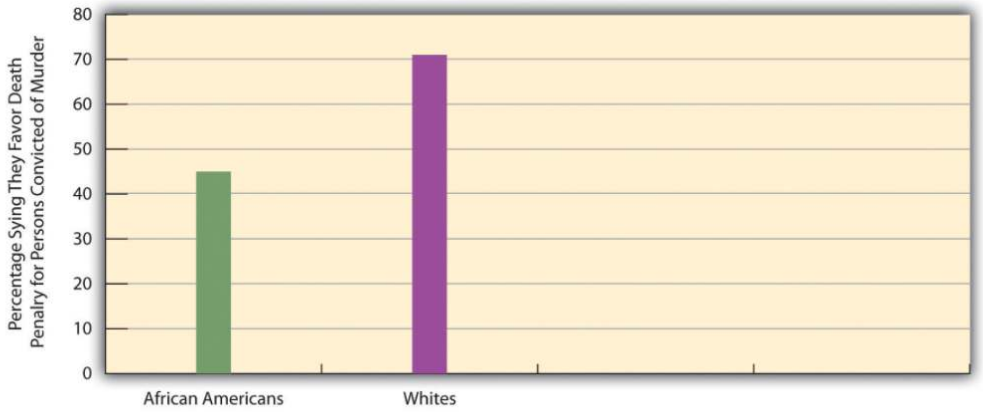


Figure 1.4.4.3: *Race and Support for the Death Penalty*

Source: Data from General Social Survey, 2008.

The Measurement of Crime

It is surprisingly difficult to know how much crime occurs. Crime is not like the weather, when we all can see whether it is raining, snowing, or sunny. Usually when crime occurs, only the criminal and the victim, and sometimes an occasional witness, know about it. Although we have an incomplete picture of the crime problem, because of various data sources we still have a fairly good understanding of how much crime exists and of who is most likely to do it and be victimized by it.

The government's primary source of crime data is the **Uniform Crime Reports (UCR)**, published annually by the Federal Bureau of Investigation. The FBI gathers its data from police departments around the country, who inform the FBI about crimes that have come to their attention. The police also tell the FBI whether someone is arrested for the crime and, if so, the person's age, gender, and race. The FBI gathers all of these UCR data and reports them in an annual volume called *Crime in the United States*.

Most UCR data concern the so-called **Part I Offenses**, eight felonies that the FBI considers the most serious. Four of these are violent crimes: homicide, rape, aggravated assault, and robbery; four are property crimes: burglary, larceny (e.g., shoplifting, pickpocketing, purse snatching), motor vehicle theft, and arson.

According to the FBI, in 2008 almost 1.4 million violent crimes and 9.8 million property crimes occurred, for a total of almost 11.2 million serious crimes, or 3,667 for every 100,000 Americans.Federal Bureau of Investigation. (2009). *Crime in the United States, 2008*. Washington, DC: Author. This is the nation's official crime rate, and by any standard it is a lot of crime. However, this figure is in fact much lower than the actual crime rate because, according to surveys of random samples of crime victims, *more than half of all crime victims do not report their crimes to the police*, leaving the police unaware of the crimes. (Reasons for nonreporting include the belief that police will not be able to find the offender and fear of retaliation by the offender.) The true crime problem is therefore much greater than suggested by the UCR.



Figure 1.4.4.4: *When a crime occurs, the police do not usually find out about it unless the victim or a witness informs the police about the crime. © Thinkstock*

This underreporting of crime represents a major problem for the UCR's validity. Several other problems exist (Lynch & Addington, 2007).Lynch, J. P., & Addington, L. A. (2007). *Understanding crime statistics: Revisiting the divergence of the NCVS and the UCR*. New York, NY: Cambridge University Press. First, the UCR omits crime by corporations and thus diverts attention away from their harm (see a little later in this chapter). Second, police practices affect the UCR. For example, the police do not record every report they hear from a citizen as a crime. Sometimes they have little time to do so, sometimes they do not believe the citizen, and sometimes they deliberately fail to record a crime to make it seem that they are doing a good job of preventing crime. If they do not record the report, the FBI does not count it as a crime. If the police start recording every report, the official crime rate will rise, even though the actual number of crimes has not changed. In a third problem, if crime victims become more likely to report their crimes to the police, which might have happened after the 911 emergency number became common, the official crime rate will again change, even if the actual number of crimes has not changed.

To get a more accurate picture of crime, the federal government began in the early 1970s to administer a survey, now called the **National Crime Victimization Survey (NCVS)**, to tens of thousands of randomly selected U.S. households. People in the households are asked whether they or their residence has been the victim of several different types of crimes in the past half year. Their responses are then extrapolated to the entire U.S. population to yield fairly accurate estimates of the actual number of crimes occurring in the nation. Still, the NCVS's estimates are not perfect. Among other problems, some respondents decline to tell NCVS interviewers about victimizations they have suffered, and the NCVS's sample excludes some segments of the population, such as the homeless, whose victimizations therefore go uncounted.

Table 1.4.4.1 lists the number of violent and property crimes as reported by the UCR (see earlier) and estimated by the NCVS. Note that these two crime sources do not measure exactly the same crimes. For example, the NCVS excludes commercial crimes such as shoplifting, while the UCR includes them. The NCVS includes simple assaults (where someone receives only a minor injury), while the UCR excludes them. These differences notwithstanding, we can still see that the NCVS estimates about twice as many crimes as the UCR reports to us.

Table 1.4.4.1: Number of Crimes: Uniform Crime Reports and National Crime Victimization Survey, 2009 Source: Data from Pastore, A. L., & Maguire, K. (2010). Sourcebook of criminal justice statistics. Retrieved from http://www.albany.edu/sourcebook.

Type of crime	UCR	NCVS
Violent crime	1,318,398	4,343,450
Property crime	9,320,971	15,713,720
Total	10,639,369	20,057,170

A third source of crime information is the **self-report survey**. Here subjects, usually adolescents, are given an anonymous questionnaire and asked to indicate whether and how often they committed various offenses in a specific time period, usually the past year. They also answer questions about their family relationships, school performance, and other aspects of their backgrounds. Although these respondents do not always report every offense they committed, self-report studies yield valuable information about delinquency and explanations of crime. Like the NCVS, they underscore how much crime is committed that does not come to the attention of the police.

The Types and Correlates of Crime and Victimization

The three data sources just discussed give us a fairly good understanding of the types of crime, of who does them and who is victimized by them, and of why the crimes are committed. We have already looked at the "why" question when we reviewed the many theories of deviance. Let's look now at the various types of crime and highlight some important things about them.

Conventional Crime



Figure 1.4.4.5: *Rates of violent crime victimization are higher in urban areas than in rural areas. © Thinkstock*

By **conventional crime** we mean the violent and property offenses listed previously that worry average citizens more than any other type of crime. As Table 1.4.4.1 indicated, more than 20 million violent and property victimizations occurred in the United States in 2009. These offenses included some 15,240 murders; 126,000 rapes and sexual assaults; 534,000 robberies; and 823,000 aggravated assaults. Even more property crime occurs: 3.1 million burglaries, 11.8 million larcenies, and 736,000 motor vehicle thefts (Pastore & Maguire, 2010).Pastore, A. L., & Maguire, K. (2010). *Sourcebook of criminal justice statistics*. Retrieved from http://www.albany.edu/sourcebook The NCVS estimates that the crimes it measures cost their victims almost $20 billion each year in property losses, medical expenses, and time lost from work.

Generally, African Americans and other people of color are more likely than whites to be victims of conventional crime, poor people more likely than wealthy people, men more likely than women (excluding rape and sexual assault), and urban residents more likely than rural residents. To illustrate these differences, Figure 1.4.4.6 presents some relevant comparisons for violent crime victimization.

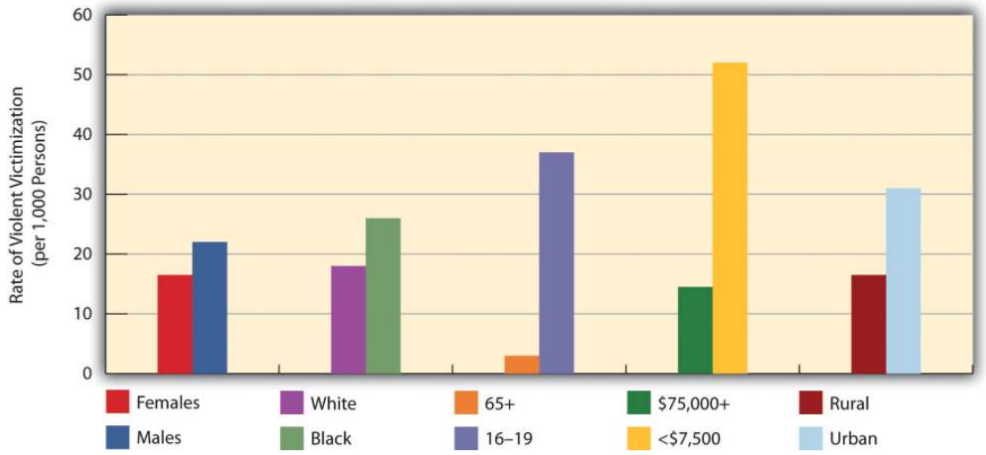


Figure 1.4.4.6: *Correlates of Violent Crime Victimization, 2008*

Note: Income data are for 2007; rural and urban data are for 2005.

Source: Data from Maston, C. T., & Klaus, P. (2010). Criminal victimization in the United States, 2007—Statistical tables. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice; Rand, M. R. (2009). Criminal victimization, 2008. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.

As this figure illustrates, violent crime is more common in urban areas than in rural areas. It varies geographically in at least one other respect, and that is among the regions of the United States. In general, violent crime is more common in the South and West than in the Midwest or Northeast. Figure 1.4.4.7 depicts this variation for homicide rates. Louisiana has the highest homicide rate, 14.24 homicides per 100,000 residents, and New Hampshire has the lowest rate, 1.1 per 100,000 residents. Although homicide is thankfully a rare occurrence, it is much more common in Louisiana than in New Hampshire, and it is generally more common in the South and West than in other regions. Scholars attribute the South's high rate of homicide and other violent crime to several factors, among them a subculture of violence, its history of slavery and racial violence, and its high levels of poverty (Lee, Bankston, Hayes, & Thomas, 2007).Lee, M. R., Bankston, W. B., Hayes, T. C., & Thomas, S. A. (2007). Revisiting the Southern subculture of violence. *The Sociological Quarterly, 48*, 253–275.

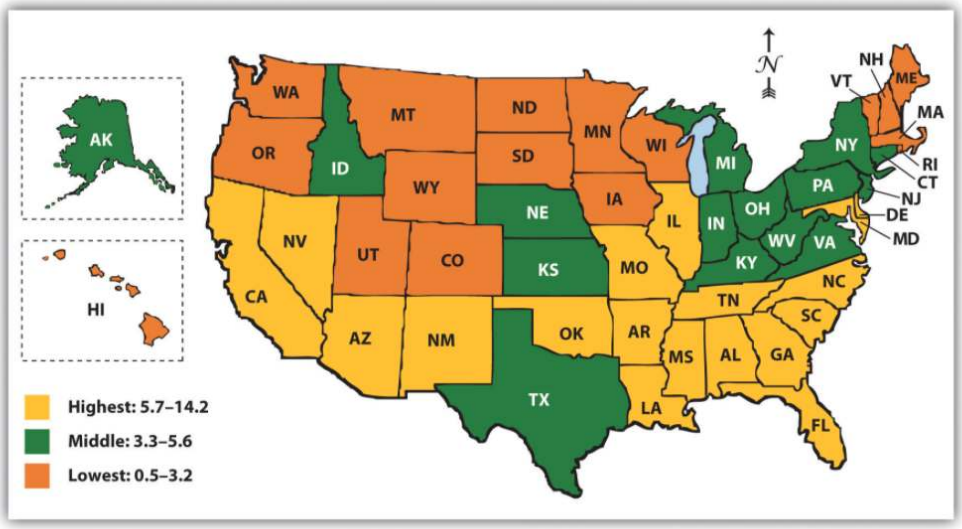


Figure 1.4.4.7: *U.S. Homicide Rates, 2008*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

When it comes to crime, we fear strangers much more than people we know, but NCVS data suggest our fear is somewhat misplaced (Truman & Rand, 2010).Truman, J. L., & Rand, M. R. (2010). *Criminal victimization, 2009*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice. In cases of assault, rape, or robbery, the NCVS asks respondents whether they knew the offender. Strangers commit only about 42% of these offenses, meaning that 58% of the offenses, or well over half, are committed by someone the victim knows. There is also a gender difference in this area: 68% of women victims are attacked by someone they know (usually a man), compared to only 45% of male victims. Women have more to fear from men they know than from men they do not know.

Another important fact about conventional crime is that most of it is *intraracial*, meaning that the offender and victim are usually of the same race. For example, 84% of all single offender–single victim homicides in 2009 involved persons who were either both white or both African American (Federal Bureau of Investigation, 2010).Federal Bureau of Investigation. (2010). *Crime in the United States, 2009*. Washington, DC: Author.

Who is most likely to commit conventional crime? As noted earlier, males are more likely than females to commit it (see Figure 1.4.4.8) because of gender differences in socialization. Opportunity may also matter, as during adolescence boys have more freedom than girls to be outside the home and to get into trouble.

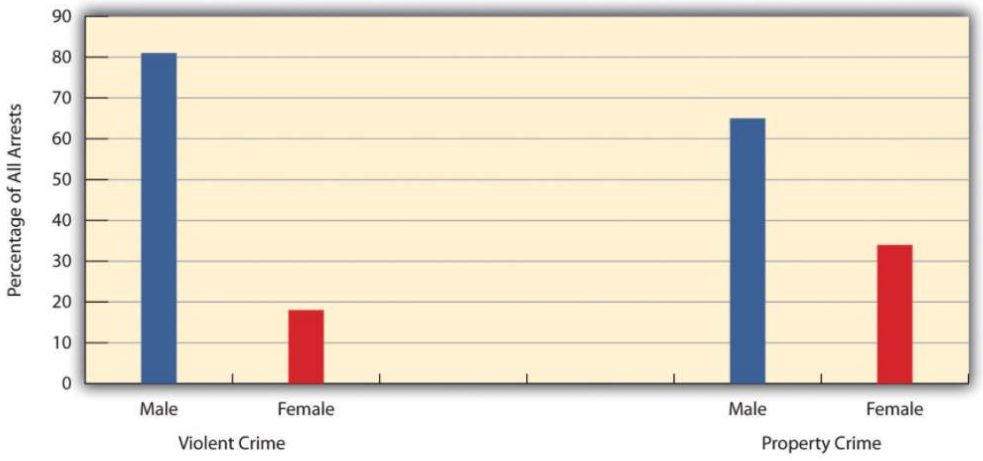


Figure 1.4.4.8: *Gender and Arrest, 2008*

Source: Data from Federal Bureau of Investigation. (2010). Crime in the United States, 2009. Washington, DC: Author.

Despite much controversy over what racial differences in arrest mean, African Americans have higher rates of arrest than whites for conventional crime. Criminologists generally agree that these rates indicate higher rates of offending (Walker, Spohn, & DeLone, 2007).Walker, S., Spohn, C., & DeLone, M. (2007). *The color of justice: Race, ethnicity, and crime in America*. Belmont, CA: Wadsworth. Although African Americans are about 13% of the U.S.

population, they accounted for about 39% of all arrests for violent crime in 2009 and 30% of all arrests for property crime (Federal Bureau of Investigation, 2010).Federal Bureau of Investigation. (2010). *Crime in the United States, 2009*. Washington, DC: Author. Much of these higher crime rates stem from the fact that African Americans are much poorer than whites on average and much more likely to live in the large cities with high crime rates and in the neighborhoods in these cities with the highest crime rates (McNulty & Bellair, 2003).McNulty, T. L., & Bellair, P. E. (2003). Explaining racial and ethnic differences in serious adolescent violent behavior. *Criminology, 41*, 709–748. If whites lived under the same conditions, their crime rates would be much higher as well.

Social class also makes a difference in conventional crime rates. Most people arrested for conventional crime have low education and low incomes. Such class differences in arrest can be explained by several of the explanations of deviance already discussed, including strain theory. Note, however, that wealthier people commit most white-collar crimes. If the question is whether social class affects crime rates, the answer depends on what kind of crime we have in mind.

One final factor affecting conventional crime rates is age. The evidence is very clear that conventional crime is disproportionately committed by people 30 and under. For example, people in the 10–24 age group are about 22% of the U.S. population but account for about 45% of all arrests (Federal Bureau of Investigation, 2010).Federal Bureau of Investigation. (2010). *Crime in the United States, 2009*. Washington, DC: Author. During adolescence and young adulthood, peer influences are especially strong and "stakes in conventional activities," to use some sociological jargon, are weak. Once we start working full time and get married, our stakes in society become stronger and our sense of responsibility grows. We soon realize that breaking the law might prove more costly than when we were 15.

White-Collar Crime

White-collar crime is crime committed as part of one's occupation. It ranges from fraudulent repairs by auto repair shops to corruption in the high-finance industry to unsafe products and workplaces in some of our largest corporations. It also includes employee theft of objects and cash. Have you ever taken something without permission from a place where you worked? Whether or not you have, many people steal from their employees, and the National Retail Federation estimates that employee theft involves some $20 billion annually (National Retail Federation, 2007).National Retail Federation. (2007, June 11). Retail losses hit $41.6 billion last year, according to National Retail Security Survey [Press release]. Retrieved from http://www.nrf.com/modules.php?name=News&op=viewlive&sp_id=318 White-collar crime also includes health-care fraud, which is estimated to cost some $100 billion a year as, for example, physicians and other health-care providers bill Medicaid for exams and tests that were never done or were unnecessary (Rosoff, Pontell, & Tillman, 2010).Rosoff, S. M., Pontell, H. N., & Tillman, R. (2010). *Profit without honor: White collar crime and the looting of America* (5th ed.). Upper Saddle River, NJ: Prentice Hall. And it also involves tax evasion: the IRS estimates that tax evasion costs the government some $300 billion annually, a figure many times greater than the cost of all robberies and burglaries (Montgomery, 2007).Montgomery, L. (2007, April 16). Unpaid taxes tough to recover. *The Washington Post*, p. A1.

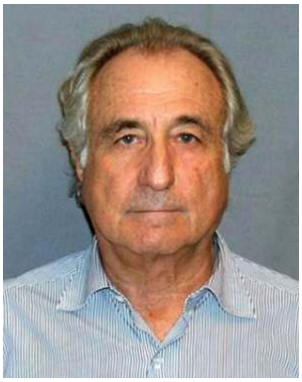


Figure 1.4.4.9: *In June 2009, investment expert Bernard Madoff was sentenced to 150 years in prison for defrauding thousands of investors of tens of billions of dollars. This was the largest such crime in U.S. history.*

Source: Photo courtesy of U.S. Department of Justice, http://commons.wikimedia.org/wiki/File:BernardMadoff.jpg.

One of the most serious recent examples of white-collar crime came to light in December 2008, when it was discovered that 70-year-old investment expert Bernard Madoff had engaged in a Ponzi scheme (in which new investments are used to provide the income for older investments) since the early 1990s in which he defrauded thousands of investors of an estimated $50 billion, the largest such scandal in U.S. history (Creswell & Thomas, 2009).Creswell, J., & Thomas, L., Jr. (2009, January 25). The talented Mr. Madoff. *The New York Times*, p. BU1. Madoff pleaded guilty in February 2009 to 11 felonies, including securities fraud and money laundering, and was sentenced to 150 years in prison (Henriques & Healy, 2009).Henriques, D. B., & Healy, J. (2009, March 13). Madoff goes to jail after guilty pleas. *The New York Times*, p. A1.

Some of the worst crime is committed by our major corporations (*corporate crime*). As just one example, price fixing in the corporate world costs the U.S. public about $60 billion a year (Simon, 2006).Simon, D. R. (2006). *Elite deviance*. Boston, MA: Allyn & Bacon. Even worse, an estimated 50,000 workers die each year from workplace-related illnesses and injuries that could have been prevented if companies had obeyed regulatory laws and followed known practices for safe workplaces (AFL-CIO, 2007).AFL-CIO. (2007). *Death on the job: The toll of neglect*. Washington, DC: AFL-CIO. A tragic example of this problem occurred in April 2010, when an explosion in a mining cave in West Virginia killed 29 miners. It was widely thought that a buildup of deadly gases had caused the explosion, and the company that owned the mine had been cited many times during the prior year for safety violations related to proper gas ventilation (Urbina, 2010).Urbina, I. (2010, April 10). No survivors found after West Virginia mine disaster. *The New York Times*, p. A1.

Corporations also make deadly products. In the 1930s the asbestos industry first realized their product was dangerous but hid the evidence of its danger, which was not discovered until 40 years later. In the meantime thousands of asbestos workers came down with deadly asbestos-related disease, and the public was exposed to asbestos that was routinely put into buildings until its danger came to light. It is estimated that more than 200,000 people will eventually die from

asbestos (Lilienfeld, 1991).Lilienfeld, D. E. (1991). The silence: The asbestos industry and early occupational cancer research—a case study. *American Journal of Public Health, 81*, 791–800.

Asbestos is not the only unsafe product. The Consumer Product Safety Commission and the U.S. Centers for Disease Control and Prevention estimate that about 10,000 Americans die annually from dangerous products, including cars, drugs, and food (U.S. Consumer Product Safety Commission, 2003; Petersen & Drew, 2003).U.S. Consumer Product Safety Commission. (2003). *Annual report to Congress, 2002*. Washington, DC: Author; Petersen, M., & Drew, C. (2003, October 9). New safety rules fail to stop tainted meat. *The New York Times*, p. A1. In perhaps the most notorious case, Ford Motor Company marketed the Pinto even though company officials knew the gas tank could catch fire and explode when hit from the rear end at low speeds. Ford had determined it could fix each car's defect for $11 but that doing so would cost it more money than the amount of lawsuits it would eventually pay to the families of dead and burned Pinto victims if it did not fix the defect. Because Ford decided not to fix the defect, many people—estimates range from two dozen up to 500—people died in Pinto accidents (Cullen, Maakestad, & Cavender, 2006).Cullen, F. T., Maakestad, W. J., & Cavender, G. (2006). *Corporate crime under attack: The fight to criminalize business violence*. Cincinnati, OH: Anderson. In a more recent example involving a motor vehicle company, Toyota was fined $16.4 million by the federal government in April 2010 for allegedly suppressing evidence that its vehicles were at risk for sudden acceleration. The government's announcement asserted that Toyota "knowingly hid a dangerous defect for months from U.S. officials and did not take action to protect millions of drivers and their families" (Maynard, 2010, p. A1).Maynard, M. (2010, April 6). U.S. is seeking a fine of $16.4 million against Toyota. *The New York Times*, p. A1.

Corporations also damage the environment, as the BP oil spill that began in April 2010 reminds us. Because federal laws are lax or nonexistent, corporations can and do pollute the environment with little fear of serious consequences. According to one report, one-fifth of U.S. landfills and incinerators and one-half of wastewater treatment plants violate health regulations (Armstrong, 1999).Armstrong, D. (1999, November 16). U.S. lagging on prosecutions. *The Boston Globe*, p. A1. It is estimated that between 50,000 and 100,000 Americans and 300,000 Europeans die every year from the side effects (including heart disease, respiratory problems, and cancer) of air pollution (BBC News, 2005);BBC News. (2005, February 21). Air pollution causes early deaths. Retrieved from http://news.bbc.co.uk/2/hi/health/4283295.stm many of these deaths would not occur if corporations followed the law and otherwise did not engage in unnecessary pollution of the air, water, and land. Critics also assert that laws against pollution are relatively weak and that government enforcement of these laws is often lax.

Is white-collar crime worse than conventional crime? The evidence seems to say yes. A recent estimate put the number of deaths from white-collar crime annually at about 110,000, compared to "only" 16,000 to 17,000 from homicide. The financial cost of white-collar crime to the public was also estimated at about $565 billion annually, compared to about $18 billion from conventional crime (Barkan, 2012).Barkan, S. E. (2012). *Criminology: A sociological understanding* (5th ed.). Upper Saddle River, NJ: Prentice Hall. Although we worry about conventional crime much more than white-collar crime, the latter harms the public more in terms of death and financial costs.

Victimless Crime

Victimless crime is illegal behavior in which people willingly engage and in which there are no unwilling victims. The most common examples are drug use, prostitution, pornography, and gambling. Many observers say these crimes are not really victimless, even if people do engage in them voluntarily. For example, many drug users hurt themselves and members of their family from their addiction and the physical effects of taking drugs. Prostitutes put themselves at risk for sexually transmitted disease and abuse by pimps and customers. Illegal gamblers can lose huge sums of money. Although none of these crimes is truly victimless, the fact that the people involved in them are not *unwilling* victims makes victimless crime different from conventional crime.

Victimless crime raises controversial philosophical and sociological questions. The philosophical question is this: should people be allowed to engage in behavior that hurts themselves (Meier & Geis, 2007)?Meier, R. F., & Geis, G. (2007). *Criminal justice and moral issues*. New York, NY: Oxford University Press. For example, our society lets adults smoke cigarettes, even though tobacco use kills several hundred thousand people every year. We also let adults gamble legally in state lotteries, at casinos and racetracks, and in other ways. We obviously let people of all ages eat "fat food" such as hamburgers, candy bars, and ice cream. Few people would say we should prohibit these potentially harmful behaviors. Why, then, prohibit the behaviors we call victimless crime? Some scholars say that any attempt to decide which behaviors are so unsafe or immoral that they should be banned is bound to be arbitrary, and they call for these bans to be lifted. Others say that the state does indeed have a legitimate duty to ban behavior the public considers unsafe or immoral and that the present laws reflect public opinion on which behaviors should be banned.



Figure 1.4.4.10: *Laws against illegal drug use and other victimless crimes raise several philosophical and sociological questions, including whether the laws do more harm than good. © Thinkstock*

The sociological question is just as difficult to resolve: do laws against victimless crimes do more harm than good (Meier & Geis, 2007)?Meier, R. F., & Geis, G. (2007). *Criminal justice and moral issues*. New York, NY: Oxford University Press. Some scholars say these laws in fact do much more harm than good, and they call for the laws to be abolished or at least reconsidered for several reasons: the laws are ineffective even though they cost billions of dollars to enforce, and they lead to police and political corruption and greater profits for organized crime. Laws against drugs further lead to extra violence, as youth gangs and other groups fight each other to corner the market for the distribution of drugs in various neighborhoods. The opponents of victimless crime laws commonly cite the example of Prohibition during the 1920s, where the banning of alcohol led to all of these problems, which in turn forced an end to Prohibition by the early 1930s. If victimless crimes were made legal, opponents add, the government could tax the behaviors now banned and collect billions of additional tax dollars.

Those in favor of laws against victimless crimes cite the danger these behaviors pose for the people engaging in them and for the larger society. If we made drugs legal, they say, even more people would use them, and even more death and illness would occur. Removing the bans against behaviors such as drug use

and prostitution, these proponents add, would imply that these behaviors are acceptable in a civil society.

The debate over victimless crimes and victimless crime laws will not end soon, as both sides have several good points to make. One thing that is clear is that our current law enforcement approach is not working. More than 1 million people are arrested annually for drug use and trafficking and other victimless crimes, but there is little evidence that using the law in this manner has lowered people's willingness to take part in victimless crime behavior (Meier & Geis, 2007).Meier, R. F., & Geis, G. (2007). *Criminal justice and moral issues*. New York, NY: Oxford University Press. Perhaps it is not too rash to say that a serious national debate needs to begin on the propriety of the laws against victimless crimes to determine what course of action makes the most sense for American society.

Learning From Other Societies

Crime and Punishment in Denmark and the Netherlands

As the text notes, since the 1970s the United States has used a get-tough approach to fight crime; a key dimension of this approach is mandatory sentencing and long prison terms and, as a result, a huge increase in the number of people in prison and jail. Many scholars say this approach has not reduced crime to a great degree and has cost hundreds of billions of dollars.

The experience of Denmark and the Netherlands suggests a different way of treating criminals and dealing with crime. Those nations, like most others in Western Europe, think prison makes most offenders worse and should be used only as a last resort for the most violent and most incorrigible offenders. They also recognize that incarceration is very expensive and much more costly than other ways of dealing with offenders. These concerns have led Denmark, the Netherlands, and other Western European nations to favor alternatives to imprisonment for the bulk of their offenders. These alternatives include the widespread use of probation, community service, and other kinds of community-based corrections. Studies indicate that these alternatives may be as effective as incarceration in reducing recidivism (repeat offending) and cost much less than incarceration. If so, an important lesson from Denmark, the Netherlands, and other nations in Western Europe is that it is possible to keep society safe from crime without using the costly get-tough approach that has been the hallmark of the U.S. criminal justice system since the 1970s. (Bijleveld & Smit, 2005; Dammer & Fairchild, 2006)Bijleveld, C. C. J. H., & Smit, P. R. (2005). Crime and punishment in the Netherlands, 1980–1999. *Crime and Justice: A Review of Research, 33*, 161–211; Dammer, H. R., & Fairchild, E. (2006). *Comparative criminal justice systems.* Belmont, CA: Wadsworth.

KEY TAKEAWAYS

- The public is very concerned about crime. At the same time, race and gender influence public perceptions of crime.
- Accurate measurement of crime is difficult to achieve for many reasons, including the fact that many crime victims do not report their victimization to their police.
- Conventional crime is disproportionately committed by the young, by persons of color, by men, and by urban residents. The disproportionate involvement of African Americans in crime arises largely from their poverty and urban residence.
- White-collar crime is more costly in terms of personal and financial harm than conventional crime.
- For several reasons, laws against victimless crime may do more harm than good.

FOR YOUR REVIEW

1. Why are African Americans more likely than whites to fear walking around their homes at night?
2. Why is it difficult to measure crime accurately? Why is measurement of crime by the FBI inaccurate?
3. Do you think any victimless crimes should be made legal? Why or why not? In what ways is deviance considered relative?

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1.4.5: The Get-Tough Approach- Boon or Bust?

LEARNING OBJECTIVE

1. Explain the get-tough approach to conventional crime, and describe its disadvantages according to several scholars.

It would be presumptuous to claim to know exactly how to reduce crime, but a sociological understanding of its causes and dynamics points to several directions that show strong crime-reduction potential. Before sketching these directions, we first examine the get-tough approach, a strategy the United States has used to control crime since the 1970s.

Harsher law enforcement, often called the *get-tough approach*, has been the guiding strategy for the U.S. criminal justice system since the 1970s. This approach has involved increased numbers of arrests and, especially, a surge in incarceration, which has quintupled since the 1970s. Reflecting this surge, the United States now has the highest incarceration rate by far in the world. Many scholars trace the beginnings of the get-tough approach to efforts by the Republican Party to win the votes of whites by linking crime to African Americans. These efforts increased public concern about crime and pressured lawmakers of both parties to favor more punitive treatment of criminals to avoid looking soft on crime (Beckett & Sasson, 2004; Pratt, 2008).Beckett, K., & Sasson, T. (2004). *The politics of injustice: Crime and punishment in America*. Thousand Oaks, CA: Sage; Pratt, T. C. (2008). *Addicted to incarceration: Corrections policy and the politics of misinformation in the United States*. Thousand Oaks, CA: Sage. According to these scholars, the incarceration surge stems much more from political decisions and pronouncements, many of them racially motivated, by lawmakers than from trends in crime rates. As Beckett and Sasson (2004, pp. 104, 128)Beckett, K., & Sasson, T. (2004). *The politics of injustice: Crime and punishment in America*. Thousand Oaks, CA: Sage. summarize this argument,

Crime-related issues rise to the top of the popular agenda in response to political and media activity around crime—not the other way around. By focusing on violent crime perpetrated by racial minorities…politicians and the news media have amplified and intensified popular fear and punitiveness.…Americans have become most alarmed about crime and drugs on those occasions when national political leaders and, by extension, the mass media have spotlighted these issues.



Figure 1.4.5.1: *The get-tough approach since the 1970s has greatly increased the number of prisoners. Scholars question whether this approach has reduced crime effectively and cost efficiently. © Thinkstock*

Today more than 2.3 million Americans are incarcerated in jail or prison at any one time, compared to only about one-fourth that number 30 years ago (Warren, 2009).Warren, J. (2009). *One in 31: The long reach of American corrections*. Washington, DC: Pew Center on the States. This increase in incarceration has cost the nation hundreds of billions of dollars since then.

Despite this very large expenditure, criminologists question whether it has helped lower crime significantly (Piquero & Blumstein, 2007; Raphael & Stoll, 2009).Piquero, A. R., & Blumstein, A. (2007). Does incapacitation reduce crime? *Journal of Quantitative Criminology, 23*, 267–285; Raphael, S., & Stoll, M. A. (2009). Why are so many Americans in prison? In S. Raphael & M. A. Stoll (Eds.), *Do prisons make us safer? The benefits and costs of the prison boom* (pp. 27–72). New York, NY: Russell Sage Foundation. Although crime fell by a large amount during the 1990s as incarceration rose, scholars estimate that the increased use of incarceration accounted for at most only 10%–25% of the crime drop during this decade. They conclude that this result was not cost effective and that the billions of dollars spent on incarceration would have had a greater crime-reduction effect had they been spent on crime-prevention efforts. They also point to the fact that the heavy use of incarceration today means that some 700,000 prisoners are released back to their communities every year, creating many kinds of problems (Clear, 2007).Clear, T. R. (2007). *Imprisoning communities: How mass incarceration makes disadvantaged neighborhoods worse*. New York, NY: Oxford University Press. A wide variety of evidence, then, indicates that the get-tough approach has been more bust than boon.

Recognizing this situation, several citizens' advocacy groups have formed since the 1980s to call attention to the many costs of the get-tough approach and to urge state and federal legislators to reform harsh sentencing practices and to provide many more resources for former inmates. One of the most well-known and effective such groups is the Sentencing Project (http://www.sentencingproject.org), which describes itself as "a national organization working for a fair and effective criminal

justice system by promoting reforms in sentencing law and practice, and alternatives to incarceration." The Sentencing Project was founded in 1986 and has since sought "to bring national attention to disturbing trends and inequities in the criminal justice system with a successful formula that includes the publication of groundbreaking research, aggressive media campaigns and strategic advocacy for policy reform." The organization's Web site features a variety of resources on topics such as racial disparities in incarceration, women in the criminal justice system, and drug policy.

KEY TAKEAWAYS

- The get-tough approach to crime has not proven effective even though it has cost billions of dollars and led to other problems.
- Racialized politics are thought to have led to the surge in incarceration that has been the highlight of this approach.

FOR YOUR REVIEW

1. Why did the get-tough approach begin during the 1970s, and why has it continued since then?
2. Do you think the expense of the get-tough approach has been worth it? Why or why not?

What Sociology Suggests

Not surprisingly, many sociologists and other social scientists think it makes more sense to try to prevent crime than to wait until it happens and then punish the people who commit it. That does not mean abandoning all law enforcement, of course, but it does mean paying more attention to the sociological causes of crime as outlined earlier in this chapter and to institute programs and other efforts to address these causes.

Several insights for (conventional) crime reduction may be gleaned from the sociological explanations of deviance and crime discussed earlier. For example, the social ecology approach suggests paying much attention to the social and physical characteristics of urban neighborhoods that are thought to generate high rates of crime. These characteristics include, but are not limited to, poverty, joblessness, dilapidation, and overcrowding. Strain theory suggests paying much attention to poverty, while explanations regarding deviant subcultures and differential association remind us of the need to focus on peer influences. Social control theory calls attention to the need to focus on family interaction in general and especially on children in families marked by inadequate parenting, stress, and disharmony. Despite mixed support for its assumptions, labeling theory reminds us of the strong possibility that harsh punishment may do more harm than good, and feminist explanations remind us that much deviance and crime is rooted in masculinity. In sum a sociological understanding of deviance and crime reminds us that much conventional crime is ultimately rooted in poverty, in negative family functioning and negative peer relationships, in criminogenic physical and social conditions of urban neighborhoods, and in the "macho" socialization of boys.

With this backdrop in mind, a sociological understanding suggests the potential of several strategies and policies for reducing conventional crime (Currie, 1998; Greenwood, 2006; Jacobson, 2005; Welsh & Farrington, 2007).Currie, E. (1998). *Crime and punishment in America*. New York, NY: Henry Holt; Greenwood, P. W. (2006). *Changing lives: Delinquency prevention as crime-control policy*. Chicago, IL: University of Chicago Press; Jacobson, M. (2005). *Downsizing prisons: How to reduce crime and end mass incarceration*. New York, NY: New York University Press; Welsh, B. C., & Farrington, D. P. (Eds.). (2007). *Preventing crime: What works for children, offenders, victims and places*. New York, NY: Springer. Such efforts would include, at a minimum, the following:

1. Establish good-paying jobs for the poor in urban areas.
2. Establish youth recreation programs and in other ways strengthen social interaction in urban neighborhoods.
3. Improve living conditions in urban neighborhoods.
4. Change male socialization practices.
5. Establish early childhood intervention programs to help high-risk families raise their children.
6. Improve the nation's schools by establishing small classes and taking other measures.
7. Provide alternative corrections for nondangerous prisoners in order to reduce prison crowding and costs and to lessen the chances of repeat offending.
8. Provide better educational and vocational services and better services for treating and preventing drug and alcohol abuse for ex-offenders.

This is not a complete list, but it does point the way to the kinds of strategies that would help get at the roots of conventional crime and, in the long run, help greatly to reduce it. Although the United States has been neglecting this crime-prevention approach,

programs and strategies such as those just mentioned would in the long run be more likely than our current get-tough approach to create a safer society. For this reason, sociological knowledge on crime and deviance can indeed help us make a difference in our larger society.

What about white-collar crime? Although we have not stressed the point, the major sociological explanations of deviance and crime, especially those stressing poverty, the conditions of poor urban neighborhoods, and negative family functioning, are basically irrelevant for understanding why white-collar crime occurs and, in turn, do not suggest very much at all about ways to reduce it. Instead, scholars attribute the high level of white-collar crime, and especially of corporate crime, to one or more of the following: (a) greed arising from our society's emphasis on economic success, (b) the absence of strong regulations governing corporate conduct and a severe lack of funding for the federal and state regulatory agencies that police such conduct, and/or (c) weak punishment of corporate criminals when their crimes are detected (Cullen, Maakestad, & Cavender, 2006; Leaf, 2002; Rosoff, Pontell, & Tillman, 2010).Cullen, F. T., Maakestad, W. J., & Cavender, G. (2006). *Corporate crime under attack: The fight to criminalize business violence*. Cincinnati, OH: Anderson; Leaf, C. (2002, March 18). Enough is enough. *Fortune*, pp. 60–68; Rosoff, S. M., Pontell, H. N., & Tillman, R. (2010). *Profit without honor: White collar crime and the looting of America* (5th ed.). Upper Saddle River, NJ: Prentice Hall. Drawing on this understanding, many scholars think that more effective corporate regulation and harsher punishment of corporate criminals (that is, imprisonment in addition to the fines that corporations typically receive when they are punished) may help deter corporate crime. As a writer for *Fortune* magazine observed, corporate crime "will not go away until white-collar thieves face a consequence they're actually scared of: time in jail" (Leaf, 2002, p. 62).Leaf, C. (2002, March 18). Enough is enough. *Fortune* 60–68.

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1.4.6: End-of-Chapter Material

Summary

1. Deviance is behavior that violates social norms and arouses negative reactions. What is considered deviant depends on the circumstances in which it occurs and varies by location and time period.
2. Durkheim said deviance performs several important functions for society. It clarifies social norms, strengthens social bonds, and can lead to beneficial social change.
3. Biological explanations of deviance assume that deviants differ biologically from nondeviants. Psychological explanations of deviance assume that deviants have a psychological problem that produces their deviance.
4. Sociological theories emphasize different aspects of the social environment as contributors to deviance and crime.
5. Crime in the United States remains a serious problem that concerns the public. Public opinion about crime does not always match reality and is related to individuals' gender and race among other social characteristics. Women and African Americans are especially likely to be afraid of crime.
6. Crime is difficult to measure, but the Uniform Crime Reports (UCR), National Crime Victimization Survey (NCVS), and self-report studies give us a fairly accurate picture of the amount of crime and of its correlates.
7. Several types of crime exist. Conventional crime includes violent and property offenses and worries Americans more than any other type of crime. Such crime tends to be intraracial, and a surprising amount of violent crime is committed by people known by the victim. White-collar crime is more harmful than conventional crime in terms of personal harm and financial harm. Victimless crime is very controversial, as it involves behavior by consenting adults. Scholars continue to debate whether the nation is better or worse off with laws against victimless crimes.
8. To reduce crime, most criminologists say that a law-enforcement approach is not enough and that more efforts aimed at crime prevention are needed. These efforts include attempts to improve schools and living conditions in inner cities and programs aimed at improving nutrition and parenting for the children who are at high risk for impairment to their cognitive and social development.

USING SOCIOLOGY

Imagine that you are a member of your state legislature. As a sociology major in college, you learned that the get-tough approach to crime, involving harsher criminal sentencing and the increased use of incarceration, costs much money and is not very effective in reducing crime. A bill comes before the legislature that would double the minimum prison term for several types of violent crime. You realize that this change in policy would probably do little to reduce the crime rate and eventually cost millions of dollars in increased incarceration costs, but you also recognize that if you vote against the bill, your opponent in the upcoming election will charge that you are soft on crime. Do you vote for or against the bill? Why? Regardless of your vote, what else would you do as a state legislator to try to reduce the crime rate? How would your efforts relate to a sociological understanding of crime and deviance?

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CHAPTER OVERVIEW

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2.1: Social Stratification

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2.1.1: Chapter Introduction

Social Issues in the News

"More Wichita Kids Go Hungry," the headline said. As the United States was in a deep recession, poverty-stricken parents in Wichita, Kansas, increasingly worried about how they would be able to feed their children. As a state official explained, "We see a lot of children who regularly wonder where their next meal is coming from. Churches that used to do food drives once every two to three months are now doing them once a month." The number of children eating at one of Wichita's major food pantries had climbed by one-third from a year earlier, and the number of children classified as homeless had increased by 90% from 1,000 to 1,900. A sixth-grade girl gave life to these numbers when she wrote of her own family's situation. "My mom works very hard to support our family," she said, "[but] some days we would eat only once a day. Then Mom got her paycheck and we were really happy but then the bills started coming and we couldn't buy food because a house was more important. We would rather have a house to live in and we needed a car." (Wenzl, 2009)Wenzl, R. (2009, July 5). More Wichita kids go hungry. *The Wichita Eagle*. Retrieved from https://www.kansas.com/news/article1103389.html

This story of hunger in America's heartland reminds us that poverty is far from unknown in the richest nation in the world, especially since the severe economic recession began in 2008. The United States has long been considered a land of opportunity, but research by sociologists and other social scientists shows again and again that people differ dramatically in their opportunity to realize the American dream.

To illustrate this, imagine that you and four other people are about to begin playing the popular board game Monopoly. Following the rules, each player begins with $1,500. You start the game, go around the board, buy properties or land on someone else's properties, and sometimes end up in Jail or Free Parking. Like life itself, whether you eventually win or lose the game is a matter of both luck and skill.

But if Monopoly were *more* like real life, each player would *not* begin with $1,500. Instead, they would begin with very different amounts, because in real life some people are richer than others, and some are much poorer. In fact, reflecting the unequal distribution of wealth in the United States, one player, the richest, would begin with $6,352 of the $7,500 distributed to the five players combined. The next richest player would have $848. The third player would start with $285, while the next would have $52. The fifth and poorest player would actually begin $38 in debt! Figure 2.1.1.1 depicts this huge disparity in money at the beginning of the game.

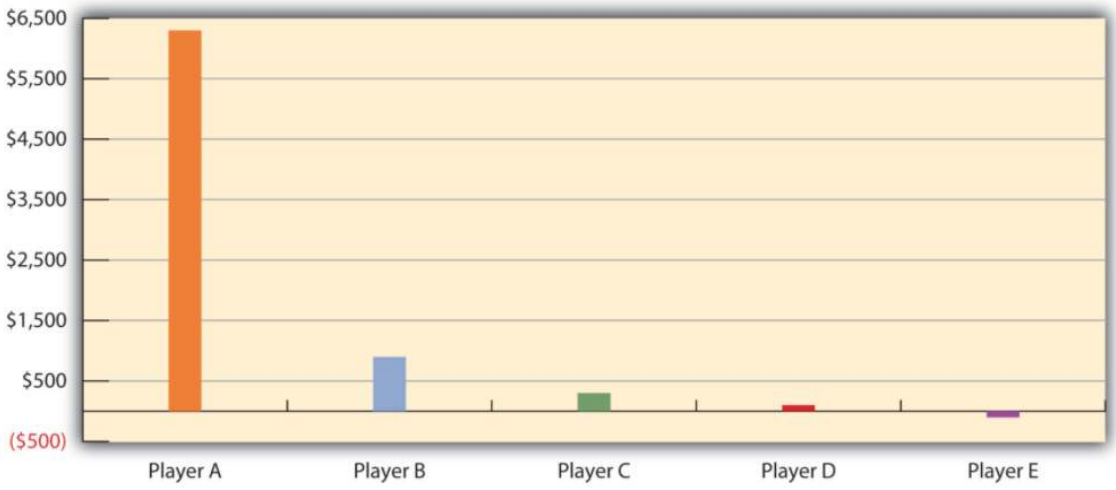


Figure 2.1.1.1: *Distribution of Starting Cash If Monopoly Were More Like Real Life*

Source: Based on distribution of wealth data from Mishel, L., Bernstein, J., & Shierholz, H. (2009). The state of working America 2008/2009. Ithaca, NY: ILR Press [An imprint of Cornell University Press].

Now suppose you are the player starting $38 in debt. How would you feel? You can hardly afford to buy Park Place or Boardwalk. Even landing on a couple of "pay" spaces like a utility the first time you go around the board would virtually force you out of the game. If you landed in Jail, you could not afford to get out. What are your chances of winning the game? Yes, you have a chance to

win, but how likely is this? The second, third, and fourth players have a better chance of winning than you do, but in the long run they certainly will not win nearly as often as the richest player, who, after all, starts out with about 85% of all the money distributed at the beginning.

Unlike most games, real life is filled with differences in wealth and other resources a society values. Sociologists refer to rankings based on these differences as **social stratification**. Except for the simplest preindustrial societies, every society is stratified to some extent, and some societies are more stratified than others. Another way of saying this is that some societies have more *economic inequality*, or a greater difference between the best-off and the worst-off, than others. In modern society, stratification is usually determined by income and other forms of wealth, such as stocks and bonds, but resources such as power and prestige matter, too. No matter what determines it, a society's stratification has significant consequences for its members' attitudes, behavior, and, perhaps most important of all, **life chances**—how well people do in such areas as education, income, and health. We will see examples of these consequences in the pages ahead and end with a discussion of some promising policies and programs for reducing inequality and poverty.

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2.1.2: Systems of Stratification

LEARNING OBJECTIVES

1. Explain the difference between open and closed societies.
2. Define the several systems of stratification.
3. Understand how Max Weber and Karl Marx differed in their view of class societies.

When we look around the world and through history, we see different types of stratification systems. These systems vary on their degree of **vertical mobility**, or the chances of rising up or falling down the stratification ladder. In some so-called *closed* societies, an individual has virtually no chance of moving up or down. *Open* societies have more vertical mobility, as some people, and perhaps many people, can move up or even down. That said, a key question is how much vertical mobility really exists in these societies. Let's look at several systems of stratification, moving from the most closed to the most open.

Slavery

The most closed system is **slavery**, or the ownership of people, which has been quite common in human history (Ennals, 2007).Ennals, R. (2007). *From slavery to citizenship*. Hoboken, NJ: John Wiley. Slavery is thought to have begun 10,000 years ago, after agricultural societies developed, as people in these societies made prisoners of war work on their farms. Many of the ancient lands of the Middle East, including Babylonia, Egypt, and Persia, also owned slaves, as did ancient China and India. Slavery especially flourished in ancient Greece and Rome, which used thousands of slaves for their trade economies. Most slaves in ancient times were prisoners of war or debtors. As trade died down during the Middle Ages, so did slavery.

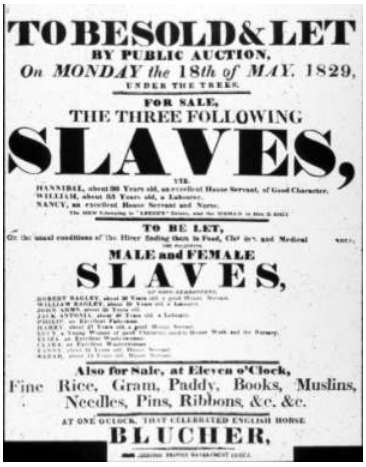


Figure 2.1.2.1: *Slavery is the most closed system of stratification. Although U.S. slavery, depicted here, ended with the Civil War, slavery still exists today in parts of Africa, Asia, and South America.*

Source: http://commons.wikimedia.org/wiki/File:Slave_sale_posterJPG.JPG.

But once Europeans began exploring the Western Hemisphere in the 1500s, slavery regained its popularity. Portuguese and Spanish colonists who settled in Brazil and Caribbean islands made slaves of thousands of Indians already living there. After most of them died from disease and abuse, the Portuguese and Spaniards began bringing slaves from Africa. In the next century, the English, the French, and other Europeans also began bringing African slaves into the Western Hemisphere, and by the 1800s they had captured and shipped to the New World some 10–12 million Africans, almost 2 million of whom died along the way (Thornton, 1998).Thornton, J. K. (1998). *Africa and Africans in the making of the Atlantic world, 1400–1800* (2nd ed.). Cambridge, England: Cambridge University Press.

The United States, of course, is all too familiar with slavery, which remains perhaps the most deplorable experience in American history and continues to have repercussions for African Americans and the rest of American society. It increasingly divided the new nation after it won its independence from Britain and helped lead to the Civil War eight decades later. The cruel treatment of slaves was captured in Harriet Beecher Stowe's classic but controversial book *Uncle Tom's Cabin*, which ignited passions on both sides of the slavery debate.

Slavery still exists in parts of Africa, Asia, and South America, with some estimates putting the number of slaves in the tens of millions. Today's slaves include (a) men first taken as prisoners of war in ethnic conflicts; (b) girls and women captured in wartime or kidnapped from their neighborhoods and used as prostitutes or sex slaves; (c) children sold by their parents to become child laborers; and (d) workers paying off debts who are abused and even tortured and too terrified to leave (Bales, 2007; Batstone, 2007).Bales, K. (2007). *Ending slavery: How we free today's slaves*. Berkeley: University of California Press; Batstone, D. (2007). *Not for sale: The return of the global slave trade—and how we can fight it*. New York, NY: HarperOne.

Estate Systems

Estate systems are characterized by control of land and were common in Europe and Asia during the Middle Ages and into the 1800s. In these systems, two major estates existed: the landed gentry or nobility and the peasantry or serfs. The landed gentry owned huge expanses of land on which serfs toiled. The serfs had more freedom than slaves had but typically lived in poverty and were subject to arbitrary control by the nobility (Kerbo, 2009).Kerbo, H. R. (2009). *Social stratification and inequality*. New York, NY: McGraw-Hill.

Estate systems thrived in Europe until the French Revolution in 1789 violently overturned the existing order and inspired people in other nations with its cries for freedom and equality. As time went on, European estate systems slowly gave way to class systems of stratification (discussed a little later). After the American colonies won their independence from Britain, the South had at least one characteristic of an estate system, the control of large plots of land by a relatively few wealthy individuals and their families, but it used slaves rather than serfs to work the land.

Much of Asia, especially China and Japan, also had estate systems. For centuries, China's large population lived as peasants in abject conditions and frequently engaged in peasant uprisings. These escalated starting in the 1850s after the Chinese government raised taxes and charged peasants higher rents for the land on which they worked. After many more decades of political and economic strife, Communists took control of China in 1949 (DeFronzo, 2007).DeFronzo, J. (2007). *Revolutions and revolutionary movements* (3rd ed.). Boulder, CO: Westview Press.

Caste Systems

In a **caste system**, people are born into unequal groups based on their parents' status and remain in these groups for the rest of their lives. For many years, the best-known caste system was in India, where, supported by Hindu beliefs emphasizing the acceptance of one's fate in life, several major castes dictated one's life chances from the moment of birth, especially in rural areas (Kerbo, 2009).Kerbo, H. R. (2009). *Social stratification and inequality*. New York, NY: McGraw-Hill. People born in the lower castes lived in abject poverty throughout their lives. Another caste, the *harijan*, or *untouchables*, was considered so low that technically it was not thought to be a caste at all. People in this caste were called the untouchables because they were considered unclean and were prohibited from coming near to people in the higher castes. Traditionally, caste membership in India almost totally determined an individual's life, including what job you had and whom you married; for example, it was almost impossible to marry someone in another caste. After India won its independence from Britain in 1949, its new constitution granted equal rights to the untouchables. Modern communication and migration into cities further weakened the caste system, as members of different castes now had more contact with each other. Still, caste prejudice remains a problem in India and illustrates the continuing influence of its traditional system of social stratification.

A country that used to have a caste system is South Africa. In the days of apartheid, from 1950 to 1990, a small group of white Afrikaners ruled the country. Black people constituted more than three-quarters of the nation's population and thus greatly outnumbered Afrikaners, but they had the worst jobs, could not vote, and lived in poor, segregated neighborhoods. Afrikaners bolstered their rule with the aid of the South African police, which used terror tactics to intimidate blacks (I. Berger, 2009).Berger, I. (2009). *South Africa in world history*. New York, NY: Oxford University Press.



Figure 2.1.2.2: *Many observers believe a caste system existed in the U.S. South until the civil rights movement ended legal racial segregation.*

Source: Photo courtesy of U.S. Library of Congress, http://www.loc.gov/pictures/resource/ppmsc.00199.

Many observers believe a caste system also existed in the South in the United States after Reconstruction and until the civil rights movement of the 1960s ended legal segregation. A segregated system called Jim Crow dominated the South, and even though African Americans had several rights, including the right to vote, granted to them by the 13th, 14th, and 15th Amendments to the Constitution, these rights were denied in practice. Lynchings were common for many decades, and the Southern police system bolstered white rule in the South just as the South African police system bolstered white rule in that country (Litwack, 2009).Litwack, L. F. (2009). *How free is free? The long death of Jim Crow*. Cambridge, MA: Harvard University Press.

Class Systems

Many societies, including all industrial ones, have **class systems**. In this system of stratification, a person is born into a social ranking but can move up or down from it much more easily than in caste systems or slave societies. This movement in either direction is primarily the result of a person's own effort, knowledge, and skills or lack of them. Although these qualities do not aid upward movement in caste or slave societies, they often do enable upward movement in class societies. Of the three systems of stratification discussed so far, class systems are by far the most open, meaning they have the most vertical mobility. We will look later at social class in the United States and discuss the extent of vertical mobility in American society.

Sociologist Max Weber, whose work on organizations and bureaucracies was discussed in Chapter 3.1 "Groups and Organizations", also had much to say about class systems of stratification. Such systems, he wrote, are based on three dimensions of stratification: class (which we will call *wealth*), power, and prestige. **Wealth** is the total value of an individual or family, including income, stocks, bonds, real estate, and other assets; **power** is the ability to influence others to do your bidding, even if they do not want to; and **prestige** refers to the status and esteem people hold in the eyes of others.

In discussing these three dimensions, Weber disagreed somewhat with Karl Marx, who said our ranking in society depends on whether we own the means of production. Marx thus felt that the primary dimension of stratification in class systems was economic. Weber readily acknowledged the importance of this economic dimension but thought power and prestige also matter. He further said that although wealth, power, and prestige usually go hand-in-hand, they do not always overlap. For example, although the head of a major corporation has a good deal of wealth, power, and prestige, we can think of many other people who are high on one dimension but not on the other two. A professional athlete who makes millions of dollars a year has little power in the political sense that Weber meant it. An organized crime leader might also be very wealthy but have little prestige outside the criminal underworld. Conversely, a scientist or professor may enjoy much prestige but not be very wealthy.

Classless Societies

Although, as noted earlier, all societies except perhaps for the simplest ones are stratified, some large nations have done their best to eliminate stratification by developing **classless societies**. Marx, of course, predicted that one day the proletariat would rise up and overthrow the bourgeoisie and create a communist society, by which he meant a classless one in which everyone had roughly the same amount of wealth, power, and prestige. In Russia, China, and Cuba, revolutions inspired by Marx's vision occurred in the 20th century. These revolutions resulted in societies not only with less economic inequality than in the United States and other class systems but also with little or no political freedom. Moreover, governing elites in these societies enjoyed much more wealth, power, and prestige than the average citizen. Overall, the communist experiments in Russia, China, and Cuba failed to achieve Marx's vision of an egalitarian society.

Some Western European nations, such as Sweden and Denmark, have developed *social democracies* based on fairly socialist economies. Although a few have nominal monarchies, these nations have much political freedom and less economic inequality than the United States and other class societies. They also typically rank much higher than the United States on various social and

economic indicators. Although these nations are not truly classless, they indicate it is possible, if not easy, to have a society that begins to fulfill Marx's egalitarian vision but where political freedom still prevails (Sandbrook, Edelman, Heller, & Teichman, 2007).Sandbrook, R., Edelman, M., Heller, P., & Teichman, J. (2007). *Social democracy in the global periphery: Origins, challenges, prospects*. New York, NY: Cambridge University Press.

KEY TAKEAWAYS

- Systems of stratification vary in their degree of vertical social mobility. Some societies are more open in this regard, while some are more closed.
- The major systems of stratification are slavery, estate systems, caste systems, and class systems.
- Some Western European nations are not classless but still have much less economic inequality than class societies such as the United States.

FOR YOUR REVIEW

1. What, if anything, should the United States and the United Nations try to do about the slavery that still exists in today's world?
2. Why do you think some class societies have more vertical social mobility than other class societies?

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2.1.3: Explaining Stratification

LEARNING OBJECTIVES

1. Outline the assumptions of the functionalist explanation of stratification.
2. Outline the assumptions of the conflict theory explanation of stratification.
3. Understand how symbolic interactionism views stratification.

Why is stratification so common? Is it possible to have a society without stratification? Sociologists trying to answer these questions have developed two very different macro explanations of stratification, while symbolic interactionists have examined the differences that stratification produces for everyday interaction. Table 2.1.3.1 summarizes these three approaches.

Table 2.1.3.1: heory Snapshot

Theoretical perspective	Major assumptions
Functionalism	Stratification is necessary to induce people with special intelligence, knowledge, and skills to enter the most important occupations. For this reason, stratification is necessary and inevitable.
Conflict	Stratification results from lack of opportunity and from discrimination and prejudice against the poor, women, and people of color. It is neither necessary nor inevitable.
Symbolic interactionism	Stratification affects people's beliefs, lifestyles, daily interaction, and conceptions of themselves.

The Functionalist View

Functionalist theory assumes that the various structures and processes in society exist because they serve important functions for society's stability and continuity. In line with this view, functionalist theorists in sociology assume that stratification exists because it also serves important functions for society. This explanation was developed more than 60 years ago by Kingsley Davis and Wilbert Moore (Davis & Moore, 1945)Davis, K., & Moore, W. (1945). Some principles of stratification. *American Sociological Review, 10*, 242–249. in the form of several logical assumptions that imply stratification is both necessary and inevitable. When applied to American society, their assumptions would be as follows:

1. **Some jobs are more important than other jobs.** For example, the job of a brain surgeon is more important than the job of shoe-shining.
2. **Some jobs require more skills and knowledge than other jobs.** To stay with our example, it takes more skills and knowledge to do brain surgery than to shine shoes.
3. **Relatively few people have the ability to acquire the skills and knowledge that are needed to do these important, highly skilled jobs.** Most of us would be able to do a decent job of shining shoes, but very few of us would be able to become brain surgeons.
4. **To induce the people with the skills and knowledge to do the important, highly skilled jobs, society must promise them higher incomes or other rewards.** If this is true, some people automatically end up higher in society's ranking system than others, and stratification is thus necessary and inevitable. To illustrate this, say we have a society where shining shoes and doing brain surgery both give us incomes of $150,000 per year. (This example is *very* hypothetical, but please keep reading.) If you decide to shine shoes, you can begin making this money at age 16, but if you decide to become a brain surgeon, you will not start making this same amount until about age 35, as you first must go to college and medical school and then acquire several more years of medical training. While you have spent 19 additional years beyond age 16 getting this education and training and taking out tens of thousands of dollars in student loans, you could have spent these 19 years shining shoes and making $150,000 a year, or $2.85 million overall. Which job would you choose?



Figure 2.1.3.1: *Functional theory argues that the promise of very high incomes is necessary to induce talented people to pursue important careers such as surgery. If physicians and shoe shiners made the same high income, would enough people decide to become physicians? © Thinkstock*

As this example suggests, many people might not choose to become brain surgeons unless considerable financial and other rewards awaited them. By extension, we might not have enough people filling society's important jobs unless they know they will be similarly rewarded. If this is true, we must have stratification. This all sounds very logical, but a few years after Davis and Moore published their functionalist theory of stratification, other sociologists pointed out some serious problems in their argument (Tumin, 1953; Wrong, 1959).Tumin, M. M. (1953). Some principles of stratification: A critical analysis. *American Sociological Review, 18*, 387–393; Wrong, D. H. (1959). The functional theory of stratification: Some neglected considerations. *American Sociological Review, 24*, 772–782.

First, it is difficult to compare the importance of many types of jobs. For example, which is more important, doing brain surgery or mining coal? Although you might be tempted to answer "brain surgery," if no coal were mined, much of our society could not function. In another example, which job is more important, attorney or professor? (Be careful how you answer this one!)

Second, the functionalist explanation implies that the most important jobs have the highest incomes and the least important jobs the lowest incomes, but many examples, including the ones just mentioned, counter this view. Coal miners make much less money than physicians, and professors, for better or worse, earn much less on the average than lawyers. A professional athlete making millions of dollars a year earns many times the income of the president of the United States, but who is more important to the nation? Elementary school teachers do a very important job in our society, but their salaries are much lower than those of sports agents, advertising executives, and many other people whose jobs are far less essential.

Third, the functionalist view also implies that people move up the economic ladder based on their abilities, skills, knowledge, and, more generally, their merit. If this is true, another implication is that if they do not move up the ladder, they lack the necessary merit. This view ignores the fact that much of our stratification stems from lack of equal opportunity, as our Monopoly example at the beginning of the chapter made clear. Because of their race, ethnicity, gender, and class standing at birth, some people have less opportunity than others to acquire the skills and training they need to fill the types of jobs addressed by the functionalist approach.

Finally, the functionalist explanation might make sense up to a point, but it does not justify the extremes of wealth and poverty found in the United States and other nations. Even if we do have to promise higher incomes to get enough people to become physicians, does that mean we also need the amount of poverty we have? Do CEOs of corporations really need to make millions of dollars per year to get enough qualified people to become CEOs? Don't people take on a CEO job or other high-paying job at least partly because of the challenge, working conditions, and other positive aspects they offer? The functionalist view does not answer these questions adequately.

The Conflict View

Conflict theory's explanation of stratification draws on Karl Marx's view of class societies and incorporates the critique of the functionalist view just discussed. Many different explanations grounded in conflict theory exist, but they all assume that stratification stems from a fundamental conflict between the needs and interests of the powerful, or "haves," in society and those of the weak, or "have-nots" (Kerbo, 2009).Kerbo, H. R. (2009). *Social stratification and inequality*. New York, NY: McGraw-Hill. The former take advantage of their position at the top of society to stay at the top, even if it means oppressing those at the bottom. At a minimum, they can heavily influence the law, the media, and other institutions in a way that maintains society's class structure.

Ideology and Stratification

In explaining stratification, conflict theory emphasizes **ideology**, or a set of ideas that justifies the status quo. This emphasis goes back to the work of Marx, who said the ruling class shapes and even controls the ruling ideas of a society. It tries to shape these ideas so that they justify the existing order and decrease the chances that the poor will challenge it. The key goal of the ruling class here is to prevent the poor from achieving **class consciousness**, or an awareness of their oppression and the true reasons for it

(Marx & Engels, 1947).Marx, K., & Engels, F. (1947). *The German ideology*. New York, NY: International Publishers. If the poor instead do not recognize their interests as a class that does not control the means of production, they suffer from **false consciousness**.

As an example, Marx called religion the “opiate of the masses.” By this he meant that religious beliefs influence the poor to feel that their fate in life is God’s will or a test of their belief in God. If they hold such beliefs, they will neither blame their poverty on the rich nor rebel against them. Religious beliefs help create false consciousness.

Ideological beliefs bolster every system of stratification and domination. In slave societies, the dominant ideology, and one that at least some slaves accepted, was that slaves are inferior to their masters and deserve no better fate in life. When U.S. slavery existed in the South, it was commonly thought that blacks were biologically inferior and suited only to be slaves. Caste societies, as we noted earlier, have similar beliefs that justify the existence and impact of the caste system. Hitler’s “final solution” likewise rested on the belief that Jews and other groups he targeted were biologically inferior and deserving of extermination.

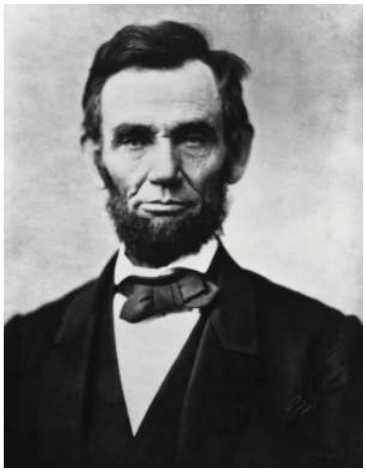


Figure 2.1.3.2: *Because he was born in a log cabin and later became president, Abraham Lincoln’s life epitomizes the American Dream, the belief that people born into poverty can become successful through hard work. The popularity of this belief leads many Americans to blame poor people for their poverty.*

Source: Photo courtesy of U.S. Library of Congress, http://www.loc.gov/pictures/resource/cph.3a53289.

Ideological beliefs in class societies are more subtle and complex but nonetheless influential. One of the most important beliefs in the United States is the American Dream, epitomized by the story of Abraham Lincoln. According to this belief, people born into poverty can lift themselves up by the bootstraps and become successful if they work hard enough. By implication, if people remain poor, they are not trying hard enough or have other personal deficiencies keeping them in poverty. This ideology prompts many Americans to take a blaming-the-victim approach by blaming poverty on laziness and other problems in the poor rather than on discrimination and the lack of opportunity in society. To the extent that people accept such ideological beliefs, they are less likely to criticize the existing system of stratification. Marx did not foresee the extent to which these beliefs would impede the development of class consciousness in the United States.

International data underline this American ideology. We saw in Chapter 1.1 "Culture" that about 60% of Americans attribute poverty to laziness and lack of willpower, compared to less than half that in Mexico, Russia, Spain, and Sweden. Belief in the American Dream evidently helps lead to a blaming-the-victim ideology that blames the poor for their own fate.

Conflict theory assumes that class position influences our perceptions of social and political life, even if not to the degree envisioned by Marx. Some national survey data support this assumption. A General Social Survey question asks whether it is the government’s responsibility to “reduce income differences between the rich and poor.” As Figure 2.1.3.3 shows, low-income people are much more likely than high-income people to think the government has this responsibility.

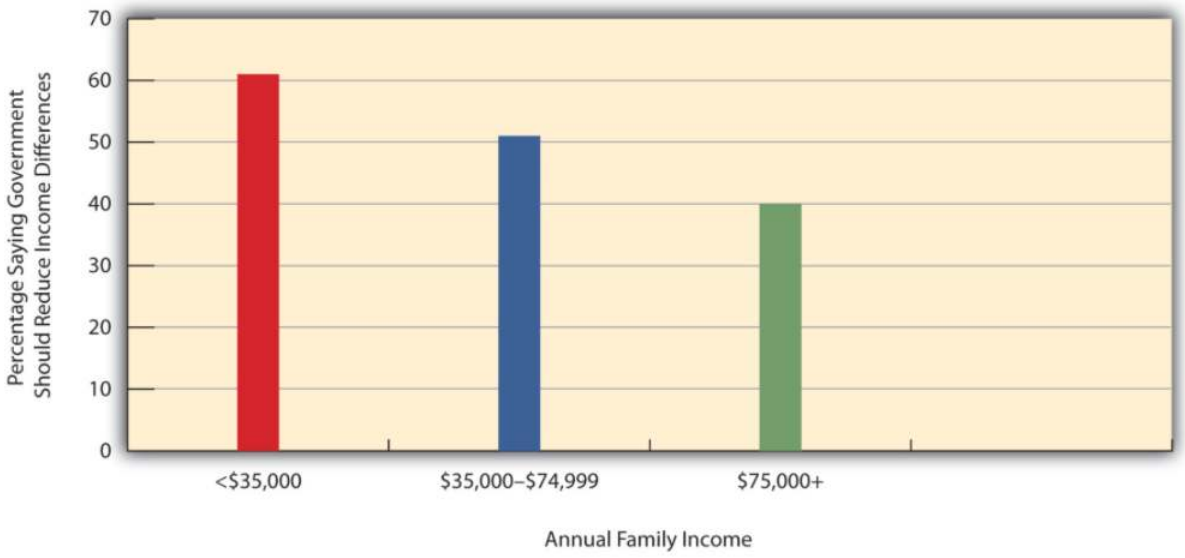


Figure 2.1.3.3: *Annual Family Income and Belief That Government "Should Reduce Income Differences Between the Rich and Poor"*

Source: Data from General Social Survey, 2006.

Symbolic Interactionism

Consistent with its micro orientation, symbolic interactionism tries to understand stratification by looking at people's interaction and understandings in their daily lives. Unlike the functionalist and conflict views, it does not try to explain why we have stratification in the first place. Rather, it examines the differences that stratification makes for people's lifestyles and their interaction with other people.

One of the most insightful analyses of stratification that fits into a symbolic interactionist framework was Thorstein Veblin's (1899/1953)Veblen, T. (1953). *The theory of the leisure class: An economic study of institutions*. New York, NY: New American Library. (Original work published 1899) famous discussion of *conspicuous consumption*, or the acquisition and display by the wealthy of lavish products that show off their wealth. The very rich do not need mansions or other very opulent homes, and neither do they need a motor vehicle costing upward of $100,000 or more or jewelry costing thousands and thousands of dollars. Yet they purchase these products to show off their wealth and to feel better about themselves. The lifestyles of the rich are featured in classic novels by writers such as F. Scott Fitzgerald and in classic films such as *The Philadelphia Story*, starring the formidable trio of Katharine Hepburn, Cary Grant, and James Stewart. Although one message of many of these cultural works is that money does not always bring happiness, it remains true, as Fitzgerald once wrote, "Let me tell you about the very rich. They are different from you and me."

Examples of the symbolic interactionist framework are also seen in the many literary works and films that portray the difficulties that the rich and poor have in interacting on the relatively few occasions when they do interact. For example, in the film *Pretty Woman*, Richard Gere plays a rich businessman who hires a prostitute, played by Julia Roberts, to accompany him to swank parties and other affairs. Roberts has to buy a new wardrobe and learn how to dine and behave in rich social settings, and much of the film's humor and poignancy come from her awkwardness in learning the lifestyle of the rich.

If there are many dramatic and humorous accounts of the "lifestyles of the rich and famous," there are also many sociological and other accounts of lives of the poor. Poverty is discussed later in this chapter, but for now it is sufficient to say that the poor often lead lives of quiet desperation and must find many ways of coping with the fact of being poor. Studies of the poor, too, reflect the symbolic interactionist perspective.

KEY TAKEAWAYS

- According to the functionalist view, stratification is a necessary and inevitable consequence of the need to use the promise of financial reward to induce talented people to pursue important jobs and careers.
- According to conflict theory, stratification results from lack of opportunity and discrimination against the poor and people of color.
- According to symbolic interactionism, social class affects how people interact in everyday life and how they view certain aspects of the social world.

FOR YOUR REVIEW

1. In explaining stratification in the United States, which view, functionalist or conflict, makes more sense to you? Why?
2. Suppose you could wave a magic wand and invent a society where everyone had about the same income no matter which job he or she performed. Do you think it would be difficult to persuade enough people to become physicians or to pursue other important careers? Explain your answer.

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2.1.4: Social Class in the United States

LEARNING OBJECTIVES

1. Distinguish objective and subjective measures of social class.
2. Outline the functionalist view of the American class structure.
3. Outline the conflict view of the American class structure.
4. Discuss whether the United States has much vertical social mobility.

There is a surprising amount of disagreement among sociologists on the number of social classes in the United States and even on how to measure social class membership. We first look at the measurement issue and then discuss the number and types of classes sociologists have delineated.

Measuring Social Class

We can measure social class either *objectively* or *subjectively*. If we choose the objective method, we classify people according to one or more criteria, such as their occupation, education, and/or income. The researcher is the one who decides which social class people are in based on where they stand in regard to these variables. If we choose the subjective method, we ask people what class *they think* they are in. For example, the General Social Survey asks, “If you were asked to use one of four names for your social class, which would you say you belong in: the lower class, the working class, the middle class, or the upper class?” Figure 2.1.4.1 "*Subjective Social Class Membership*" depicts responses to this question. The trouble with such a subjective measure is that some people say they are in a social class that differs from what objective criteria might indicate they are in. This problem leads most sociologists to favor objective measures of social class when they study stratification in American society.

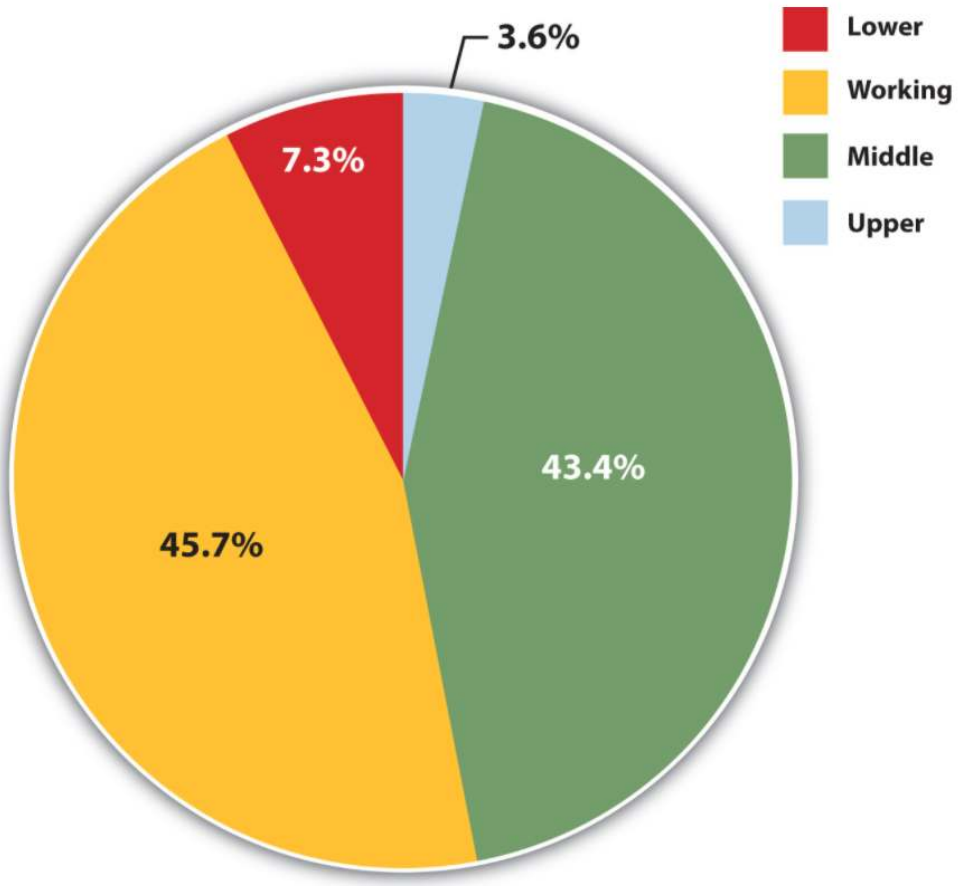


Figure 2.1.4.1: *Subjective Social Class Membership*

Source: Data from General Social Survey, 2008.

Yet even here there is disagreement between functionalist theorists and conflict theorists on which objective measures to use. Functionalist sociologists rely on measures of **socioeconomic status (SES)**, such as education, income, and occupation, to determine someone's social class. Sometimes one of these three variables is used by itself to measure social class, and sometimes two or all three of the variables are combined (in ways that need not concern us) to measure social class. When occupation is used, sociologists often rely on standard measures of occupational prestige. Since the late 1940s, national surveys have asked Americans to rate the prestige of dozens of occupations, and their ratings are averaged together to yield prestige scores for the occupations (Hodge, Siegel, & Rossi, 1964).Hodge, R. W., Siegel, P., & Rossi, P. (1964). Occupational prestige in the United States, 1925–63. *American Journal of Sociology, 70*, 286–302. Over the years these scores have been relatively stable. Here are some average prestige scores for various occupations: physician, 86; college professor, 74; elementary school teacher, 64; letter carrier, 47; garbage collector, 28; and janitor, 22.

Despite SES's usefulness, conflict sociologists prefer different, though still objective, measures of social class that take into account ownership of the means of production and other dynamics of the workplace. These measures are closer to what Marx meant by the concept of class throughout his work, and they take into account the many types of occupations and workplace structures that he could not have envisioned when he was writing during the 19th century.

For example, corporations have many upper-level managers who do not own the means of production but still determine the activities of workers under them. They thus do not fit neatly into either of Marx's two major classes, the bourgeoisie or the proletariat. Recognizing these problems, conflict sociologists delineate social class on the basis of several factors, including the ownership of the means of production, the degree of autonomy workers enjoy in their jobs, and whether they supervise other workers or are supervised themselves (Wright, 2000).Wright, E. O. (2000). *Class counts: Comparative studies in class analysis*. New York, NY: Cambridge University Press.

The American Class Structure

As should be evident, it is not easy to determine how many social classes exist in the United States. Over the decades, sociologists have outlined as many as six or seven social classes based on such things as, once again, education, occupation, and income, but also on lifestyle, the schools people's children attend, a family's reputation in the community, how "old" or "new" people's wealth is, and so forth (Coleman & Rainwater, 1978; Warner & Lunt, 1941).Coleman, R. P., & Rainwater, L. (1978). *Social standing in America*. New York, NY: Basic Books; Warner, W. L., & Lunt, P. S. (1941). *The social life of a modern community*. New Haven, CT: Yale University Press. For the sake of clarity, we will limit ourselves to the four social classes included in Figure 2.1.4.1 "*Subjective Social Class Membership*" : the upper class, the middle class, the working class, and the lower class. Although subcategories exist within some of these broad categories, they still capture the most important differences in the American class structure (Gilbert, 2011).Gilbert, D. (2011). *The American class structure in an age of growing inequality* (8th ed.). Thousand Oaks, CA: Pine Forge Press. The annual income categories listed for each class are admittedly somewhat arbitrary but are based on the percentage of households above or below a specific income level.

The Upper Class

Depending on how it is defined, the upper class consists of about 4% of the U.S. population and includes households with annual incomes (2009 data) of more than $200,000 (DeNavas-Walt, Proctor, & Smith, 2010).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). *Income, poverty, and health insurance coverage in the United States: 2009* (Current Population Report P60-238). Washington, DC: U.S. Census Bureau. Some scholars would raise the ante further by limiting the upper class to households with incomes of at least $500,000 or so, which in turn reduces this class to about 1% of the population, with an average wealth (income, stocks and bonds, and real estate) of several million dollars. However it is defined, the upper class has much wealth, power, and influence (Kerbo, 2009).Kerbo, H. R. (2009). *Social stratification and inequality*. New York, NY: McGraw-Hill.



Figure 2.1.4.2: *The upper class in the United States consists of about 4% of all households and possesses much wealth, power, and influence. © Thinkstock*

Members of the *upper-upper* class have "old" money that has been in their families for generations; some boast of their ancestors coming over on the *Mayflower*. They belong to exclusive clubs and live in exclusive neighborhoods; have their names in the *Social Register*; send their children to expensive private schools; serve on the boards of museums, corporations, and major charities; and exert much influence on the political process and other areas of life from behind the scenes. Members of the *lower-upper* class have "new" money acquired through hard work, lucky investments, and/or athletic prowess. In many ways their lives are similar to those of their old-money counterparts, but they do not enjoy the prestige that old money brings. Bill Gates, the founder of Microsoft and the richest person in the United States in 2009, would be considered a member of the lower-upper class because his money is too "new." Because he does not have a long-standing pedigree, upper-upper class members might even be tempted to disparage his immense wealth, at least in private.

The Middle Class

Many of us like to think of ourselves in the middle class, as Figure 2.1.4.1 "*Subjective Social Class Membership*" showed, and many of us are. The middle class includes the 46% of all households whose annual incomes range from $50,000 to $199,999. As this very broad range suggests, the middle class includes people with many different levels of education and income and many different types of jobs. It is thus helpful to distinguish the *upper-middle* class from the *lower-middle* class on the upper and lower ends of this income bracket, respectively. The upper-middle class has household incomes from about $150,000 to $199,000, amounting to about 4.4% of all households. People in the upper-middle class typically have college and, very often, graduate or professional degrees; live in the suburbs or in fairly expensive urban areas; and are bankers, lawyers, engineers, corporate managers, and financial advisers, among other occupations.



Figure 2.1.4.3: *The upper-middle class in the United States consists of about 4.4% of all households, with incomes ranging from $150,000 to $199,000. © Thinkstock*

The lower-middle class has household incomes from about $50,000 to $74,999, amounting to about 18% of all families. People in this income bracket typically work in white-collar jobs as nurses, teachers, and the like. Many have college degrees, usually from the less prestigious colleges, but many also have 2-year degrees or only a high school degree. They live somewhat comfortable lives but can hardly afford to go on expensive vacations or buy expensive cars and can send their children to expensive colleges only if they receive significant financial aid.

The Working Class



Figure 2.1.4.4: *The working class in the United States consists of about 25% of all households, whose members work in blue-collar jobs and less skilled clerical positions. © Thinkstock*

Working-class households have annual incomes between about $25,000 and $49,999 and constitute about 25% of all U.S. households. They generally work in blue-collar jobs such as factory work, construction, restaurant serving, and less skilled clerical positions. People in the working class typically do not have 4-year college degrees, and some do not have high school degrees. Although most are not living in official poverty, their financial situation is very uncomfortable. A single large medical bill or expensive car repair would be almost impossible to pay without going into considerable debt. Working-class families are far less likely than their wealthier counterparts to own their own homes or to send their children to college. Many of them live at risk for unemployment as their companies downsize by laying off workers even in good times, and hundreds of thousands began to be laid off when the U.S. recession began in 2008.

The Lower Class



Figure 2.1.4.5: *The lower class or poor in the United States constitute about 25% of all households. Many poor individuals lack high school degrees and are unemployed or employed only part time. © Thinkstock*

Although lower class is a common term, many observers prefer a less negative-sounding term like the poor, which is the term used here. The poor have household incomes under $25,000 and constitute about 25% of all U.S. households. Many of the poor lack high school degrees, and many are unemployed or employed only part time in semiskilled or unskilled jobs. When they do work, they work as janitors, house cleaners, migrant laborers, and shoe shiners. They tend to rent apartments rather than own their own homes, lack medical insurance, and have inadequate diets. We will discuss the poor further when we focus later in this chapter on inequality and poverty in the United States.

Social Mobility

Regardless of how we measure and define social class, what are our chances of moving up or down within the American class structure? As we saw earlier, the degree of vertical social mobility is a key distinguishing feature of systems of stratification. Class systems such as in the United States are thought to be open, meaning that social mobility is relatively high. It is important, then, to determine how much social mobility exists in the United States.

Here we need to distinguish between two types of vertical social mobility. **Intergenerational mobility** refers to mobility from one generation to the next within the same family. If children from poor parents end up in high-paying jobs, the children have experienced upward intergenerational mobility. Conversely, if children of college professors end up hauling trash for a living, these children have experienced downward intergenerational mobility. **Intragenerational mobility** refers to mobility within a person's own lifetime. If you start out as an administrative assistant in a large corporation and end up as an upper-level manager, you have experienced upward intragenerational mobility. But if you start out from business school as an upper-level manager and get laid off 10 years later because of corporate downsizing, you have experienced downward intragenerational mobility.

Sociologists have conducted a good deal of research on vertical mobility, much of it involving the movement of males up or down the occupational prestige ladder compared to their fathers, with the earliest studies beginning in the 1960s (Blau & Duncan, 1967; Featherman & Hauser, 1978).Blau, P. M., & Duncan, O. D. (1967). *The American occupational structure*. New York, NY: Wiley; Featherman, D. L., & Hauser, R. M. (1978). *Opportunity and change*. New York, NY: Academic Press. For better or worse, the focus on males occurred because the initial research occurred when many women were still homemakers and also because women back then were excluded from many studies in the social and biological sciences. The early research on males found that about half of sons end up in higher-prestige jobs than their fathers had but that the difference between the sons' jobs and their fathers' was relatively small. For example, a child of a janitor may end up running a hardware store but is very unlikely to end up as a corporate executive. To reach that lofty position, it helps greatly to have parents in jobs much more prestigious than a janitor's. Contemporary research also finds much less mobility among African Americans and Latinos than among non-Latino whites with the same education and family backgrounds, suggesting an important negative impact of racial and ethnic discrimination.



Figure 2.1.4.6: *A college education is a key step toward achieving upward social mobility. However, the payoff of education is often higher for men than for women and for whites than for people of color. © Thinkstock*

A key vehicle for upward mobility is formal education. Regardless of the socioeconomic status of our parents, we are much more likely to end up in a high-paying job if we attain a college degree or, increasingly, a graduate or professional degree. Figure 2.1.4.7 vividly shows the difference that education makes for Americans' median annual incomes. Notice, however, that for a given level of education, men's incomes are greater than women's. Figure 2.1.4.7 thus suggests that the payoff of education is higher for men than for women, and many studies support this conclusion (Green & Ferber, 2008).Green, C. A., & Ferber, M. A. (2008). The long-term impact of labor market interruptions: How crucial is timing? *Review of Social Economy, 66*, 351–379. The reasons for this gender difference are complex and will be discussed further in Chapter 2.4 "Gender and Gender Inequality". To the extent vertical social mobility exists in the United States, then, it is higher for men than for women and higher for whites than for people of color.

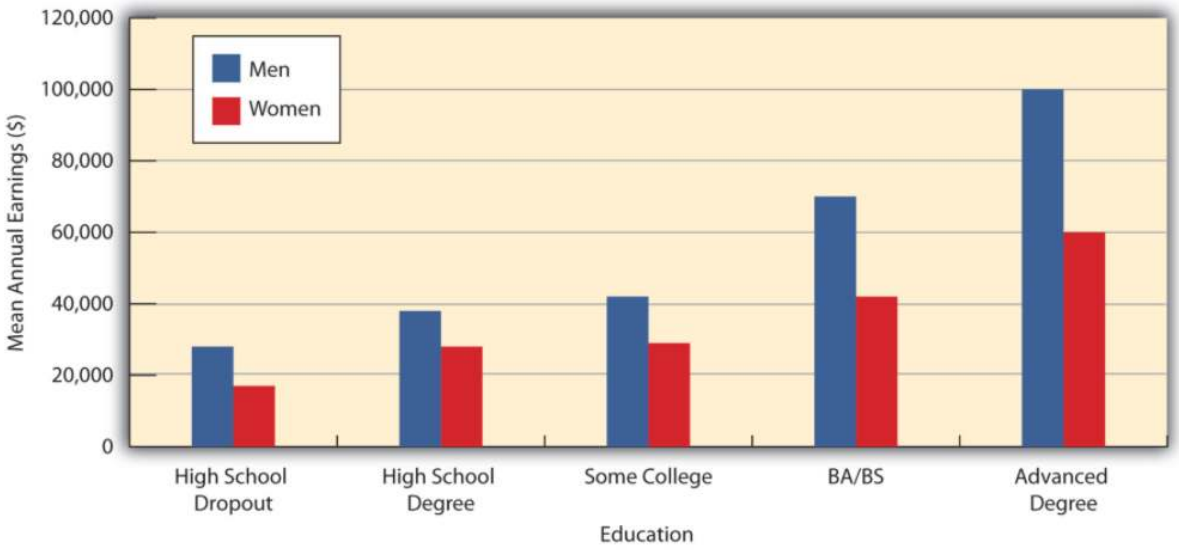


Figure 2.1.4.7: *Education and Median Earnings of Year-Round, Full-Time Workers, 2007*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

Certainly the United States has upward social mobility, even when we take into account gender and racial discrimination. Whether we conclude the United States has *a lot of* vertical mobility or *just a little* is the key question, and the answer to this question depends on how the data are interpreted. People can and do move up the socioeconomic ladder, but their movement is fairly limited. Hardly anyone starts at the bottom of the ladder and ends up at the top. As we see later in this chapter, recent trends in the U.S. economy have made it more difficult to move up the ladder and have even worsened the status of some people.

One way of understanding the issue of U.S. mobility is to see how much parents' education affects the education their children attain. Figure 2.1.4.8 compares how General Social Survey respondents with parents of different educational backgrounds fare in attaining a college (bachelor's) degree. For the sake of clarity, the figure includes only those respondents whose parents had the same level of education as each other: they either both dropped out of high school, both were high school graduates, or both were college graduates.

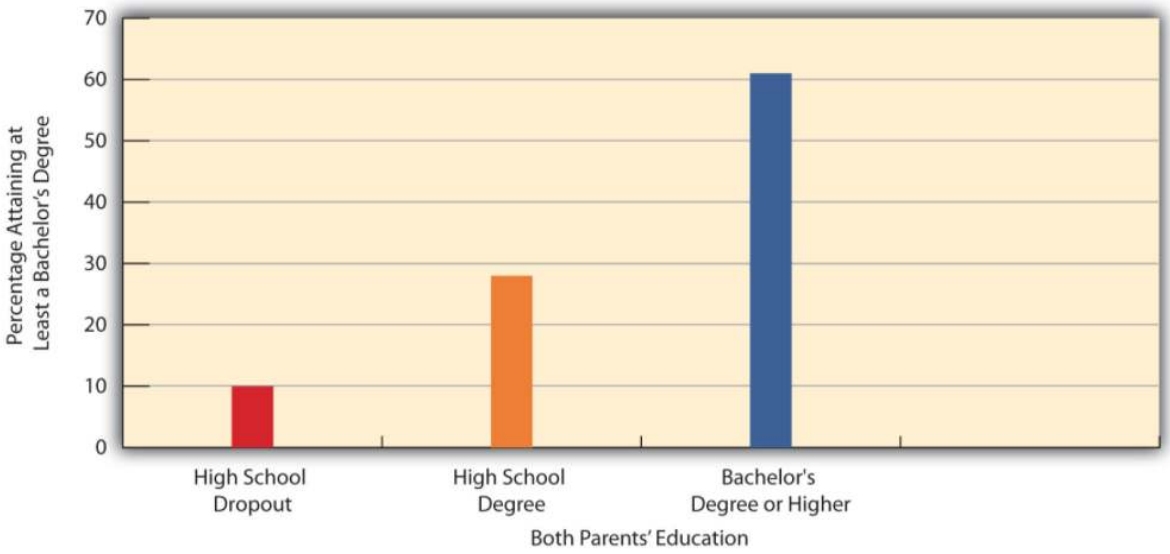


Figure 2.1.4.8: *Parents' Education and Percentage of Respondents Who Have a College Degree*

Source: Data from General Social Survey, 2008.

As Figure 2.1.4.8 indicates, we are much more likely to get a college degree if our parents had college degrees themselves. The two bars for respondents whose parents were high school graduates or dropouts, respectively, do represent upward mobility, because the respondents are graduating from college even though their parents did not. But the three bars taken together also show that our chances of going to college depend heavily on our parents' education (and presumably their income and other aspects of our family backgrounds). The American Dream does exist, but it is much more likely to remain *only* a dream unless we come from advantaged backgrounds. In fact, there is less vertical mobility in the United States than in other Western democracies. As a recent analysis summarized the evidence, "There is considerably more mobility in most of the other developed economies of Europe and Scandinavia than in the United States" (Mishel, Bernstein, & Shierholz, 2009, p. 108).Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press].

KEY TAKEAWAYS

- Several ways of measuring social class exist. Functionalist and conflict sociologists disagree on which objective criteria to use in measuring social class. Subjective measures of social class, which rely on people rating their own social class, may lack some validity.
- Sociologists disagree on the number of social classes in the United States, but a common view is that the United States has four classes: upper, middle, working, and lower. Further variations exist within the upper and middle classes.
- The United States has some vertical social mobility, but not as much as several nations in Western Europe.

FOR YOUR REVIEW

1. Which way of measuring social class do you prefer, objective or subjective? Explain your answer.
2. Which objective measurement of social class do you prefer, functionalist or conflict? Explain your answer.

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2.1.5: Economic Inequality and Poverty in the United States

LEARNING OBJECTIVES

1. Understand trends in U.S. inequality.
2. Explain the social distribution of U.S. poverty.
3. Distinguish the structural and individual explanations of poverty.
4. List the major effects of poverty.

In his classic book *The Other America*, Michael Harrington (1962)Harrington, M. (1962). *The other America: Poverty in the United States*. New York, NY: Macmillan. brought the reality of poverty home to many Americans. In chapter after chapter, he discussed the troubled lives of the poor in rural Appalachia, in our urban centers, and in other areas of the country, and he indicted the country for not helping the poor. His book helped kindle interest in the White House and Congress in aiding the poor and deeply affected its thousands of readers. Almost five decades later, we know much more about poverty than we used to. Despite initial gains in fighting poverty in the 1960s (Schwartz, 1984),Schwartz, J. E. (1984, June 18). The war we won: How the great society defeated poverty. *The New Republic*, 18–19. poverty is still with us and has worsened since the early 2000s, especially since the onset of the serious economic recession that began in 2008. What do we know about the extent of poverty, the reasons for it, and its consequences?

Economic Inequality

Let's start by discussing **economic inequality**, which refers to the extent of the economic difference between the rich and the poor. Because most societies are stratified, there will always be some people who are richer or poorer than others, but the key question is *how much* richer or poorer they are. When the gap between them is large, we say that much economic inequality exists; when the gap between them is small, we say that relatively little economic inequality exists.

Considered in this light, the United States has a very large degree of economic inequality. A common way to examine inequality is to rank the nation's families by income from lowest to highest and then to divide this distribution into *fifths*. Thus, we have the poorest fifth of the nation's families (or the 20% of families with the lowest family incomes), a second fifth with somewhat higher incomes, and so on until we reach the richest fifth of families, or the 20% with the highest incomes. We then can see what percentage each fifth has of the nation's *entire* income. Figure 2.1.5.1 "Share of National Income Going to Income Fifths, 2009" shows such a calculation for the United States. The poorest fifth enjoys only 3.4% of the nation's income, while the richest fifth enjoys 50.3%. Another way of saying this is that the richest 20% of the population have as much income as the remaining 80% of the population.

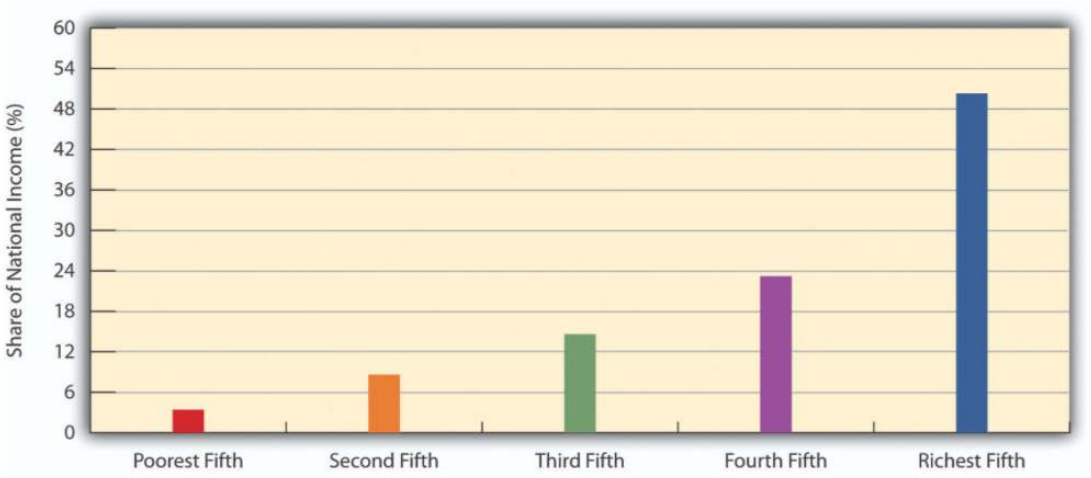


Figure 2.1.5.1: *Share of National Income Going to Income Fifths, 2009*

Source: Data from DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). Income, poverty, and health insurance coverage in the United States: 2009 (Current Population Report P60-238). Washington, DC: U.S. Census Bureau.

This degree of inequality is the largest in the industrialized world. Figure 2.1.5.2 "Income Inequality Around the World" compares the inequality among several industrialized nations by dividing the median income of households in the 90th percentile (meaning they have more income than 90% of all households) by the median income of households in the 10th percentile (meaning they have more income than only 10% of all households); the higher the resulting ratio, the greater a nation's inequality. The ratio for the United States, 4.86, far exceeds that for any other nation.

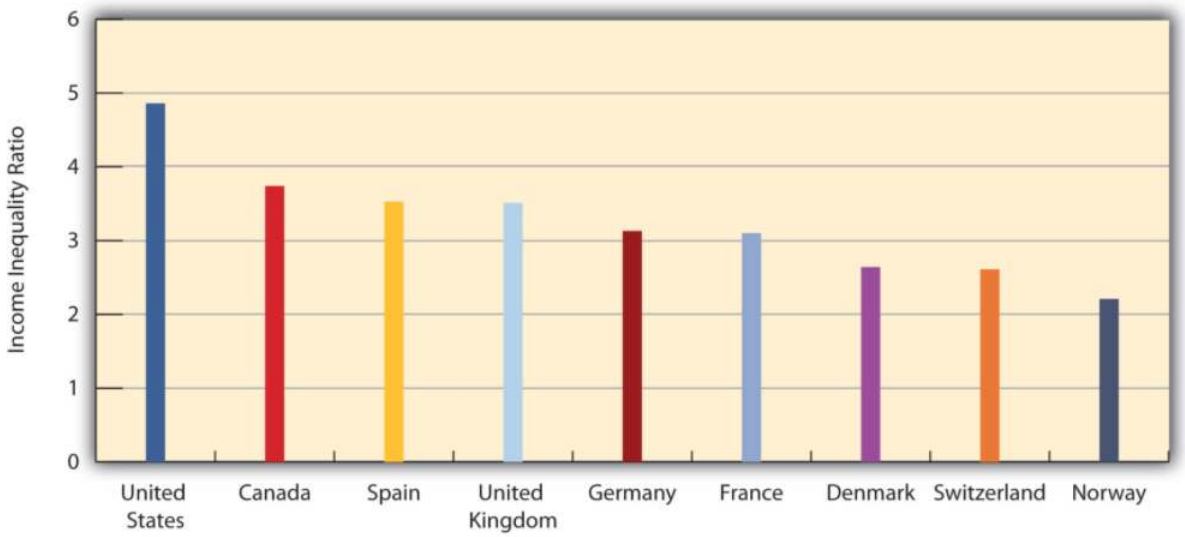


Figure 2.1.5.2: *Income Inequality Around the World*

Ratio of median income of richest 10% in each nation to that of poorest 10%.

Source: Data from Mishel, L., Bernstein, J., & Shierholz, H. (2009). The state of working America 2008/2009. Ithaca, NY: ILR Press [An imprint of Cornell University Press].

Economic inequality in the United States has increased during the last two decades. The loss of manufacturing jobs and changes in taxation and income distribution policies since the early 1980s have favored the rich and hurt the economic standing of the middle class and the poor (Barlett & Steele, 2002; Wilson, 2009).Barlett, D. L., & Steele, J. B. (2002). *The great American tax dodge: How spiraling fraud and avoidance are killing fairness, destroying the income tax, and costing you*. Berkeley: University of California Press; Wilson, W. J. (2009). The economic plight of inner-city black males. In E. Anderson (Ed.), *Against the wall: Poor, young, black, and male* (pp. 55–70). Philadelphia: University of Pennsylvania Press. After adjusting for inflation, the post-tax income of the nation's wealthiest families grew by a much greater amount than that for the poorest families from 1979 to 2005. It grew by only 6% for the poorest fifth but by 80% for the wealthiest fifth, and it also grew by a whopping 228% for families in the top 1% of the nation's families (Mishel, Bernstein, & Shierholz, 2009).Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press]. As the saying goes, the rich get richer. To recall our earlier discussion, to be upwardly mobile, it helps to be well-off to begin with.

Poverty

Measuring Poverty

When U.S. officials became concerned about poverty during the 1960s, they quickly realized they needed to find out how much poverty we had. To do so, a measure of official poverty, or a **poverty line**, was needed. This line was first calculated in 1963 by multiplying the cost of a very minimal diet by three, as a 1955 government study had determined that the typical American family spent one-third of its income on food. Thus a family whose income is lower than three times the cost of a very minimal diet is considered officially poor.



Figure 2.1.5.3: *The measure of official poverty began in 1963 and stipulates that a family whose income is lower than three times the cost of a minimal diet is considered officially poor. This measure has not changed since 1963 even though family expenses have risen greatly in many areas. © Thinkstock*

This way of calculating the poverty line has not changed since 1963, even though many other things, such as energy, child care, and health care, now occupy a greater percentage of the typical family's budget than was true in 1963. As a national measure, the poverty line also fails to take into account regional differences in the cost of living. For all of these reasons, many experts think the official measurement of poverty is highly suspect. As a recent report observed, "Most poverty analysts strongly believe that the official poverty statistics are inadequate to the task of determining who is poor in America" (Mishel, Bernstein, & Shierholz, 2009, p. 298).Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press].

The poverty line is adjusted annually for inflation and takes into account the number of people in a family: the larger the family size, the higher the poverty line. In 2009, the poverty line for a nonfarming family of four (two adults, two children) was $21,756. A four-person family earning even one more dollar than $21,756 in 2009 was not officially poor, even though its "extra" income hardly lifted it out of dire economic straits. Policy experts have calculated a no-frills budget that enables a family to meet its basic needs in food, clothing, shelter, and so forth; this budget is about twice the poverty line. Families with incomes between the poverty line and twice the poverty line are barely making ends meet, but they are not considered officially poor. When we talk here about the poverty level, keep in mind that we are talking only about *official* poverty and that there are many families and individuals living in near-poverty who have trouble meeting their basic needs, especially when they face unusually high medical or motor vehicle expenses or the like. For this reason, some analyses use "twice-poverty" data (i.e., family incomes below twice the poverty line) to provide a more accurate understanding of how many Americans face serious financial difficulties.

The Extent and Social Distribution of Poverty

With this caveat in mind, how many Americans are poor, and who are they? The U.S. Census Bureau gives us some answers. In 2009, 14.3% of the U.S. population, or almost 44 million Americans, lived in (official) poverty (DeNavas-Walt, Proctor, & Smith, 2010).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). *Income, poverty, and health insurance coverage in the United States: 2009* (Current Population Report P60-238). Washington, DC: U.S. Census Bureau. This percentage represented a decline from the early 1990s but was higher than the rate in the late 1960s (see Figure 2.1.5.4 "U.S. Poverty, 1959–2009"). If we were winning the war on poverty in the 1960s, since then poverty has fought us to a standstill.

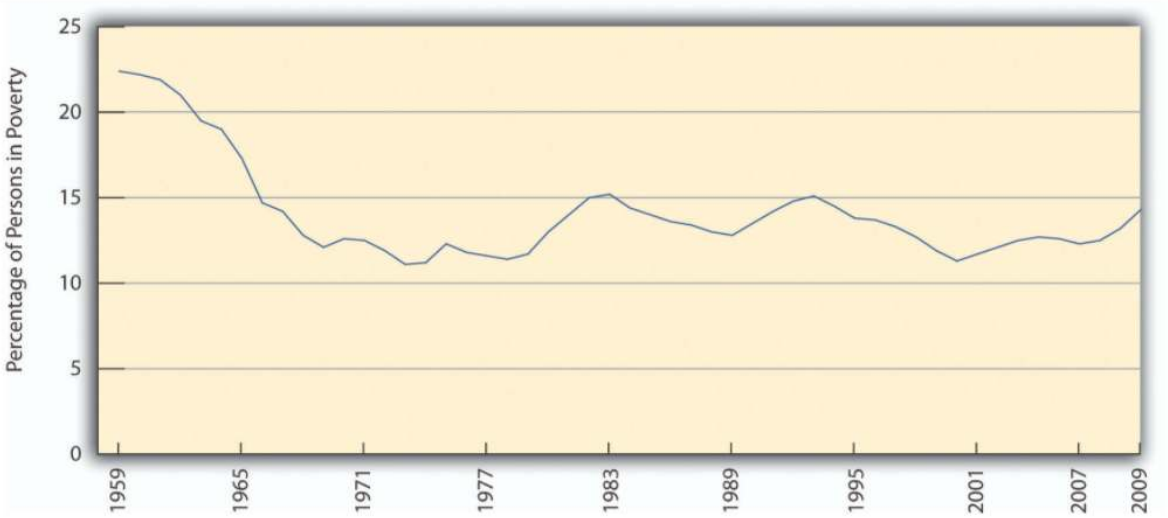


Figure 2.1.5.4: *U.S. Poverty, 1959–2009*

Source: Data from U.S. Census Bureau. (2010). Historical poverty tables: People. Retrieved from http://www.census.gov/hhes/www/poverty/data/historical/people.html.

Another way of understanding the extent of poverty is to consider **episodic poverty**, defined by the Census Bureau as being poor for at least 2 consecutive months in some time period. From 2004 to 2007, the last years for which data are available, almost one-third of the U.S. public, equal to about 95 million people, were poor for at least 2 consecutive months, although only 2.2% were poor for all 3 years (DeNavas-Walt, Proctor, & Smith, 2010).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). *Income, poverty, and health insurance coverage in the United States: 2009* (Current Population Report P60-238). Washington, DC: U.S. Census Bureau. As these figures indicate, people go into and out of poverty, but even those who go out of it do not usually move very far from it.

LEARNING FROM OTHER SOCIETIES

Poverty and Poverty Policy in Other Western Democracies

To compare international poverty rates, scholars commonly use a measure of the percentage of households in a nation that receive less than half of the nation's median household income after taxes and cash transfers from the government. In 2000, the latest date for which data are available, 17% of U.S. households lived in poverty as defined by this measure (Mishel, Bernstein, & Shierholz, 2009).Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press]. By comparison, selected other Western democracies had the following rates (Mishel, Bernstein, & Shierholz, 2009, p. 384):Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press].

Canada	11.4%
Denmark	9.2%
France	8.0%
Germany	8.3%
Norway	6.4%
Spain	14.3%
Sweden	6.5%
United Kingdom	12.4%

The average poverty rate of Western democracies excluding the United States is 9.8%. The U.S. rate is thus 1.73 times greater than this average.

Why is there so much more poverty in the United States than in its Western counterparts? Several differences between the United States and the other nations stand out. First, other Western nations have higher minimum wages and stronger unions than the United States has, and these lead to incomes that help push people above poverty. Second, the other nations spend a much greater proportion of their gross domestic product on social expenditures (income support and social services such as child care subsidies and housing allowances) than does the United States. As a recent analysis concluded,

Other peer countries are much more likely than the United States to step in where markets have failed to live their most disadvantaged citizens out of poverty. This suggests that the relatively low expenditures on social welfare are at least partially implicated in the high poverty rates in the United States. (Mishel, Bernstein, & Shierholz, 2009, p. 387)Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press].

In short, the United States has so much more poverty than other democracies in part because it spends so much less than they do on helping the poor. The United States certainly has the wealth to follow their example, but it has chosen not to do so, and a high poverty rate is the unfortunate result.

Who are the poor? Contrary to popular images, the most typical poor person in the United States is *white*: approximately 44% of poor people are white (non-Latino), 29% are Latino, 23% are black, and 4% are Asian (see Figure 2.1.5.5 "Racial and Ethnic Composition of the Poor, 2009 (Percentage of Poor Persons in Each Group)"). At the same time, race and ethnicity affect the chances of being poor: while only 9.4% of non-Latino whites are poor, 25.8% of African Americans, 12.5% of Asians, and 25.3% of Latinos (who may be of any race) are poor (see Figure 2.1.5.6 "Race, Ethnicity, and Poverty, 2009 (Percentage of Each Group That Is Poor)"). Thus African Americans and Latinos are almost three times as likely as non-Latino whites to be poor. (Because there are so many non-Latino whites in the United States, the plurality of poor people are non-Latino white, even if the percentage of whites who are poor is relatively low.) Chapter 2.3 "Race and Ethnicity" further discusses the link between poverty and race and ethnicity.

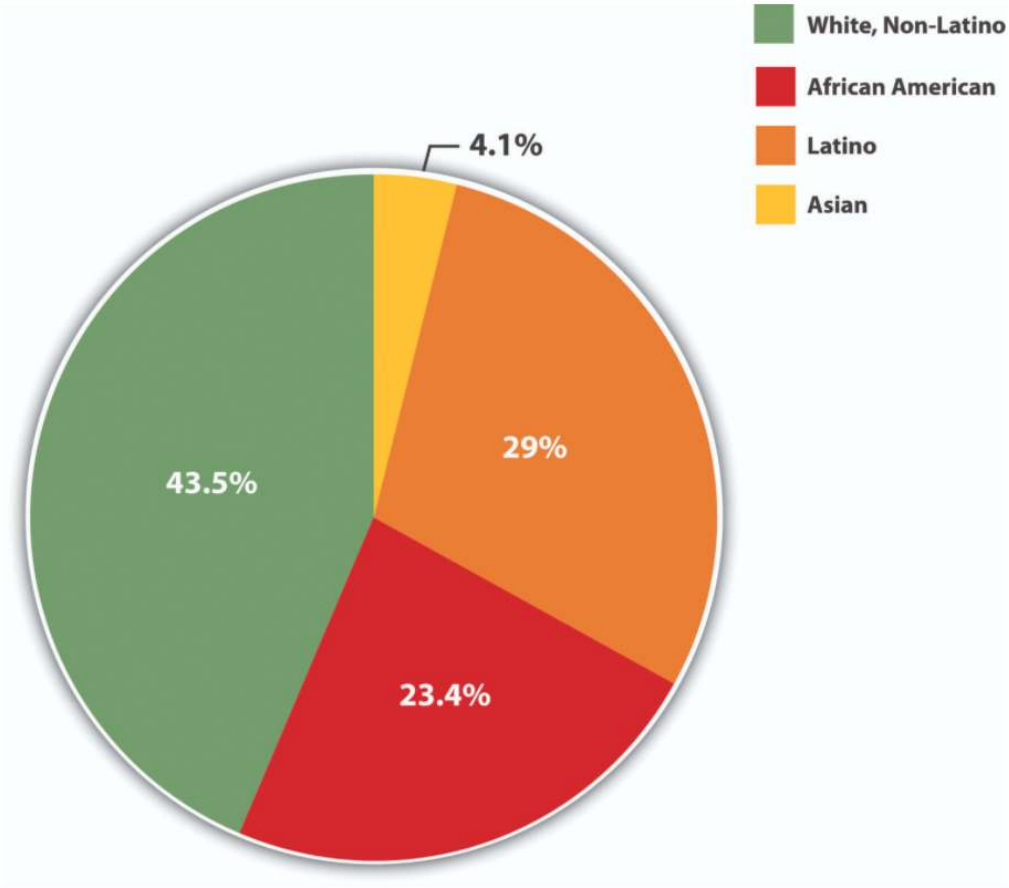


Figure 2.1.5.5: *Racial and Ethnic Composition of the Poor, 2009 (Percentage of Poor Persons in Each Group)*

Source: Data from DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). Income, poverty, and health insurance coverage in the United States: 2009 (Current Population Report P60-238). Washington, DC: U.S. Census Bureau.

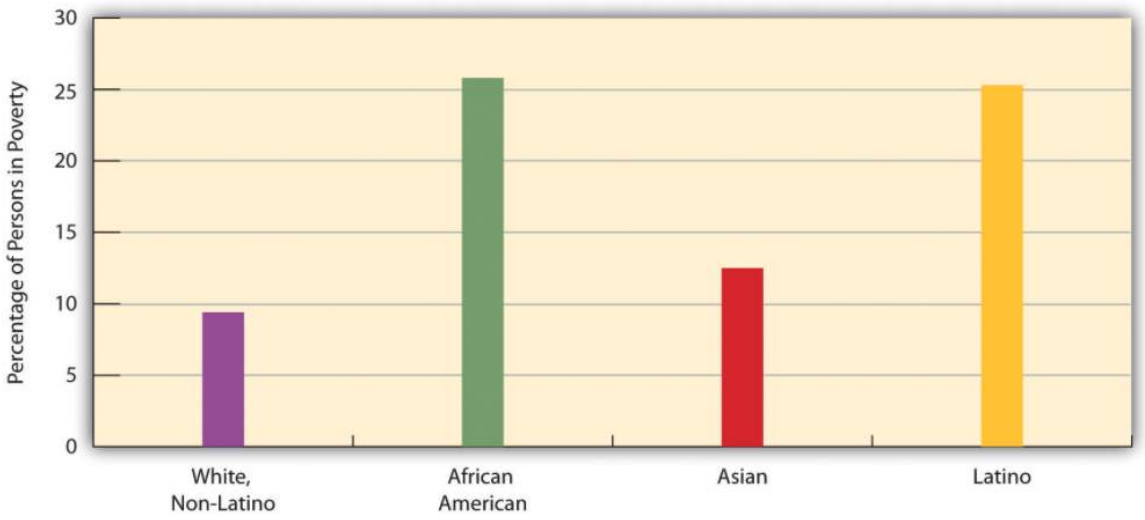


Figure 2.1.5.6: *Race, Ethnicity, and Poverty, 2009 (Percentage of Each Group That Is Poor)*

Source: Data from U.S Census Bureau Current Population Survey. (2008). POV01: Age and sex of all people, family members and unrelated individuals iterated by income-to-poverty ratio and race. Retrieved from http://www.census.gov/hhes/www/macro/032008/pov/new01_100.htm.

Turning to age, almost 21% of children under age 18 are poor (amounting to more than 15 million children), including 35.7% of African American children and 33.1% of Latino children (DeNavas-Walt, Proctor, & Smith, 2010).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). *Income, poverty, and health insurance coverage in the United States: 2009* (Current Population Report P60-238). Washington, DC: U.S. Census Bureau. The poverty rate for U.S. children is the highest in the Western world and 1.5 to 9 times greater than the corresponding rates in Canada and Western Europe (Mishel, Bernstein, & Shierholz, 2009).Mishel, L., Bernstein, J., & Shierholz, H. (2009). *The state of working America 2008/2009*. Ithaca, NY: ILR Press [An imprint of Cornell University Press]. At the other end of the age distribution, 8.9% of people aged 65 or older are poor (amounting to about 3.4 million seniors). Turning around these U.S. figures, about 36% of all poor people in the United States are children, and about 8% of the poor are 65 or older. Thus some 44% of Americans living in poverty are children or the elderly.



Figure 2.1.5.7: *The poverty rate for U.S. children is the highest in the Western world. © Thinkstock*

The type of family structure also makes a difference: whereas only 8.5% of children living with married parents live in poverty, 43% of those living with only their mother live in poverty (2007 data). This latter figure is about 32% for Asian children and for non-Latino white children and rises to slightly more than 50% for African American children and Latino children (Moore, Redd, Burkhauser, Mbawa, & Collins, 2009).Moore, K. A., Redd, Z., Burkhauser, M., Mbawa, K., & Collins, A. (2009). *Children in poverty: Trends, consequences, and policy options*. Washington, DC: Child Trends. Retrieved from http://www.childtrends.org/Files//Child_Trends-2009_04_07_RB_ChildreninPoverty.pdf As these latter numbers indicate, families headed by a single woman are much more likely to be poor. Poverty thus has a female face.

Explaining Poverty

Explanations of poverty focus on problems either within the poor themselves or in the society in which they live (Iceland, 2006).Iceland, J. (2006). *Poverty in America: A handbook*. Berkeley: University of California Press. The first type of explanation follows logically from the functional theory of stratification and may be considered an "individual" explanation. The second type of explanation follows from conflict theory and is a structural explanation that focuses on problems in American society that produce poverty. As the "Sociology Making a Difference" box discusses, the explanation of poverty people favor affects how sympathetic they are to the poor.

According to the individual explanation, the poor have personal problems and deficiencies that are responsible for their poverty. In the past, the poor were thought to be biologically inferior, a view that has not entirely faded, but today the much more common belief is that they lack the ambition and motivation to work hard and to achieve. According to the World Values Survey, 60% of Americans believe that people are poor "because they are lazy and lack will power." This percentage reflects the tendency of Americans to favor individual explanations of poverty (Davidson, 2009).Davidson, T. C. (2009). Attributions for poverty among college students: The impact of service-learning and religiosity. *College Student Journal*, *43*, 136–144.

A more sophisticated version of this type of explanation is called the *culture of poverty* theory (Banfield, 1974; O. Lewis, 1966).Banfield, E. C. (1974). *The unheavenly city revisited*. Boston, MA: Little, Brown; Lewis, O. (1966). The culture of poverty. *Scientific American*, *113*, 19–25. According to this theory, the poor generally have beliefs and values that differ from those of the nonpoor and that doom them to continued poverty. For example, they are said to be impulsive and to live for the present rather than the future. Critics say this view exaggerates the degree to which the poor and nonpoor do in fact hold different values and ignores discrimination and other problems in American society (Iceland, 2006).Iceland, J. (2006). *Poverty in America: A handbook*. Berkeley: University of California Press.

According to the second, structural explanation, U.S. poverty stems from problems in American society that lead to lack of equal opportunity. These problems include (a) racial, ethnic, gender, and age discrimination; (b) lack of good schooling and adequate health care; and (c) structural changes in the American economic system, such as the departure of manufacturing companies from American cities in the 1980s and 1990s (Iceland, 2003).Iceland, J. (2003). *Dynamics of economic well-being, 1996–1999* (Current Population Report P70–91). Washington, DC: U.S. Census Bureau. These problems help create a vicious cycle of poverty in which children of the poor are often fated to end up in poverty or near-poverty themselves as adults.

SOCIOLOGY MAKING A DIFFERENCE

Attributions for Poverty and Public Education Campaigns

The text discusses two general explanations for poverty. The first attributes poverty to lack of willpower and other problems among the poor themselves, while the second attributes poverty to structural obstacles and lack of opportunity in the larger society. As the text notes, Americans tend to favor the first explanation more than the second explanation. They also tend to disagree that the government should do more to help the poor. Could these two sets of views be linked? If so, what would such a link imply for poverty policy?

Sociological research finds that the explanation we favor for poverty—the attribution for poverty we hold—affects whether we want the government to take an active role in helping the poor (Bradley & Cole, 2002).Bradley, C., & Cole, D. J. (2002). Causal attributions and the significance of self-efficacy in predicting solutions to poverty. *Sociological Focus*, *35*, 381–396. People who attribute poverty to problems in the larger society are much more likely than those who attribute it to deficiencies among the poor to believe that the government should take such a role. The attribution for poverty we hold presumably affects the amount of sympathy we have for the poor, and our sympathy, or lack of sympathy, in turn affects our views about the government's role in helping the poor. As sociologist Theresa C. Davidson (2009)Davidson, T. C. (2009). Attributions for poverty among college students: The impact of service-learning and religiosity. *College Student Journal*, *43*, 136–144. observes, "Beliefs about the causes of poverty shape attitudes toward the poor."

This body of research strongly suggests that public support for government aid for the poor is weak because so much of the public attributes poverty to failings among the poor themselves. If so, the public might very well begin to endorse greater government aid if its attribution for poverty became more structural instead of individual. Public education campaigns that call attention to the lack of opportunity and other structural problems that account for poverty thus might further poverty policy by beginning to change public perceptions of the poor.

Most sociologists favor the structural explanation. As our earlier Monopoly example illustrates, poverty greatly blocks opportunities for success. Later chapters document racial and ethnic discrimination, lack of adequate schooling and health care, and other problems that make it difficult to rise out of poverty. On the other hand, some ethnographic research supports the individual explanation by showing that the poor do have certain values and follow certain practices that augment their plight (Small, Harding, & Lamont, 2010).Small, M. L., Harding, D. J., & Lamont, M. (2010, May). Reconsidering culture and poverty. *The Annals of the American Academy of Political and Social Science, 629*, 6–27. For example, the poor have higher rates of cigarette smoking (34% of people with annual incomes between $6,000 and $11,999 smoke, compared to only 13% of those with incomes $90,000 or greater (Goszkowski, 2008),Goszkowski, R. (2008). Among Americans, smoking decreases as income increases. Retrieved from http://www.gallup.com/poll/105550/among-americans-smoking-decreases-income-increases.aspx which helps lead them to have more serious health problems. Adopting an integrated perspective, some researchers say these values and practices are in many ways the result of poverty itself (Small, Harding, & Lamont, 2010).Small, M. L., Harding, D. J., & Lamont, M. (2010, May). Reconsidering culture and poverty. *The Annals of the American Academy of Political and Social Science, 629*, 6–27. These scholars concede a culture of poverty does exist, but they also say it exists because it helps the poor cope daily with the structural effects of being poor. If these effects lead to a culture of poverty, they add, then poverty becomes self-perpetuating. If poverty is both cultural and structural in origin, these scholars say, a comprehensive national effort must be launched to improve the lives of the people in the "other America."



Figure 2.1.5.8: *Poor children are more likely to have inadequate nutrition and to experience health, behavioral, and cognitive problems. © Thinkstock*

However poverty is explained, it has important and enduring effects, which later chapters will continue to discuss. For now, we can list some of the major consequences of poverty (and near-poverty) in the United States. As we do so, recall the sociological perspective's emphasis on how our social backgrounds influence our attitudes, behaviors, and life chances. This influence on life chances is quite evident when we look at some of the effects of poverty (Moore, Redd, Burkhauser, Mbawa, & Collins, 2009; Iceland, 2006; D. Lindsey, 2009):Moore, K. A., Redd, Z., Burkhauser, M., Mbawa, K., & Collins, A. (2009). *Children in poverty: Trends, consequences, and policy options*. Washington, DC: Child Trends. Retrieved from http://www.childtrends.org/Files//Child_Trends-2009_04_07_RB_ChildreninPoverty.pdf; Iceland, J. (2006). *Poverty in America: A handbook*. Berkeley: University of California Press; Lindsey, D. (2009). *Child poverty and inequality: Securing a better future for America's children*. New York, NY: Oxford University Press.

- The poor are at greater risk for family problems, including divorce and domestic violence. The stress of being poor is thought to be a major reason for these problems.
- The poor are also at greater risk for health problems, including infant mortality, earlier mortality during adulthood, mental illness, and inadequate medical care. Many poor people lack health insurance. Poor children are more likely to have inadequate nutrition and to suffer health, behavioral, and cognitive problems. These problems in turn impair their ability to do well in school and land stable employment as adults, helping to ensure that poverty will persist across generations.
- Poor children typically go to rundown schools with inadequate facilities where they receive inadequate schooling. They are much less likely than nonpoor children to graduate from high school or to go to college. Their lack of education in turn restricts

them and their own children to poverty, once again helping to ensure a vicious cycle of continuing poverty across generations.
- The poor are, not surprisingly, more likely to be homeless than the nonpoor but also more likely to live in dilapidated housing and unable to buy their own homes. Many poor families spend more than half their income on rent. The lack of adequate housing for the poor remains a major national problem.

KEY TAKEAWAYS

- Inequality refers to the gap between the rich and the poor. The United States has a high degree of inequality.
- Although the official poverty line measure has been criticized for several reasons, in 2007 about 12.5% of the U.S. population, or more than 37 million people, were living in official poverty.
- About 18% of U.S. children live in official poverty; this rate is the highest in the Western world.
- Explanations of poverty focus on problems either within the poor themselves or in the society in which they live. These two types of explanations reflect the functionalist and conflict views, respectively.
- Poverty has several important and enduring consequences, including many kinds of health problems.

FOR YOUR REVIEW

1. Do you agree with the criticism of the official measure of poverty in the United States, or do you think it is probably accurate enough because it has been used since the 1960s? Explain your answer.
2. Which explanation of poverty makes the most sense to you? Why?

Reducing U.S. Poverty: What Sociology Suggests

It is easy to understand why the families in Wichita, Kansas, discussed in the news story that began this chapter might be poor in the middle of a deep economic recession. Yet a sociological understanding of poverty emphasizes its structural basis in bad times and good times alike. Poverty is rooted in social and economic problems of the larger society rather than in the lack of willpower, laziness, or other moral failings of poor individuals themselves. Individuals born into poverty suffer from a lack of opportunity from their first months up through adulthood, and poverty becomes a self-perpetuating, vicious cycle. To the extent a culture of poverty might exist, it is best seen as a logical and perhaps even inevitable outcome of, and adaptation to, the problem of being poor and not the primary force driving poverty itself.

This sort of understanding suggests that efforts to reduce poverty must address first and foremost the structural basis for poverty while not ignoring certain beliefs and practices of the poor that also make a difference. An extensive literature on poverty policy outlines many types of policies and strategies that follow this dual approach (Moore, Redd, Burkhauser, Mbawa, & Collins, 2009; Iceland, 2006; D. Lindsey, 2009; Cancian & Danziger, 2009; Turner & Rawlings, 2005).Moore, K. A., Redd, Z., Burkhauser, M., Mbawa, K., & Collins, A. (2009). *Children in poverty: Trends, consequences, and policy options*. Washington, DC: Child Trends. Retrieved from http://www.childtrends.org/Files//Child_Trends-2009_04_07_RB_ChildreninPoverty.pdf; Iceland, J. (2006). *Poverty in America: A handbook*. Berkeley: University of California Press; Lindsey, D. (2009). *Child poverty and inequality: Securing a better future for America's children*. New York, NY: Oxford University Press; Cancian, M., & Danziger, S. (2009). *Changing poverty and changing antipoverty policies*. Ann Arbor: National Poverty Center, University of Michigan; Turner, M. A., & Rawlings, L. A. (2005). *Overcoming concentrated poverty and isolation: Ten lessons for policy and practice*. Washington, DC: The Urban Institute. If these were fully adopted, funded, and implemented, they would offer great promise for reducing poverty. As two poverty experts recently wrote, "We are optimistic that poverty can be reduced significantly in the long term if the public and policymakers can muster the political will to pursue a range of promising antipoverty policies" (Cancian & Danziger, 2009, p. 32).Cancian, M., & Danziger, S. (2009). *Changing poverty and changing antipoverty policies*. Ann Arbor: National Poverty Center, University of Michigan. Although a full discussion of these policies is beyond the scope of this chapter, the following measures are commonly cited as holding strong potential for reducing poverty:

1. Adopt a national "full employment" policy for the poor, involving federally funded job training and public works programs.
2. Increase federal aid for the working poor, including earned income credits and child care subsidies for those with children.
3. Establish well-funded early childhood intervention programs, including home visitations by trained professionals, for poor families.
4. Improve the schools that poor children attend and the schooling they receive and expand early childhood education programs for poor children.
5. Provide better nutrition and health services for poor families with young children.
6. Strengthen efforts to reduce teenage pregnancies.

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2.1.6: End-of-Chapter Material

Summary

1. Almost all societies are stratified according to wealth, power, prestige, and other resources the societies value. Societies are often categorized into systems of stratification according to the degrees of inequality and vertical social mobility that characterize them.
2. Systems of stratification include slave societies, caste societies, and class societies, with class societies the most open in terms of vertical social mobility. Classless societies exist in theory, according to Karl Marx and other thinkers, but have never been achieved in reality. Certain social democracies in Western Europe have succeeded in limiting their degree of inequality while preserving political freedom.
3. The two major explanations of stratification are the functionalist and conflict views. Functionalist theory says that stratification is necessary and inevitable because of the need to induce people with the needed knowledge and skills to decide to pursue the careers that are most important to society. Conflict theory says stratification exists because of discrimination against, and blocked opportunities for, the have-nots of society. A set of ideological beliefs supports the existence and perpetuation of systems of stratification and domination. In the United States, these beliefs include the ideas surrounding the American Dream ethos that even poor people can succeed by working hard and pulling themselves up by their bootstraps.
4. Social class in the United States is usually measured in terms of socioeconomic status, but some conflict theory scholars prefer measures more related to Marx's concept of the ownership of the means of production. Many typologies of the American class structure exist, but four commonly delineated classes include the upper class, middle class, working class, and lower class or the poor. Within the upper class and middle class are subclasses distinguished by their incomes and lifestyles.
5. Many studies examine the degree of vertical social mobility in the United States. Some vertical mobility does exist, but overall it's fairly small. Your family's socioeconomic status (SES) greatly affects your own chances for success in life; people on the bottom of society usually can move up only a little bit, if at all.
6. The United States has the highest degree of economic inequality in the industrial world, and its degree of inequality has increased in the last two decades. Although our poverty rate declined in the late 1990s, it was as high as in the middle 1960s, before the war on poverty began reducing the poverty rate.
7. Poverty rates are strongly related to factors such as race and ethnicity, age, and gender. Although most poor people are white, people of color have higher poverty rates than whites. About 40% of all poor people are children under the age of 18. Single-parent households headed by women have especially high poverty rates.
8. In explaining poverty, observers attribute it either to personal deficiencies of the poor themselves or instead to structural problems in American society such as racial discrimination and rundown schools that block the ability and opportunity of the poor to improve their lot. Poverty has dire effects for the poor in many areas of life, including illness and health care, schooling, and housing.

USING SOCIOLOGY

It is Thanksgiving dinner, and your family and other relatives are gathered around a very large table. Having taken a few sociology courses, you subscribe to the structural explanation for poverty presented in this chapter. One of your cousins asks if you have any career plans after college, and you reply that you're thinking of becoming a community activist in your home state to help the poor deal with the many problems they have. Your cousin is surprised to hear this and says that poor people are just lazy and don't like to work. A silence sets over the table, and everyone is staring at you, wondering what you will say in response to your cousin. What do you say?

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2.2: Global Stratification

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2.2.1: Chapter Introduction

Social Issues in the News

“Hunger Staring Country in the Face,” the headline said. Although India has been experiencing economic growth and is far from the poorest nation in the world, hunger remains a serious problem throughout the country. According to the news report, India’s economic numbers “could be masking the reality that growth has not translated into better lives for Indians.” More than 40% of Indians live below the international poverty line, defined by the World Bank as income under $1.25 per day. More than 200 million Indians, about one-fifth of the nation’s population, experience food insecurity, even though India is a leading producer of grains, fruits, and vegetables. More than 80 million Indian children are malnourished. According to the news report, India’s high hunger rate stems from its poverty, inadequate distribution of food, and political corruption. To help reduce hunger, the report said it was important to develop programs focused on women and children, who are especially likely to live in hunger. (Golikeri, 2010, p. MM28)Golikeri, P. (2010, March 26). Hunger staring country in the face. *Daily News and Analysis* (Mumbai). Retrieved from http://findarticles.com/p/news-articles/dna-daily-news-analysis-mumbai/mi_8111/is_20100326/hunger-staring-eye/ai_n52925597/?tag=content;col1

We learn several things from this news story about India: (a) poverty and hunger are rampant; (b) although India apparently has enough food to help feed its people, inadequate distribution and political corruption help keep food from the mouths of the hungry; (c) women and children bear the brunt of poverty and hunger; and, finally, (d) if India is far from the poorest nation and so many Indians are going hungry, conditions in poorer nations must be almost unimaginable. In all these respects, India’s situation tells us much about global stratification, the subject of this chapter. We first discuss the dimensions and extent of global stratification before turning to its impact and possible reasons for it. We will see that many nations around the world are in, and have long been in, a dire situation, but we will also examine possible strategies for improving their situation.

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2.2.2: The Nature and Extent of Global Stratification

LEARNING OBJECTIVES

1. Explain why the terms First World, Second World, and Third World have fallen out of use.
2. Describe the most important characteristics of wealthy nations, middle-income nations, and poor nations.
3. Explain why it is important to measure global poverty.
4. Describe which world regions have higher or lower inequality and why.

Stratification within the United States was discussed in Chapter 2.1 "Social Stratification". As we saw then, there is a vast difference between the richest and poorest segments of American society. Stratification also exists across the world. **Global stratification** refers to the unequal distribution of wealth, power, prestige, resources, and influence among the world's nations. Put more simply, there is an extreme difference between the richest and poorest nations. A few nations, such as the United States, are very, very wealthy, while many more nations are very, very poor. Reflecting this latter fact, 40% of the world's population, or about 2 billion people, lives on less than $2 per day (United Nations Development Programme, 2005).United Nations Development Programme. (2005). *Human development report 2005*. New York, NY: Author.

If the world were one nation, its median annual income (at which half of the world's population is below this income and half is above it) would be only $1,700 (data from 2000). The richest fifth of the world's population would have three-fourths of the world's entire income, while the poorest fifth of the world's population would have only 1.5% of the world's income, and the poorest two-fifths would have only 5.0% of the world's income (Dikhanov, 2005).Dikhanov, Y. (2005). *Trends in global income distribution, 1970–2000, and scenarios for 2015*. New York, NY: United Nations Development Programme. As Figure 2.2.2.1 "Global Income Distribution (Percentage of World Income Held by Each Fifth of World Population)" illustrates, this distribution of income resembles a champagne glass.

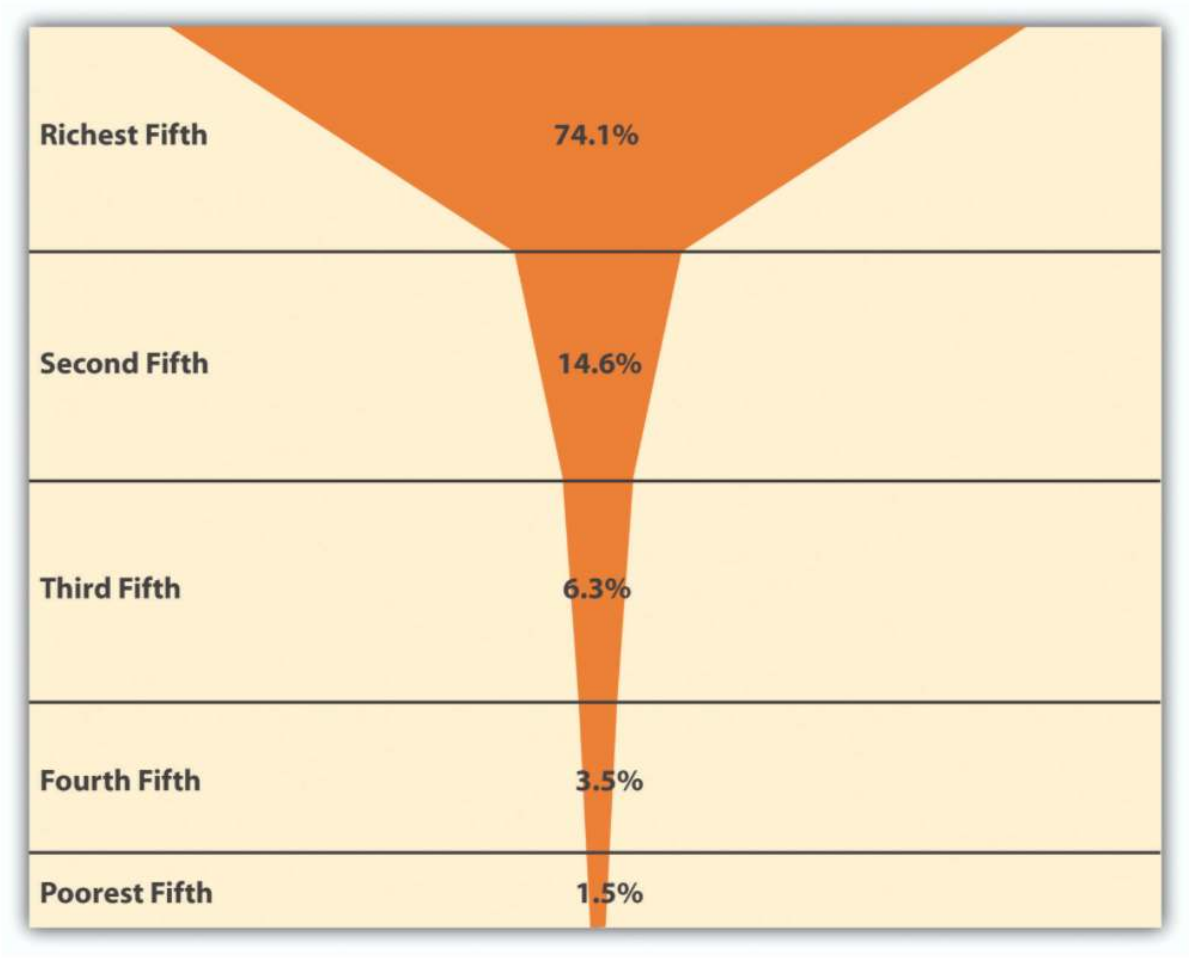


Figure 2.2.2.1: *Global Income Distribution (Percentage of World Income Held by Each Fifth of World Population)*

Source: Data from Dikhanov, Y. (2005). Trends in global income distribution, 1970–2000, and scenarios for 2015. New York, NY: United Nations Development Programme.

The game of Monopoly, used in Chapter 2.1 "Social Stratification" to illustrate U.S. stratification, again helps illustrate global stratification. Recall that if five people play Monopoly, each person would start out with $1,500. If each player represented one-fifth of the world's population, and we divided the $7,500 according to the global distribution of income, then the richest player would begin with $5,558 of the $7,500 distributed to the five players combined. The next richest player would have $1,095. The third player would start with $473, while the next would have $263. The fifth and poorest player would begin with only $113. Figure 2.2.2.2 "Distribution of Starting Cash if Monopoly Resembled the Global Distribution of Income" depicts this huge disparity in money at the beginning of the game. Who would win? Who would be first to lose?

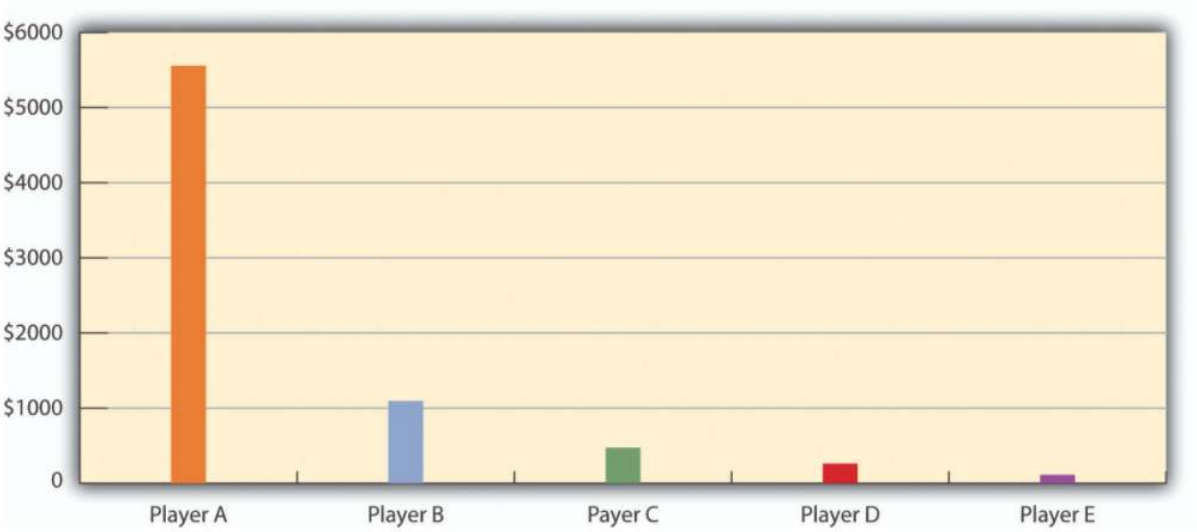


Figure 2.2.2.2: *Distribution of Starting Cash if Monopoly Resembled the Global Distribution of Income*

Source: Based on distribution of wealth data from Dikhanov, Y. (2005). Trends in global income distribution, 1970–2000, and scenarios for 2015. New York, NY: United Nations Development Programme.

Classifying Global Stratification

As these figures make clear, the world is indeed stratified. To understand global stratification, it is helpful to classify nations into three or four categories based on their degree of wealth or poverty, their level of industrialization and economic development, and related factors. Over the decades, scholars and international organizations such as the United Nations and the World Bank have used various classification systems, or *typologies*.

One of the first typologies came into use after World War II and classified nations as falling into the *First World*, *Second World*, and *Third World*. The First World was generally the Western capitalist democracies of North America and of Europe and certain other nations (e.g., Australia, New Zealand, and Japan). The Second World was the communist nations belonging to the Soviet Union, while the Third World was all the remaining nations, almost all of them from Central and South America, Africa, and Asia. This classification was useful in distinguishing capitalist and communist countries and in calling attention to the many nations composing the Third World. However, it was primarily a political classification rather than a stratification classification. This problem, along with the demise of the Soviet Union by the end of 1991, caused this typology to fall out of favor.

A replacement typology placed nations into *developed*, *developing*, and *undeveloped* categories, respectively. Although this typology was initially popular, critics said that calling nations “developed” made them sound superior, while calling nations “undeveloped” made them sound inferior. Although this classification scheme is still used, it, too, has begun to fall out of favor.

Today a popular typology simply ranks nations into groups called *wealthy* (or *high-income*) nations, *middle-income nations*, and *poor* (or *low-income*) nations, based on measures such as gross domestic product (GDP) per capita (the total value of a nation’s goods and services divided by its population). This typology has the advantage of emphasizing the most important variable in global stratification: how much wealth a nation has. At the risk of being somewhat simplistic, the other important differences among the world’s nations all stem from their degree of wealth or poverty. Figure 2.2.2.3 "Global Stratification Map" depicts these three categories of nations (with the middle category divided into upper-middle and lower-middle). As should be clear, whether a nation is wealthy, middle-income, or poor is heavily related to the continent on which it is found.

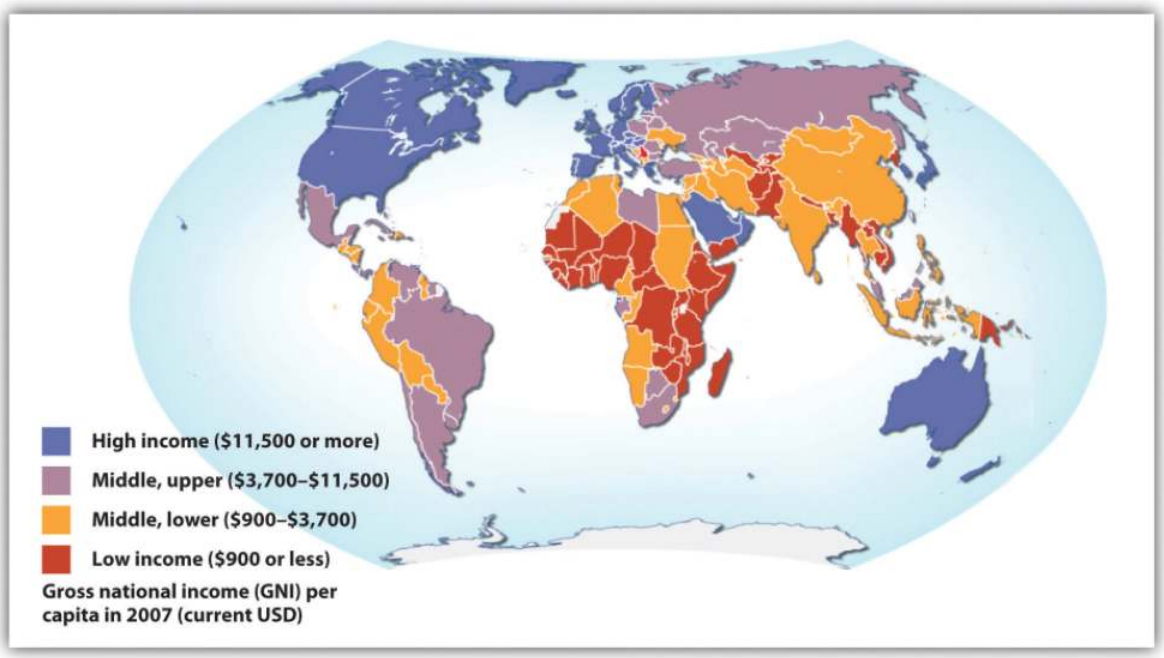


Figure 2.2.2.3: *Global Stratification Map*

Source: Adapted from UNEP/GRID-Arendal Maps and Graphics Library. (2009). Country income groups (World Bank classification). Retrieved from http://maps.grida.no/go/graphic/country-income-groups-world-bank-classification.

Typologies based on GDP per capita or similar economic measures are very useful, but they also have a significant limitation. Nations can rank similarly on GDP per capita (or another economic measure) but still differ in other respects. One nation might have lower infant mortality, another might have higher life expectancy, and a third might have better sanitation. Recognizing this limitation, organizations such as the United Nations Development Programme (UNDP) use typologies based on a broader range of measures than GDP per capita. A very popular typology is the UNDP's Human Development Index (HDI), which is a composite measure of a nation's income, health, and education. This index is based on a formula that combines a nation's GDP per capita as a measure of income; life expectancy at birth as a measure of health; and the adult literacy rate and enrollment in primary, secondary, and higher education as measures of education. Figure 2.2.2.4 "International Human Development, 2008" shows how nations rank according to the HDI. As will be evident, this map looks fairly similar to the map in Figure 2.2.2.3 "Global Stratification Map" that was based only on GDP per capita; the nations that rank high on human development are the wealthiest nations, and those that rank lowest on human development, such as Ethiopia and Rwanda, are the poorest nations.

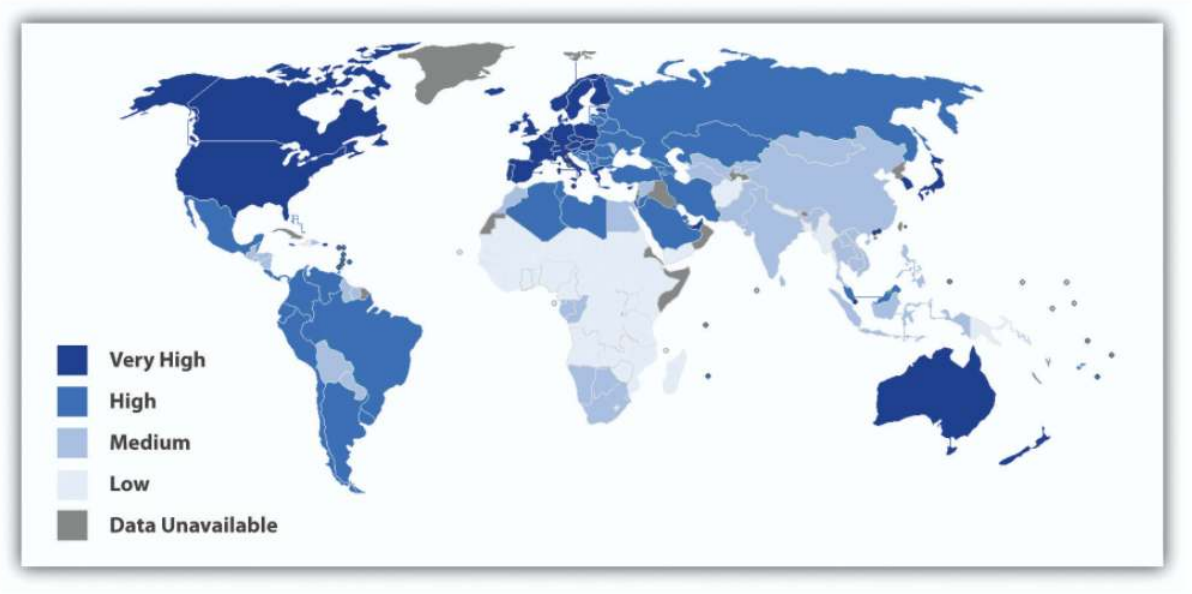


Figure 2.2.2.4: *International Human Development, 2008*

Source: Adapted from United Nations Development Programme. (2010). International human development indicators. Retrieved from http://hdr.undp.org/en/data/map.

This similarity prompts some observers to say that the HDI is not really that much of an improvement over typologies based only on GDP per capita or similar economic measures. Still, the HDI has been widely used since the 1990s and reminds us that nations differ dramatically not only in their economic well-being but also in their social well-being. However, because health, education, and other social indicators do depend so heavily on wealth, our discussion of global stratification for the remainder of this chapter will use the familiar classification of wealthy, middle-income, and poor nations. We now highlight the basic differences among these three categories of nations.



Figure 2.2.2.5: *This scene illustrates poverty in Ethiopia. Nations that rank lowest on human development, such as Ethiopia, also are the poorest nations. © Thinkstock*

Wealthy Nations

The wealthy nations are the most industrialized nations, and they consist primarily of the nations of North America and Western Europe; Australia, Japan, and New Zealand; and certain other nations in the Middle East and Asia (e.g., Japan and Singapore). Many of them were the first nations to become industrialized starting in the 19th century, when the Industrial Revolution began, and their early industrialization certainly contributed to the great wealth they enjoy today. Yet it is also true that many Western European nations were also wealthy before the Industrial Revolution, thanks in part to the fact that they had been colonial powers and acquired wealth from the resources of the lands they colonized.



Figure 2.2.2.6: *Although there is much poverty in England, where this home is located, people in England and other wealthy nations live a much more comfortable existence than people in middle-income and poor nations. © Thinkstock*

Although wealthy nations constitute only about one-sixth of the world's population, they hold about four-fifths of the world's entire wealth. They are the leading nations in industry, high finance, and information technology and exercise political, economic, and cultural influence across the planet. As the global economic crisis that began in 2007 illustrates, when the economies of just a few wealthy nations suffer, the economies of other nations and indeed of the entire world can suffer. Although each of the world's wealthy nations is internally stratified to a greater or lesser degree, these nations as a group live a much more comfortable existence than middle-income nations and, especially, poor nations. People in wealthy nations are healthier and more educated, and they enjoy longer lives. At the same time, wealthy nations use up more than their fair share of the world's natural resources, and their high level of industrialization causes them to pollute and otherwise contribute to climate change to a far greater degree than is true of nations in the other two categories.

Middle-Income Nations

Middle-income nations are generally less industrialized than wealthy nations but more industrialized than poor nations. They consist primarily of nations in Central and South America, Eastern Europe, and parts of Africa and Asia and constitute about one-third of the world's population. Many of these nations have abundant natural resources but still have high levels of poverty, partly because political and economic leaders sell the resources to wealthy nations and keep much of the income from these sales for themselves.



Figure 2.2.2.7: *Chile, depicted here, is one of the many middle-income nations found in South America. Several of these nations are rich in natural resources but still have high levels of poverty. © Thinkstock*

There is much variation in income and wealth within the middle-income category, even within the same continent. In South America, for example, the gross national income per capita in Chile, adjusted to U.S. dollars, is $13,270 (2008 figures), compared to only $4,140 in Bolivia (Population Reference Bureau, 2009).Population Reference Bureau. (2009). *2009 world population data sheet*. Washington, DC: Author. Many international organizations and scholars thus find it useful to further divide middle-income nations into upper-middle-income nations and lower-middle-income nations. Not surprisingly, many more people in the latter nations live in dire economic circumstances than those in the former nations. In Bolivia, for example, 30% of the population lives on less than $2 per day, compared to only 5% in Chile.

Poor Nations

Poor nations are certainly the least industrialized and most agricultural of all the world's countries. This category consists primarily of nations in Africa and parts of Asia and constitutes roughly half of the world's population. They have some natural resources that political leaders again sell to wealthier nations while keeping much of the income they gain from these sales. Many of these nations rely heavily on one or two crops, and if weather conditions render a crop unproductive in a particular season, the nations' hungry become even hungrier. By the same token, if economic conditions reduce the price of a crop or other natural resource, the income from exports of these commodities plummets, and these already poor nations become even poorer. An example of this latter problem occurred in Vietnam, a leading exporter of coffee. As coffee prices rose during the 1990s, Vietnam expanded its coffee production by greatly increasing the amount of acreage devoted to growing coffee beans. When the price of coffee plummeted in the early 2000s, Vietnam's coffee industry, including the farmers who grow coffee, suffered huge losses. Many farmers destroyed

their coffee plants to be able to grow other crops they thought would be more profitable (Huy, 2010).Huy, N. Q. (2010). Coffee production and consumption in Vietnam. Retrieved from http://www.docstoc.com/docs/27139628/COFFEE-PRODUCTION-AND-CONSUMPTION-IN-VIETNAM-Prepared-by-Nguyen- Because farmers in poor nations often change their crops in this manner for economic reasons, it is difficult for these nations to sustain a stable agricultural industry.



Figure 2.2.2.8: *People in poor nations live in the most miserable conditions possible. © ThinkstocK*

By any standard, people in these nations live a desperate existence in the most miserable conditions possible. They suffer from AIDS and other deadly diseases, live on the edge of starvation, and lack indoor plumbing, electricity, and other modern conveniences that most Americans take for granted. Most of us have seen unforgettable photos or video footage of African children with stick-thin limbs and distended stomachs reflecting severe malnutrition. We revisit their plight in Chapter 2.2 "Global Stratification", Section 2.2.3 "The Impact of Global Poverty".

Global Poverty

In addition to classifying nations according to their ranking on a stratification typology, scholars and international organizations also determine the level of poverty in each nation. This determination provides valuable information beyond a nation's GDP per capita or similar measure of wealth. Wealth and poverty are, of course, highly correlated: generally speaking, the wealthier a nation, the lower its level of poverty. However, this correlation is not perfect, and considering nations only in terms of their wealth may obscure important differences in their levels of poverty. For example, two nations, which we will call Nation A and Nation B, may have similar GDP per capita. In Nation A, wealth from its GDP is fairly evenly distributed, and relatively few people are poor. In Nation B, almost all wealth is held by a small number of incredibly rich people, and many people are poor. A nation's level of poverty thus tells us what proportion of the population is living in dire straits, regardless of the nation's level of wealth.

The measurement of global poverty is important for additional reasons (Haughton & Khandker, 2009).Haughton, J., & Khandker, S. R. (2009). *Handbook on poverty and inequality*. Washington, DC: World Bank. First, political and economic officials will not recognize the problem of poverty and try to do something about it unless they have reliable poverty data to motivate them to do so and to guide their decisions. As two experts on international poverty note, "It is easy to ignore the poor if they are statistically invisible" (Haughton & Khandker, 2009, p. 3).Haughton, J., & Khandker, S. R. (2009). *Handbook on poverty and inequality*. Washington, DC: World Bank. Second, valid measures of poverty reveal which regions of the world are poorest and which people in a given nation are poorest in terms of household characteristics (e.g., households headed by a single woman), location (e.g., region of country or urban vs. rural), and other factors. This type of knowledge enables antipoverty programs and strategies to be focused on the locations and people in those locations who are most in need of help. Third, valid measures of poverty enable officials and policymakers to know how well efforts to help the poor are working, as a poverty measure after some intervention can be compared to the poverty measure before the intervention.

Although it is important, then, to measure the poverty level of the nations of the world, it is rather difficult to do so. One problem is that the different nations have different standards of living. If an American woman who has a family to feed earns $10 per day, or about $3,650 per year, she and her family are very poor by American standards. However, a woman who earns the equivalent of

$10 per day in many poor nations would be very wealthy by those nations' standards, and she would be able to afford many more goods and services (because they cost so much less in those nations than in the United States) than her American counterpart.

Another problem was first encountered in Chapter 2.1 "Social Stratification"'s discussion of poverty in the United States. No matter what income level might be used as an "official" poverty line for the nations of the world, this level is inevitably an arbitrary poverty line. An individual or family whose income is just a bit above the official poverty line is not counted as being officially poor, even though they are still poor for all practical purposes. Moreover, the most common measures of official global poverty ignore *episodic poverty*. As Chapter 2.1 "Social Stratification" explained, individuals and families may move into and out of poverty within a given year or two, often more than once. Measures of global poverty (as well as measures of U.S. poverty) determine the number of poor people at one point in time and thus provide an underestimate of the number of people who are poor at least once in a given year or two years.

A third problem concerns exactly what is meant by poverty. Although poverty is usually thought of in monetary terms, some analysts emphasize that poverty involves things in addition to money, including inadequate nutrition, illiteracy, and other correlates of poverty. These analysts favor using measures such as calorie consumption or degree of malnutrition as indicators of poverty. Although these and related measures are indeed often used, monetary measures are most common and will be emphasized here.

Despite these problems, measures of global poverty are still useful for the reasons stated earlier. How, then, is global poverty measured? A very common and popular measure is one used by the World Bank, an international institution, funded by wealthy nations, that provides loans, grants, and other aid to help poor and middle-income nations develop their infrastructure and thus reduce their poverty. Each year the World Bank publishes its *World Development Report*, which, as its name implies, provides statistics and other information on the economic and social well-being of the globe's almost 200 nations. The World Bank puts the official global poverty line (which is considered a measure of *extreme* poverty) at income under $1.25 per person per day, which amounts to about $456 yearly per person or $1,825 for a family of four. According to this measure, 1.4 billion people, making up more than one-fifth of the world's population and more than one-fourth of the population of developing (poor and middle-income) nations, are poor. This level of poverty rises to 40% of South Asia and 51% of sub-Saharan Africa (Haughton & Khandker, 2009).Haughton, J., & Khandker, S. R. (2009). *Handbook on poverty and inequality*. Washington, DC: World Bank.

In view of the measurement problems noted earlier, the actual number of poor people worldwide is certainly much higher than this figure. Note also that the official global poverty line is based on an exceedingly low income level. By this standard, most of the millions of Americans commonly considered to be poor (see Chapter 2.1 "Social Stratification") would not be considered poor. Moreover, despite the lower standard of living in developing nations, this income level is so low as to underestimate the actual number of poor people in some of these nations.

Returning to the issue of episodic poverty discussed earlier, the World Bank has begun to emphasize the concept of **vulnerability to poverty**, which refers to a significant probability that people who are not officially poor will become poor within the next year. Determining vulnerability to poverty is important because it enables antipoverty strategies to be aimed at those most at risk for sliding into poverty, with the hope of preventing them from doing so.



Figure 2.2.2.9: *The World Bank has begun to emphasize vulnerability to poverty. Many people who are not officially poor have a good chance of becoming poor within a year. Strategies to prevent this from happening are a major focus of the World Bank. © Thinkstock*

Vulnerability to poverty appears widespread; in several developing nations, about one-fourth of the population is always poor, while almost one-third is sometimes poor, or vulnerable to poverty, slipping into and out of poverty. In these nations, then, more than half the population is always or sometimes poor. Haughton and Khandker (2009, p. 246)Haughton, J., & Khandker, S. R. (2009). *Handbook on poverty and inequality*. Washington, DC: World Bank. summarize this situation: "As typically defined, vulnerability to poverty is more widespread than poverty itself. A wide swathe of society risks poverty at some point of time; put another way, in most societies, only a relatively modest portion of society may be considered as economically secure."

Poverty Indexes

The United Nations Development Programme (UNDP), which developed the Human Development Index, discussed earlier, to measure global stratification, also developed a similar measure, the Human Poverty Index (HPI), to measure global poverty, and it has reported this measure since the 1990s. This measure reflects UNDP's belief that poverty means more than a lack of money and that measures of poverty must include nonmonetary components of social well-being. Accordingly, the HPI incorporates measures of the following indicators for developing nations: (a) the probability of not surviving to age 40, (b) the percentage of adults who are illiterate, (c) the percentage of people without access to clean water, and (d) the percentage of underweight children. In UNDP's 2009 Human Development Report, the five poorest countries according to HPI were Afghanistan, Niger, Mali, Chad, and Burkina Faso, with more than half the population in each of these countries classified as poor (United Nations Development Programme, 2009).United Nations Development Programme. (2009). *Human development report 2009*. New York, NY: Author.

Although the HPI has been very useful, it was recently replaced by a more comprehensive measure, the Multidimensional Poverty Index (MPI). The MPI incorporates a range of deprivation measures applied to each nation's households that is fuller than that of the HPI. Households are considered poor according to their composite score on three categories of indicators of deprivation:

1. Health
    1. Child mortality (any child in the household has died)
    2. Nutrition (anyone in the family is malnourished)
2. Education
    1. Schooling (no household member has completed 5 years of schooling)
    2. Enrollment (any child in the family is not in school before grade 9)
3. Standard of living
    1. Electricity (the household does not have electricity)
    2. Drinking water (the household does not have access to clean drinking water)
    3. Sanitation (the household does not have adequate disposal of human waste)
    4. Flooring (the floor is made out of dirt, sand, or manure [dung])
    5. Cooking fuel (the household cooks with charcoal, dung, or wood)
    6. Assets (the household does not own more than one of the following: bicycle, motorbike, radio, telephone, or television)

A person is considered poor if he or she experiences deprivation in any of the following combinations of indicators:

- any two health and/or education indicators, **or**
- all six standard of living indicators, **or**
- one health/education indicator plus three standard of living indicators.

When the MPI is used to measure poverty in 104 developing nations, 1.7 billion people, amounting to one-third the population of these nations, live in poverty. Half of the poor people on the planet according to the MPI live in South Asia, and one-fourth live in Africa (Alkire & Santos, 2010).Alkire, S., & Santos, M. E. (2010). *Acute multidimensional poverty: A new index for developing countries*. Oxford, England: Oxford Poverty & Human Development Initiative, University of Oxford. The five poorest nations according to the MPI are all African: Niger, Ethiopia, Mali, Burkina Faso, and Burundi. In these nations, at least 85% of the population is poor.

Although monetary and index measures of global poverty yield somewhat different results, the measures are still fairly highly correlated, and they all indicate that the poorest regions of the world are Africa and South Asia. These measures have played an essential role in our understanding of global poverty and in international efforts to address it and its consequences.

Global Inequality

As first discussed in Chapter 2.1 "Social Stratification", another dimension of stratification is *economic inequality*, which refers to the gap between the richest and poorest segments of society. We saw then that the United States has more economic inequality than other Western democracies, as the income and wealth difference between the richest and poorest people in the United States is greater than that in these other nations.

As this discussion suggested, to understand stratification it is important to understand economic inequality. Global economic inequality (hereafter *global inequality*) has two dimensions. The first dimension involves the extremely large economic gap

between the wealthy and poor nations of the world (Neckerman & Torche, 2007).Neckerman, K. M., & Torche, F. (2007). Inequality: Causes and consequences. *Annual Review of Sociology, 33*(1), 335–357. We saw evidence of this gap in our earlier Monopoly discussion: the richest one-fifth of nations have almost 75% of the world's income, while the poorest fifth of nations have only 1.5% of the world's income. Dividing the larger figure by the smaller figure (75 ÷ 1.5) yields a very high income-gap ratio of 50: the income of the richest fifth of nations is 50 times greater than the income of the poorest fifth of nations. By comparison, in the United States the income of the richest fifth of the population is 11.5 times higher than the income of the poorest fifth (see Chapter 2.1 "Social Stratification"). Although economic inequality within the United States is greater than its Western counterparts, economic inequality between the richest and poorest nations is much greater yet.

The second form of global inequality involves comparisons of the degree of economic inequality found within each nation. This type of information adds a valuable complement to measures of wealth (e.g., GDP per capita) and measures of poverty (e.g., the World Bank's $1.25 per person per day). For example, Nation A and Nation B may have similar levels of poverty. In Nation A, however, poverty is evenly distributed throughout the population, and almost everyone is poor. In Nation B, a small segment of the population is very rich, while a much larger segment is very poor. Nation B would thus have more economic inequality than Nation A.

As our comparison of the United States with other Western democracies illustrated, some nations have higher levels of economic inequality, and some nations have lower levels. Around the world, inequality is generally higher in agricultural nations (or those that are poor or middle-income) and lower in industrial nations (or the wealthiest ones in the world). In agricultural societies, a small elite usually owns most of the land and is very wealthy, and the masses of people either work for the elite or on their own small, poor farms. Many of these societies thus have a high level of economic inequality; however, the poorest of these societies are so poor that there is less wealth for an elite to control, and inequality in these societies thus tends to be somewhat lower. Industrial societies have lower inequality because they have higher literacy rates and more political rights and because they generally provide more opportunity for people to move up the socioeconomic ladder (Nolan & Lenski, 2009).Nolan, P., & Lenski, G. (2009). *Human societies: An introduction to macrosociology* (11th ed.). Boulder, CO: Paradigm.

The most popular measure of economic inequality, and one used by the World Bank, is the *Gini coefficient*. Its calculation need not concern us, but it ranges from 0 to 1, where 0 means that income is the same for everyone (no economic inequality at all, or perfect equality), and 1 means that one person has all the income (perfect inequality). Thus the nearer the Gini coefficient is to 1, the higher the degree of a nation's economic inequality.

Figure 2.2.2.10 "Gini Coefficients, 2007–2008" shows Gini coefficients around the world; economic inequality is indeed higher in the agricultural regions of Latin America and the Caribbean, Africa, South Asia, and elsewhere than in the industrial region of Western Europe. In the developing world, the region of Latin America and the Caribbean has a more advanced agricultural economy than other regions, and it also has the highest degree of inequality, with a small elite owning a great amount of land (Hoffman & Centeno, 2003).Hoffman, K., & Centeno, M. A. (2003). The lopsided continent: Inequality in Latin America. *Annual Review of Sociology, 29*(1), 363–390.

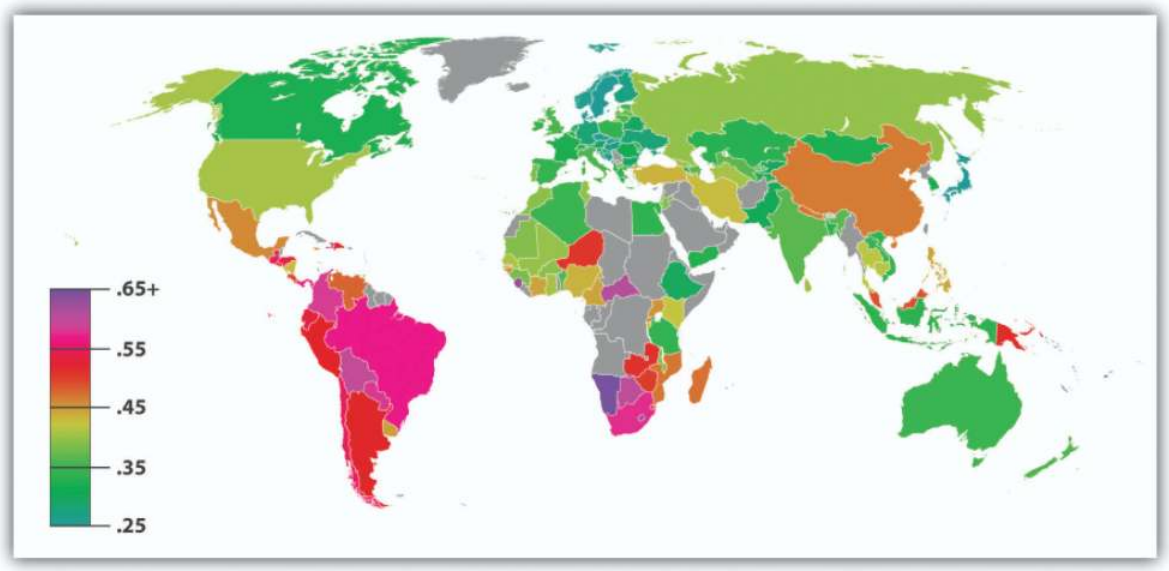


Figure 2.2.2.10: *Gini Coefficients, 2007–2008*

Source: http://commons.wikimedia.org/wiki/File:Gini_Coefficient_World_Human_Development_Report_2007-2008.png.

Another popular measure of economic inequality is the *decile dispersion ratio*. Here the average income or expenditure of people in the richest 10% of a nation is divided by the average income or expenditure of people in the poorest 10% of a nation; the higher the ratio, the greater the income inequality. This measure is cruder than the Gini coefficient because it does not consider the income distribution of the remaining 80% of a nation, but its ratio is more understandable by laypeople. For example, a ratio of 12 means that the average income or expenditure of the richest tenth of a nation's population is 12 times greater than the average income or expenditure of the poorest tenth of a nation's population.

Figure 2.2.2.11 "Global Income Inequality (Average Ratio of Income or Expenditure of Wealthiest Tenth of Population to Income or Expenditure of Poorest Tenth)" depicts the average decile dispersion ratio for four groups of nations as determined by the United Nations' HDI: very high development, high development, medium development, and low development. These four groups roughly correspond to wealthy nations (primarily industrial), high-middle-income nations (industrial and agricultural), low-middle-income nations (primarily agricultural), and poor nations (agricultural), respectively. As the figure indicates, overall inequality as measured by the decile dispersion ratio is once again lower for wealthy (industrial) nations than for less wealthy nations that are more agricultural.

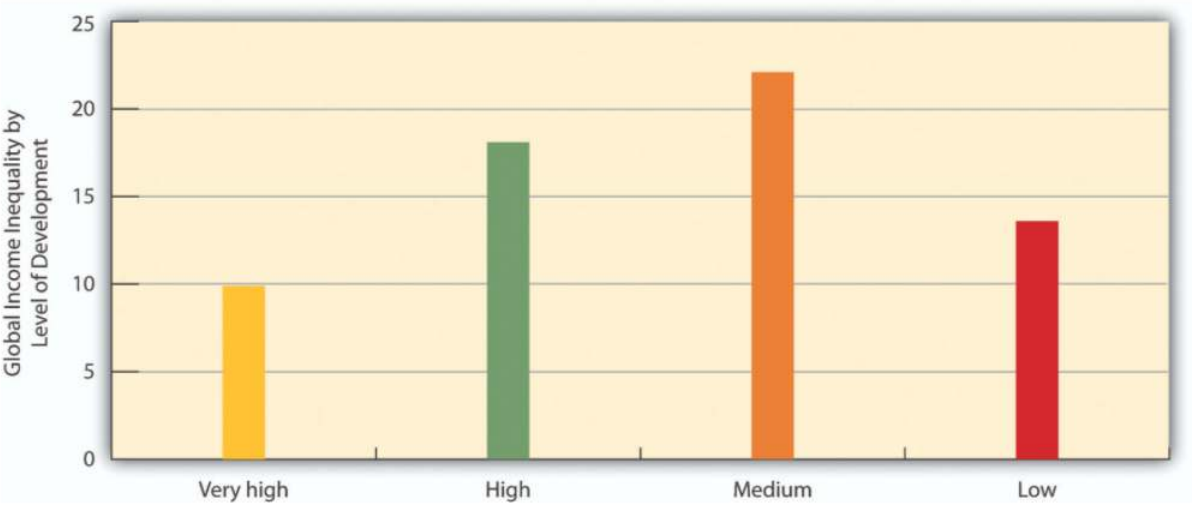


Figure 2.2.2.11: *Global Income Inequality (Average Ratio of Income or Expenditure of Wealthiest Tenth of Population to Income or Expenditure of Poorest Tenth)*

Source: Author's analysis of data from United Nations Development Programme. (2009). Human development report 2009. New York, NY: Author.

KEY TAKEAWAYS

- The world is greatly stratified. A relatively small number of nations holds most of the world's wealth and income.
- It is useful to classify the world's nations as wealthy nations, middle-income nations, and poor nations. These three groups of nations differ dramatically in their standard of living and many other aspects of human existence.
- It is important for several reasons to measure global poverty and global inequality. These measures indicate which countries are most in need of help, and they help remind us of the problems they measure.

FOR YOUR REVIEW

1. Write a brief essay that summarizes the various problems in measuring global poverty and the reasons for developing and using accurate measures of global poverty.
2. Why is it useful to know the extent of a nation's inequality in addition to the extent of its poverty?

2.2.2: The Nature and Extent of Global Stratification is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

2.2.3: The Impact of Global Poverty

LEARNING OBJECTIVES

1. List the major indicators of human development that reflect the impact of global poverty.
2. Describe how women in poor nations fare worse than men in those nations.
3. Provide two examples that illustrate the plight of children in poor nations.

Behind all the numbers for poverty and inequality presented in the preceding pages are the lives of more than 1.4 billion desperately poor people across the world who live in some of the worst conditions possible. AIDS, malaria, starvation, and other deadly diseases are common. Many children die before reaching adolescence, and many adults die before reaching what in the richest nations would be considered middle age. Many people in the poorest nations are illiterate, and a college education remains as foreign to them as their way of life would be to us. Occasionally, we see the world's poor in TV news reports or in film documentaries before they fade quickly from our minds. Meanwhile, millions of people on our planet die every year because they do not have enough to eat, because they lack access to clean water or adequate sanitation, or because they lack access to medicine that is found in every CVS, Rite Aid, and Walgreens in the United States.

As noted earlier, the United Nations Development Programme, the World Bank, and other international agencies issue annual reports on human development indicators that show the impact of living in a poor nation. This section begins with a look at some of the most important of these indicators.

Human Development

The status of a nation's health is commonly considered perhaps the most important indicator of human development. When we look around the world, we see that global poverty is literally a matter of life and death. The clearest evidence of this fact comes from data on **life expectancy**, the average number of years that a nation's citizens can be expected to live. Life expectancy certainly differs within each nation, with some people dying younger and others dying older, but poverty and related conditions affect a nation's overall life expectancy to a startling degree.

A map of global life expectancy appears in Figure 2.2.3.1 "Average Life Expectancy Across the Globe (Years)". Life expectancy is highest in North America, Western Europe, and certain other regions of the world and lowest in Africa and South Asia, where life expectancy in many nations is some 30 years shorter than in other regions. Another way of visualizing the relationship between global poverty and life expectancy appears in Figure 2.2.3.2 "Global Stratification and Life Expectancy, 2006", which depicts average life expectancy for wealthy nations, upper-middle-income nations, lower-middle-income nations, and poor nations. Men in wealthy nations can expect to live 76 years on average, compared to only 56 in poor nations; women in wealthy nations can expect to live 82 years, compared to only 58 in poor nations. Life expectancy in poor nations is thus 20 and 24 years lower, respectively, for the two sexes.

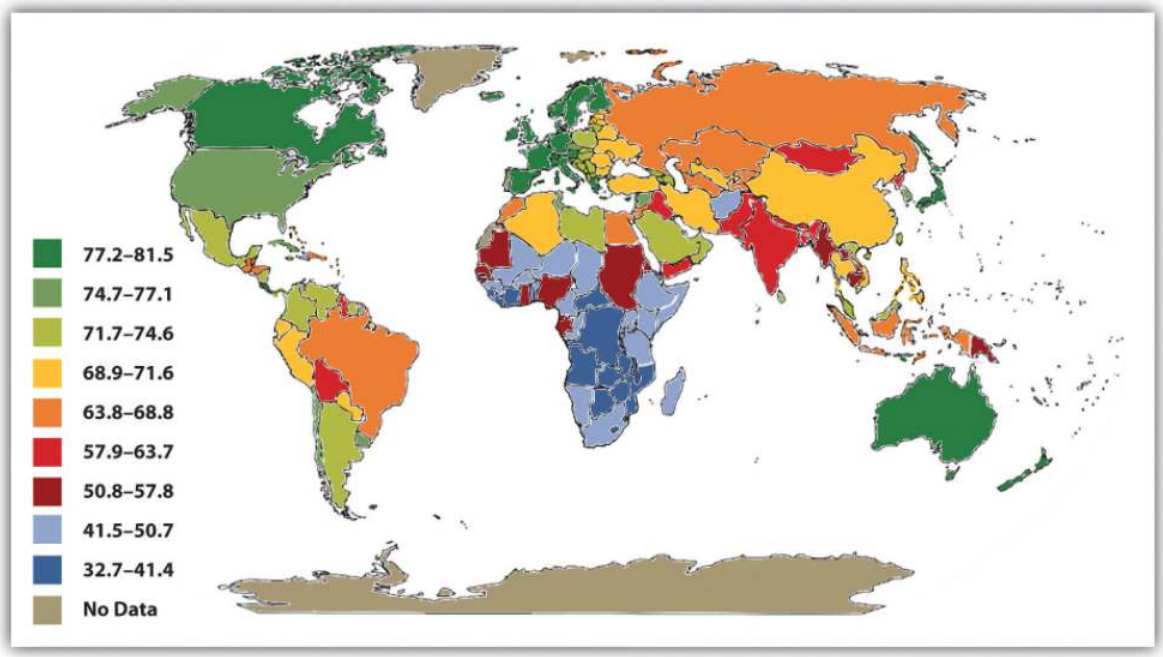


Figure 2.2.3.1: *Average Life Expectancy Across the Globe (Years)*

Source: Adapted from Global Education Project. (2004). Human conditions: World life expectancy map. Retrieved from http://www.theglobaleducationproject.org/earth/human-conditions.php.

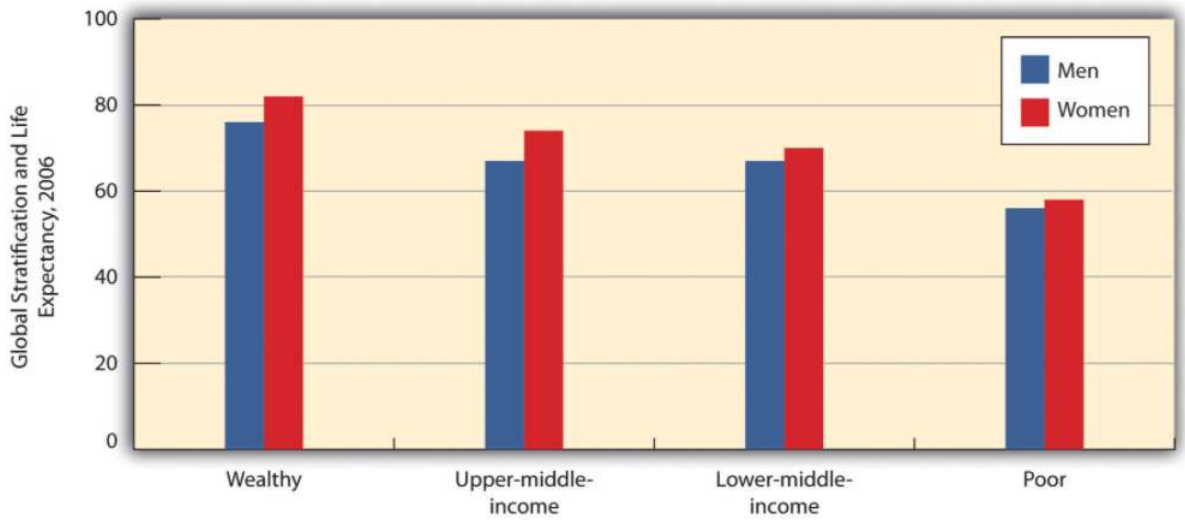


Figure 2.2.3.2: *Global Stratification and Life Expectancy, 2006*

Source: Data from World Bank. (2009). World development report 2009. Washington, DC: Author.

Child Mortality

A key contributor to life expectancy and also a significant indicator of human development in its own right is **child mortality**, the number of children who die before age 5 per 1,000 children. As Figure 2.2.3.3 "Global Stratification and Child Mortality, 2006" shows, the rate of child mortality in poor nations is 135 per 1,000 children, meaning that 13.5% of all children in these nations die before age 5. In a few African nations, child mortality exceeds 200 per 1,000. In contrast, the rate in wealthy nations is

only 7 per 1,000. Children in poor nations are thus about 19 times (13.5 ÷ 0.7) more likely to die before age 5 than children in wealthy nations.

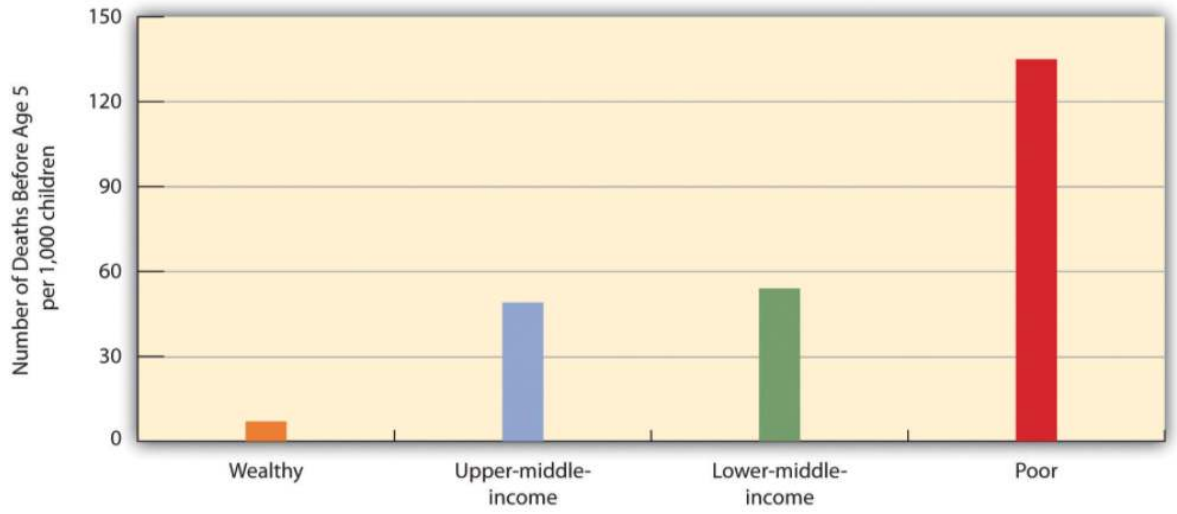


Figure 2.2.3.3: Components of Information Systems. Image by Ly-Huong Pham is licensed under CC BY NC

Sanitation and Clean Water

Two other important indicators of a nation's health are access to adequate sanitation (disposal of human waste) and access to clean water. When people lack adequate sanitation and clean water, they are at much greater risk from life-threatening diarrhea, from serious infectious diseases such as cholera and typhoid, and from parasitic diseases such as schistosomiasis (World Health Organization, 2010).World Health Organization. (2010). *Children's environmental health*. Retrieved from http://www.who.int/ceh/risks/cehwater2/en/index.html About 2.4 billion people around the world, almost all of them in poor and middle-income nations, do not have adequate sanitation, and more than 2 million, most of them children, die annually from diarrhea. More than 40 million people worldwide, almost all of them again in poor and middle-income nations, suffer from a parasitic infection caused by flatworms.

As Figure 2.2.3.4 "Global Stratification and Access to Adequate Sanitation, 2006" and Figure 2.2.3.5 "Global Stratification and Access to Clean Water, 2006" show, access to adequate sanitation and clean water is strongly related to national wealth. Poor nations are much less likely than wealthier nations to have adequate access to both sanitation and clean water. Adequate sanitation is virtually universal in wealthy nations but is available to only 38% of people in poor nations. Clean water is also nearly universal in wealthy nations but is available to only 67% of people in poor nations.

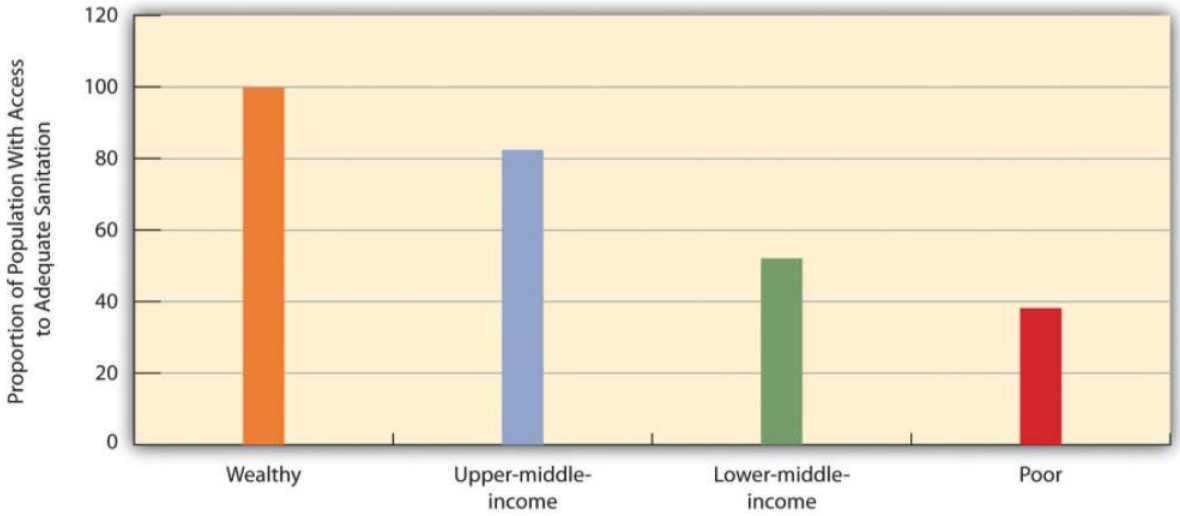


Figure 2.2.3.4: *Global Stratification and Access to Adequate Sanitation, 2006*

Source: Data from World Bank. (2010). Health nutrition and population statistics. Retrieved from http://databank.worldbank.org/ddp/home.do?Step=2&id=4.

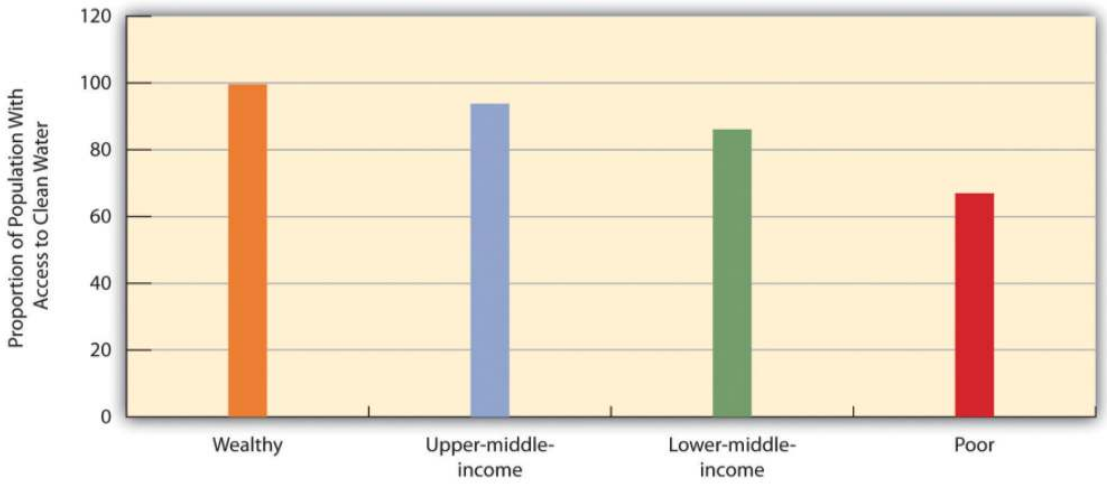


Figure 2.2.3.5: *Global Stratification and Access to Clean Water, 2006*

Source: Data from World Bank. (2010). Health nutrition and population statistics. Retrieved from http://databank.worldbank.org/ddp/home.do?Step=2&id=4.

Malnutrition



Figure 2.2.3.6: *About one-fifth of the population of poor nations, some 800 million individuals altogether, are malnourished. Photo courtesy of Dr. Lyle Conrad at the Centers for Disease Control and Prevention, ID# 6874 from http://phil.cdc.gov/phil/.*

Another health indicator is **malnutrition**. This problem is caused by a lack of good food combined with infections and diseases such as diarrhea that sap the body of essential nutrients. About one-fifth of the population of poor nations, or about 800 million individuals, are malnourished; looking just at children, in developing nations more than one-fourth of children under age 5, or about 150 million altogether, are underweight. Half of all these children live in only three nations: Bangladesh, India, and Pakistan; almost half the children in these and other South Asian nations are underweight. Children who are malnourished are at much greater risk for fat and muscle loss, brain damage, blindness, and death; perhaps you have seen video footage of children in Africa or South Asia who are so starved that they look like skeletons. Not surprisingly, child malnutrition contributes heavily to the extremely high rates of child mortality that we just examined and is estimated to be responsible for more than 5 million deaths of children annually (UNICEF, 2006; World Health Organization, 2010).UNICEF. (2006). *Progress for children: A report card on nutrition*. New York, NY: Author; World Health Organization. (2010). *Children's environmental health*. Retrieved from http://www.who.int/ceh/risks/cehwater2/en/index.html The "Sociology Making a Difference" box further discusses the issue of world hunger.

SOCIOLOGY MAKING A DIFFERENCE

World Hunger and the Scarcity Fallacy

A popular belief is that world hunger exists because there is too little food to feed too many people in poor nations in Africa, Asia, and elsewhere. Sociologists Stephen J. Scanlan, J. Craig Jenkins, and Lindsey Peterson (2010)Scanlan, S. J., Jenkins, J. C., & Peterson, L. (2010). The scarcity fallacy. *Contexts*, *9*(1), 34–39. call this belief the "scarcity fallacy." According to these authors, "The conventional wisdom is that world hunger exists primarily because of natural disasters, population pressure, and shortfalls in food production" (p. 35). However, this conventional wisdom is mistaken, as world hunger stems not from a shortage of food but from the inability to deliver what is actually a sufficient amount of food to the world's poor. As Scanlan and colleagues note,

A good deal of thinking and research in sociology suggests that world hunger has less to do with the shortage of food than with a shortage of *affordable* or *accessible* food. Sociologists have found that social inequalities, distribution systems, and other economic and political factors create barriers to food access. (p. 35)

This sociological view has important implications for how the world should try to reduce global hunger, say these authors. International organizations such as the World Bank and several United Nations agencies have long believed that hunger is due to food scarcity, and this belief underlies the typical approaches to reducing world hunger that focus on increasing food supplies with new technologies and developing more efficient methods of delivering food. But if food scarcity is not a problem, then other approaches are necessary.

Scanlan and colleagues argue that food scarcity is, in fact, not the problem that international agencies and most people believe it to be:

The bigger problem with emphasizing food supply as the problem, however, is that scarcity is largely a myth. On a per capita basis, food is more plentiful today than any other time in human history.…[E]ven in times of localized production shortfalls or regional famines there has long been a global food surplus. (p. 35)

If the problem is not a lack of food, then what is the problem? Scanlan and colleagues argue that the real problem is a lack of access to food and a lack of equitable distribution of food: "Rather than food scarcity, then, we should focus our attention on the persistent inequalities that often accompany the growth in food supply" (p. 36).

What are these inequalities? Recognizing that hunger is especially concentrated in the poorest nations, the authors note that these nations lack the funds to import the abundant food that does exist. These nations' poverty, then, is one inequality that leads to world hunger, but gender and ethnic inequalities are also responsible. For example, women around the world are more likely than men to suffer from hunger, and hunger is more common in nations with greater rates of gender inequality (as measured by gender differences in education and income, among other criteria). Hunger is also more common among ethnic minorities not only in poor nations but also in wealthier nations. In findings from their own research, these sociologists add, hunger lessens when nations democratize, when political rights are protected, and when gender and ethnic inequality is reduced.

If inequality underlies world hunger, they add, then efforts to reduce world hunger will succeed only to the extent that they recognize the importance of inequality in this regard: "To get at inequality, policy must give attention to democratic governance and human rights, fixing the politics of food aid, and tending to the challenges posed by the global economy" (p. 38). For this to happen, they say, food must be upheld as a "fundamental human right." More generally, world hunger cannot be effectively reduced unless and until ethnic and gender inequality is reduced. Scanlan and colleagues conclude,

The challenge, in short, is to create a more equitable and just society in which food access is ensured for all. Food scarcity matters. However, it is rooted in social conditions and institutional dynamics that must be the focus of any policy innovations that might make a real difference. (p. 39)

In calling attention to the myth of food scarcity and the inequalities that contribute to world hunger, Scanlan and colleagues point to better strategies for addressing this significant international problem. Once again, sociology is making a difference.

Adult Literacy

Moving from the area of health, a final indicator of human development is **adult literacy**, the percentage of people 15 and older who can read and write a simple sentence. Once again we see that people in poor and middle-income nations are far worse off (see Figure 2.2.3.7 "Global Stratification and Adult Literacy, 2008"). In poor nations, only about 69% of adults 15 and older can read and write a simple sentence. The high rate of illiteracy in poor nations not only reflects their poverty but also contributes to it, as people who cannot read and write are obviously at a huge disadvantage in the labor market.

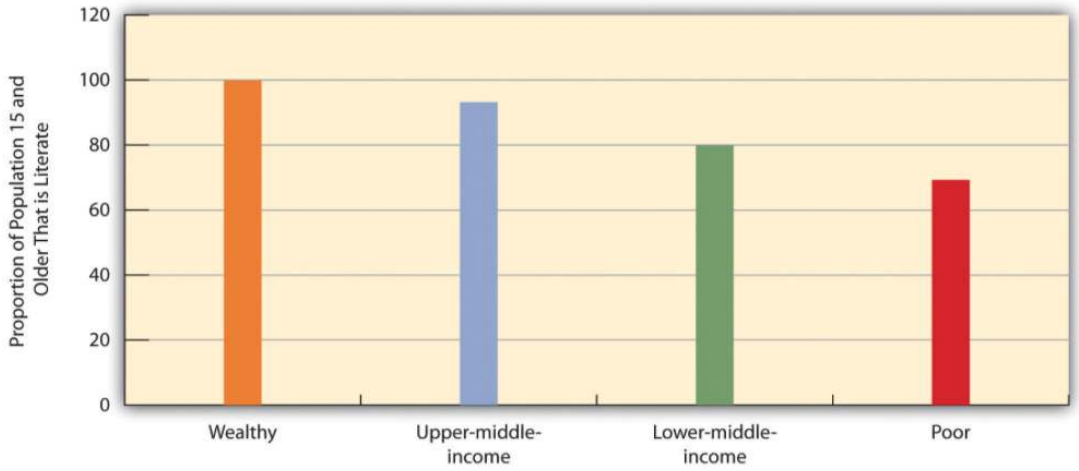


Figure 2.2.3.7: *Global Stratification and Adult Literacy, 2008*

Source: Data from World Bank. (2010). Health nutrition and population statistics. Retrieved from http://databank.worldbank.org/ddp/home.do?Step=2&id=4.

United States and Uganda

Before we leave the issue of human development, it is instructive to compare the United States, an extremely wealthy nation, with one poor nation from Africa, Uganda, on some economic and human development indicators as presented in Table 2.2.3.1 "The United States and Uganda". As will be obvious, Americans and Ugandans live very different lives, notwithstanding the high degree of poverty found in the United States compared to other wealthy nations. The typical American lives a comfortable life that the

typical Ugandan can only dream of, while the typical Ugandan lives a life that the typical American would find only in her or his worst nightmare.

Table 2.2.3.1:The United States and Uganda
Source: Population Reference Bureau. (2009). 2009 world population data sheet. Washington, DC: Author.

	United States	Uganda
Gross national income per capita ($)	46,970	1,140
Population living below $2 per day (%)	—	76
Infant mortality rate (number of infant deaths per 1,000 live births)	6.6	76
Life expectancy at birth (years)	78	50
Lifetime births per woman	2.1	6.7
Underweight children, ages < 5 (%)	1	20
Motor vehicles per 1,000 population	787	6

The Status of Women

In discussing stratification in the United States, Chapter 2.1 "Social Stratification" emphasized that women are disproportionately likely to live in poverty and concluded that poverty "thus has a female face." What is true in the United States is also true around the world, only more so. Although, as we have seen, more than 1.4 billion people on earth are desperately poor, their ranks include more than their fair share of women, who are estimated to make up 70% of the world's poor.

Because women tend to be poorer than men worldwide, they are more likely than men to experience all the problems that poverty causes, including malnutrition and disease. But they also suffer additional problems. Some of these problems derive from women's physiological role of childbearing, and some arise from how they are treated simply because they are women.

Let's first look at childbearing. One of the most depressing examples of how global poverty affects women is **maternal mortality**, or the number of women who die during childbirth for every 100,000 live births. More than 500,000 women die worldwide from complications during pregnancy or childbirth. Maternal mortality usually results from one or more of the following: inadequate prenatal nutrition, disease and illness, and inferior obstetrical care, all of which are much more common in poor nations than in wealthy nations. Figure 2.2.3.8 "Global Stratification and Maternal Mortality, 2005" shows the difference that national poverty makes for maternal mortality. In wealthy nations, the rate of maternal mortality is a minuscule 10 per 100,000 births, but in poor nations the rate is a distressingly high 790 per 100,000 births, equivalent to almost 1 death for every 100 births. Women in poor nations are thus 79 times more likely than those in wealthy nations to die from complications during pregnancy or childbirth. Figure 2.2.3.9 "Global Stratification and Medically Assisted Births, 2000–2007" suggests a reason for this difference, as it shows that births in poor nations are less than half as likely as those in wealthy nations to be attended by skilled medical staff.

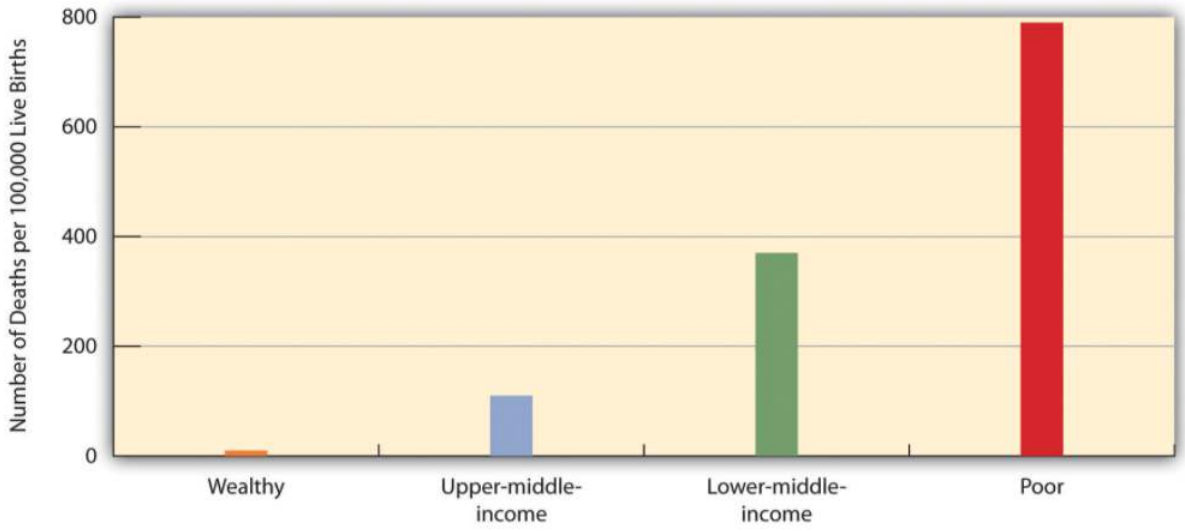


Figure 2.2.3.8: *Global Stratification and Maternal Mortality, 2005*

Source: Data from World Bank. (2010). Health nutrition and population statistics. Retrieved from http://databank.worldbank.org/ddp/home.do?Step=2&id=4.

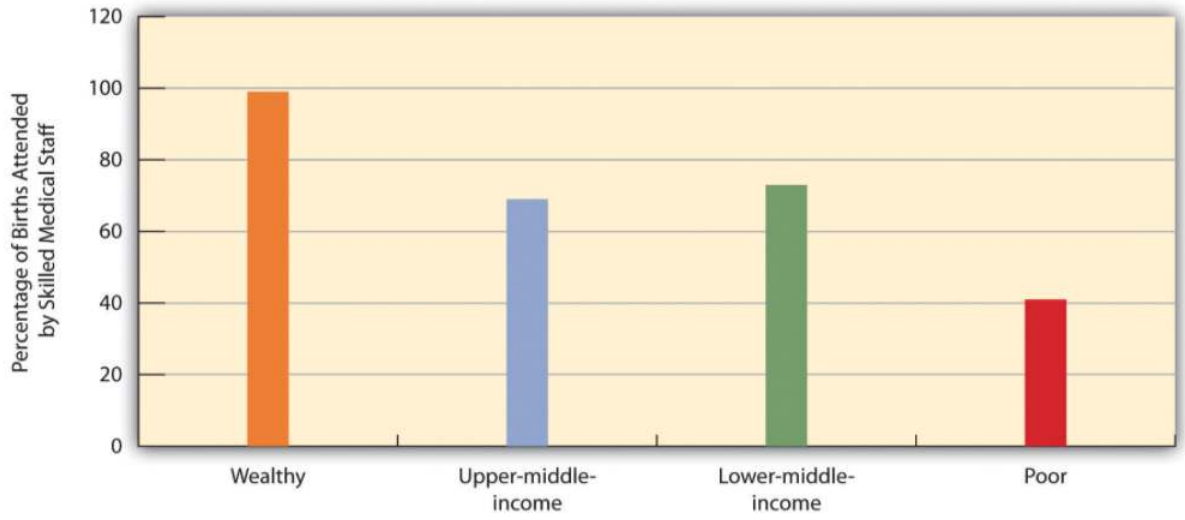


Figure 2.2.3.9: *Global Stratification and Medically Assisted Births, 2000–2007*

Source: Data from World Bank. (2010). Health nutrition and population statistics. Retrieved from http://databank.worldbank.org/ddp/home.do?Step=2&id=4.

In addition to these problems, women in poor nations fare worse than men in other ways because of how they are treated as women. One manifestation of this fact is the violence they experience. About one-third of women worldwide have been raped or beaten, and Amnesty International (2004)Amnesty International. (2004). *It's in our hands: Stop violence against women. Summary.* London, England: Author. calls violence against women "the greatest human rights scandal of our times." Although violence against women certainly occurs in wealthy nations, it is more common and extreme in poor and middle-income nations. More than half of women in Uganda, for example, have been physically or sexually abused (Amnesty International, 2010).Amnesty International. (2010). *"I can't afford justice": Violence against women in Uganda continues unpunished and unchecked*. London, England: Author. In India and Pakistan, thousands of women are killed every year in **dowry deaths**, in which a new wife is murdered by her husband and/or his relatives if she does not pay the groom money or goods (Kethineni & Srinivasan,

2009).Kethineni, S., & Srinivasan, M. (2009). Police handling of domestic violence cases in Tamil Nadu, India. *Journal of Contemporary Criminal Justice*, *25*, 202–213.



Figure 2.2.3.10: *In India and Pakistan, thousands of new wives every year are murdered in dowry deaths because they have not provided their husbands a suitable amount of money and goods.*

Source: Photo courtesy of Claude Renault, http://commons.wikimedia.org/wiki/File:Women_moving_soil_with_bowls.jpg.

Beyond violence, women in poor nations are less likely than their male counterparts to get a higher education, and girls are less likely than boys to attend primary school. Women are also less likely than men to work in jobs that pay a decent wage and to hold political office. In many poor nations, girls are less likely than boys to receive adequate medical care when they become ill and are more likely than boys to die before age 5. In all these ways, women and girls in poor nations especially suffer.

The United Nations Development Programme (UNDP) uses a *gender empowerment measure* (GEM) to determine the status of women compared to men in about half the nations across the world. This measure is based on such things as the percentage of national legislative seats and professional and technical jobs held by women and the ratio of female-to-male earned income. In the UNDP's 2009 Human Development Report, the nations with the five highest GEM rankings were Sweden, Norway, Finland, Denmark, and the Netherlands (the United States ranked only 18th), all very wealthy nations; the nations with the five lowest GEM rankings were Yemen, Bangladesh, Egypt, Saudi Arabia, and Algeria.

All these latter nations are very poor with the exception of Saudi Arabia, which is fairly wealthy. Still, women in Saudi Arabia are not allowed to drive a car or to vote. Each woman must have a male relative who acts as her legal guardian; a woman cannot work outside the home or travel outside the country without her guardian's permission. The two sexes are segregated in public: women have women-only stores to shop in and women-only lines in fast-food restaurants to stand in. Law enforcement agents watch carefully to make sure that the sexes do not interact in public (Zoepf, 2010).Zoepf, K. (2010, June 12). Fighting for the right to have limited rights. *The New York Times*, p. A7.

Two sets of international statistics cited by writers Nicholas D. Kristof and Sheryl WuDunn (2009)Kristof, N. D., & WuDunn, S. (2009, August 23). The women's crusade. *The New York Times*, p. MM28. are especially troubling. Because women outlive men, ordinarily there should be more females than males in a country. Yet China has 107 males for every 100 females, and India has 108 males for every 100 females. In these nations, girls and women have died at far greater numbers than men because of abuse, murder, and lack of health care, only because they are female. It is estimated that the number of "missing women" in the world today because of these problems is between 60 million and 107 million.

A second set of statistics concerns sexual slavery. As Kristof and WuDunn (2009, p. MM28)Kristof, N. D., & WuDunn, S. (2009, August 23). The women's crusade. *The New York Times*, p. MM28. summarize this problem,

In the developing world,…millions of women and girls are actually enslaved. While a precise number is hard to pin down, the International Labor Organization, a U.N. agency, estimates that at any one time there are 12.3 million people engaged in forced labor of all kinds, including sexual servitude. In Asia alone about one million children working in the sex trade are held in conditions indistinguishable from slavery, according to a U.N. report. Girls and women are locked in brothels and beaten if they resist, fed just enough to be kept alive and often sedated with drugs—to pacify them and often to cultivate addiction.

This situation is so horrid that Kristof and WuDunn (2009, p. MM28)Kristof, N. D., & WuDunn, S. (2009, August 23). The women's crusade. *The New York Times*, p. MM28. call for a moral crusade to save women's lives. "In the 19th century," they write, "the paramount moral challenge was slavery. In the 20th century, it was totalitarianism. In this century, it is the brutality inflicted on so many women and girls around the globe: sex trafficking, acid attacks, bride burnings and mass rape." They add that an important reason for global poverty is that women in poor nations are uneducated, victimized by violence, and generally oppressed. For this reason, they say, international organizations are increasingly recognizing that "focusing on women and girls is the most effective way to fight global poverty."

The Status of Children

Because of their size, immaturity, and lack of resources, children are considered the weakest members of any society. When we look around world, we see that this fact of life is also true of the global society. In poor nations, children especially suffer. We have already seen evidence of this suffering in this chapter's earlier discussion of childhood disease, malnutrition, and mortality.

International agencies estimate that 8.8 million children under age 5 died in 2008 across the world, or an average of about 24,000 child deaths every day (You, Wardlaw, Salama, & Jones, 2010).You, D., Wardlaw, T., Salama, P., & Jones, G. (2010). Levels and trends in under-5 mortality, 1990–2008. *Lancet*, *375*(9709), 100–103. In sub-Saharan Africa, 1 of every 7 children dies before age 5; in South Asia, 1 of every 13 children dies before age 5. Three-fourths of all child deaths occur in only 18 countries, and half of all child deaths occur in only 5 countries: China, the Democratic Republic of the Congo, India, Nigeria, and Pakistan. Diarrhea and pneumonia cause many of the child deaths, of which about 40% occur during the first month of life. The conditions discussed earlier, including inadequate sanitation and lack of access to clean water, account for the bulk of fatal disease that children suffer.

If almost 9 million children under age 5 die annually, other numbers also tell an unsettling tale (UNICEF, 2009):UNICEF. (2009). *The state of the world's children: Special edition*. New York, NY: Author.

- 148 million children under age 5 are underweight for their age;
- 101 million children, including more girls than boys, do not attend elementary school;
- 22 million children are not immunized against common diseases;
- 4 million infants die before reaching the age of 1 month;
- 500 million to 1.5 billion children have been exposed to violence or are victims of violence;
- 150 million children aged 5–14 are engaged in child labor;
- 145 million children have had one or both of their biological parents die;
- 70 million girls have experienced genital mutilation; and
- 1.2 million children are victims of trafficking, taken from their parents and subjected to child labor and sexual slavery.

As disturbing as these statistics might be, there is also good news, as much progress has been made during the past few decades in helping the world's children, thanks to agencies such as UNICEF. For example, child mortality worldwide declined from 142 per 1,000 live births in 1970 to 65 per 1,000 in 2008; the rate in Africa declined from 231 to 132. Reflecting this decline, the number of child deaths dropped from 16.7 million in 1970 to 8.8 million in 2008. International efforts have saved millions of children's lives during the past four decades.

Before we leave the issue of children's welfare, it is worth noting one additional problem they face in certain parts of the world. In some developing countries, children are taken by force to join the armed forces or armed groups, or they join out of economic necessity or to escape abuse. These "child soldiers" may bear arms and engage in combat, serve as cooks and messengers, or be sexual slaves. Approximately 300,000 children (under age 18) worldwide are thought to be child soldiers. Beyond the dangers of being involved in arm conflict, these children are not in school and are often sexually abused. Since the 1980s, UNICEF and other international agencies have worked for the release of child soldiers in many nations, including Angola, Burundi, the Democratic Republic of the Congo, Rwanda, Somalia, and Uganda.

KEY TAKEAWAYS

- Global poverty has a devastating impact. Poor nations suffer tremendously on human development indicators such as health, education, and mortality.
- Women in poor nations fare much worse than men in these nations. They are victims of violence and other abuse because they are women, and they are less likely to attend school and more likely to be poor.
- Children in poor nations are much more likely than those in wealthy nations to die before age 5 and to suffer from malnutrition and disease.

FOR YOUR REVIEW

1. Considering all the ways in which poor nations fare much worse than wealthy nations, which one seems to you to be the most important problem that poor nations experience? Explain your answer.
2. Some scholars attribute global violence against women to women's general inequality, and some scholars attribute it to men's biological nature. Why do you think global violence against women is so common?

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2.2.4: Explaining Global Stratification

LEARNING OBJECTIVES

1. Describe the main arguments of modernization theory.
2. Describe the main arguments of dependency theory.

Explanations of global stratification parallel those of U.S. stratification (see Chapter 2.1 "Social Stratification") in their focus on individual versus structural problems. One type of explanation takes an individual approach by in effect blaming the people in the poorest nations for their own poverty, while a second explanation takes a structural approach in blaming the plight of poor nations on their treatment by the richest ones. Again there is evidence to support both types of explanations, but many sociologists favor the structural explanation. Table 2.2.4.1 "Theory Snapshot" summarizes the two sets of explanations.

Table 2.2.4.1: Theory Snapshot

Theory	Major assumptions
Modernization theory	Wealthy nations became wealthy because early on they were able to develop the necessary beliefs, values, and practices for trade, industrialization, and rapid economic growth to occur. Poor nations remained poor because they failed to develop these beliefs, values, and practices; instead, they continued to follow traditional beliefs and practices that stymied industrial development and modernization.
Dependency theory	The poverty of poor nations stems from their colonization by European nations, which exploited the poor nations' resources and either enslaved their populations or used them as cheap labor. The colonized nations were thus unable to develop a professional and business class that would have enabled them to enter the industrial age and to otherwise develop their economies.

Modernization Theory

The individual explanation is called **modernization theory** (McClelland, 1967; Rostow, 1990).McClelland, D. C. (1967). *The achieving society*. New York, NY: Free Press; Rostow, W. W. (1990). *The stages of economic growth: A non-communist manifesto*. New York, NY: Cambridge University Press. According to this theory, rich nations became wealthy because early on they were able to develop the "correct" beliefs, values, and practices—in short, the correct culture—for trade, industrialization, and rapid economic growth to occur. These cultural traits include a willingness to work hard, to abandon tradition in favor of new ways of thinking and doing things, and to adopt a future orientation rather than one focused on maintaining present conditions.

Modernization theory has direct relevance for the experience of Western Europe. According to the theory, Western European nations began to emerge several centuries ago as economic powers because their populations adopted the kinds of values and practices just listed. Max Weber (1904/1958),Weber, M. (1958). *The Protestant ethic and the spirit of capitalism* (T. Parsons, Trans.). New York, NY: Scribner. (Original work published 1904) one of the founders of sociology, wrote that Western Europe was able to do this because the Protestant Reformation diminished the traditional distrust of the Catholic Church for material success and social and economic change. The new Protestant ethic that Western Europeans adopted stressed the importance of hard work and material success in one's lifetime rather than the Church's traditional emphasis on rewards in an afterlife.



Figure 2.2.4.1: *According to modernization theory, poor nations are poor because their people never developed values such as an emphasis on hard work. © Thinkstock*

According to modernization theory, nations in other parts of the world never became wealthy and remain poor today because they never developed the appropriate values and practices. Instead, they continued to follow traditional beliefs and practices that stymied industrial development and modernization.

Modernization theory has much in common with the culture of poverty theory discussed in Chapter 2.1 "Social Stratification". It attributes the poverty of poor nations to their failure to develop the “proper” beliefs, values, and practices necessary for economic success both at the beginning of industrialization during the 19th century and in the two centuries that have since transpired. Because modernization theory implies that people in poor nations do not have the talent and ability to improve their lot, it falls into the functionalist explanation of stratification.

As should be clear, modernization theory has direct implications for strategies to reduce global poverty. The theory implies that people in poor nations must learn the proper beliefs, values, and practices to succeed economically. If they do not do so, they will prevent themselves from profiting as fully as possible from the financial aid they get from wealthy nations, with much of this aid thereby being wasted.

Dependency Theory

The structural explanation for global stratification is called **dependency theory**. Not surprisingly, this theory’s views sharply challenge modernization theory’s assumptions (Packenham, 1992).Packenham, R. A. (1992). *The dependency movement: Scholarship and politics in development studies*. Cambridge, MA: Harvard University Press. Whereas modernization theory attributes global stratification to the “wrong” cultural values and practices in poor nations, dependency theory blames global stratification on the exploitation of these nations by wealthy nations. According to this view, poor nations never got the chance to pursue economic growth because early on they were conquered and colonized by European ones. The European nations stole the poor nations’ resources and either enslaved their populations or used them as cheap labor. They installed their own governments and often prevented the local populace from getting a good education. As a result, the colonized nations were unable to develop a professional and business class that would have enabled them to enter the industrial age and to otherwise develop their economies. Along the way, wealthy nations sold their own goods to colonized nations and forced them to run up enormous debt that continues to amount today. Because dependency theory implies that poor nations remain poor because of lack of opportunity owing to exploitation by wealthy nations, it falls into the conflict perspective on stratification.

In today’s world, huge multinational corporations continue to exploit the labor and resources of the poorest nations, say dependency theorists. These corporations run sweatshops in many nations, in which workers toil in inhumane conditions at extremely low wages (Sluiter, 2009).Sluiter, L. (2009). *Clean clothes: A global movement to end sweatshops*. New York, NY: Pluto Press. Often the corporations work hand-in-hand with corrupt officials in the poor nations to strengthen their economic stake in the countries. An example of this dynamic occurred during the 1990s in the poor western African country of Nigeria, where the Royal Dutch/Shell oil company at the time was pumping half of that nation’s oil. Activists in southern Nigeria began to claim that Shell’s oil drilling was destroying their land and that Shell was paying them too little for their oil. In response to their protests, the government sent in police at Shell’s request, with Shell paying some of the police costs. The police put down the activists’ dissent by destroying several villages and killing 2,000 people (Lewis, 1996).Lewis, P. (1996, February 13). Nigeria’s deadly war: Shell defends its record. *The New York Times*, p. 1.

Dependency theory also has direct implications for strategies to reduce global poverty. Very simply, the theory implies that wealthy nations and multinational corporations must stop exploiting the resources of poor nations. Until that happens, poor nations will be unable to develop their natural resources and to enter the industrial age. Some dependency theorists also say that poor nations should limit their importation of goods from wealthy nations, and that wealthy nations should even be forbidden from investing in poor nations.

Which makes more sense, modernization theory or dependency theory? As with many theories, both make sense to some degree (see the “Learning From Other Societies” box), but both have their faults. Modernization theory places too much blame on poor nations for their own poverty and ignores the long history of exploitation of poor nations by rich nations and multinational corporations alike. For its part, dependency theory cannot explain why some of the poorest countries are poor even though they were never European colonies; neither can it explain why some former colonies such as Hong Kong have been able to attain enough economic growth to leave the rank of the poorest nations. Together, both theories help us understand the reasons for global stratification, but most sociologists would probably favor dependency theory because of its emphasis on structural factors in the world’s historic and current economy.

Learning From Other Societies

Why Haiti Is So Poor: Culture or Exploitation?

In January 2010, an earthquake with a magnitude of 7.0 devastated Haiti, one of the poorest countries in the world. The quake reportedly killed more than 200,000 people, about 2.5% of Haiti's population, injured 300,000, and left 1 million homeless. Because Haiti had ramshackle buildings, a weak infrastructure, and inadequate public services, many more people died or otherwise suffered from this earthquake than from earthquakes of similar magnitude in wealthier countries.

In the aftermath of this natural disaster, a flurry of news articles and op-ed columns discussed why Haiti had been so poor before the earthquake despite efforts by thousands of international agencies during the past few decades. The contrasting positions presented in these articles reflected the views of the modernization and dependency theories presented in the text, and they illustrate the complexity of understanding global poverty.

Reflecting the views of modernization theory, some observers attributed Haiti's situation to a culture of poverty. They noted that Haiti shares an island with the Dominican Republic, which is not nearly as poor as Haiti. Beyond sharing a general location and climate, the two nations also have similar histories of colonialism and governmental corruption. Given these similarities, why, then, was Haiti so desperately poorer than the Dominican Republic?

To answer this question, Jonah Goldberg, a *Los Angeles Times* columnist, reasoned, "Haiti's problems in large part boil down to a culture of poverty. Haitians do not lack the desire to make their lives better, nor do they reject hard work. But what they sorely lack is a legal, social and intellectual culture that favors economic growth and entrepreneurialism" (Goldberg, 2010, p. 9A).Goldberg, J. (2010, August 3). End poverty: Export capitalism. *USA Today*, p. 9A. Western nations, he continued, must do more than provide aid to Haiti and other poor nations, as they must also teach them "how to stop being poor." People in these nations, he said, must learn the concept of *entrepreneurialism* (the development and practice of a business), and they must also learn how to be entrepreneurs.

Taking a similar stance, David Brooks, a *New York Times* columnist, wrote that several aspects of the Haitian culture contribute to the nation's poverty by inhibiting its ability to achieve economic growth. First, Haitians' voodoo religion prompts them to believe that life is unpredictable and that planning is futile. Second, Haitians have high levels of social mistrust and a low sense of personal responsibility. Third, parental neglect during early childhood is common. Brooks concluded, "We're all supposed to politely respect each other's cultures. But some cultures are more progress-resistant than others, and a horrible tragedy [the damage caused by Haiti's earthquake] was just exacerbated by one of them" (Brooks, 2010, p. A27).Brooks, D. (2010, January 14). The underlying tragedy. *The New York Times*, p. A27.

Reflecting the views of dependency theory, other observers attributed Haiti's deep poverty to its history of colonialism, which puts it at a severe disadvantage even compared to other formerly colonized nations. Michele Wucker, executive director of the World Policy Institute, and Ben Macintyre, a columnist for *The Times* of London, both wrote that Haiti was a rich slave colony of France before a bloody revolution won Haitians their independence in 1804. The new nation's economy then suffered for two reasons. First, the revolution destroyed much of the country's agriculture and infrastructure. Second, France used ships to block Haitian trade and required Haiti to pay a huge indemnity, equal to about $13 billion in today's dollars, to restore normal trade and diplomatic relations. Haiti had to take out huge loans from Western nations' banks at very high interest rates to do so. The consequence for Haiti was devastating, wrote Macintyre (2010, p. 30):Macintyre, B. (2010, January 21). The fault line in Haiti runs straight to France. *The Times* (London), p. 30.

Weighed down by this financial burden, Haiti was born almost bankrupt. In 1900 some 80 per cent of the national budget was still being swallowed up by debt repayments. Money that might have been spent on building a stable economy went to foreign bankers….The debt was not finally paid off until 1947. By then, Haiti's economy was hopelessly distorted, its land deforested, mired in poverty, politically and economically unstable, prey equally to the caprice of nature and the depredations of autocrats.

Haiti's plight only worsened when U.S. Marines occupied Haiti from 1915 to 1934 and when a series of corrupt dictators afterward "left Haiti economically devastated," added Wucker (Smith, 2010).Smith, K. F. (2010, January 16). Haiti: A historical perspective. *Newsweek*. Retrieved from http://www.newsweek.com/2010/2001/2015/haiti-a-historical-perspective.html In short, as one headline put it, Haiti's dire poverty stems from a "crippling legacy of imperialism" (Macintyre, 2010).Macintyre, B. (2010, January 21). The fault line in Haiti runs straight to France. *The Times* (London), p. 30.

Where does the truth lie? Is Haiti's poverty today due more to its culture or more to its history of colonialism and imperialism? People who favor modernization theory would answer culture, and those who favor dependency theory would answer colonialism and imperialism. In the end, both sets of factors probably matter. The debate over Haiti's poverty shows that the experience of other societies can illuminate theories of global poverty and, in turn, help us understand which types of strategies hold the most potential for helping poor nations.

KEY TAKEAWAYS

- According to modernization theory, rich nations became rich because their peoples possessed certain values, beliefs, and practices conducive to the acquisition of wealth. Poor nations remained poor because their peoples did not possess these values, beliefs, and practices and never developed them.
- According to dependency theory, poor nations have remained poor because they have been exploited by rich nations and by multinational corporations.

FOR YOUR REVIEW

1. Which theory makes more sense to you, modernization theory or dependency theory? Explain your answer.
2. What strategies does modernization theory suggest for helping poor nations? What strategies does dependency theory suggest for helping poor nations?

Reducing Global Stratification: What Sociology Suggests

Years of international aid to poor nations have helped them somewhat, but, as this chapter has shown, their situation remains dire. International aid experts acknowledge that efforts to achieve economic growth in poor nations have largely failed, but they disagree why this is so and what alternative strategies may prove more successful (Cohen & Easterly, 2009).Cohen, J., & Easterly, W. (Eds.). (2009). *What works in development? Thinking big and thinking small*. Washington, DC: Brookings Institution Press. One trend has been a switch from "macro" efforts focusing on infrastructure problems and on social institutions such as the schools to "micro" efforts, such as providing cash payments or small loans directly to poor people in poor nations (a practice called *microfinancing*) and giving them bed nets to prevent mosquito bites, but the evidence on the success of these efforts is mixed (Bennett, 2009; *The Economist*, 2010).Bennett, D. (2009, September 20). Small change. *The Boston Globe*. Retrieved from http://www.boston.com/bostonglobe/ideas/articles/2009/2009/2020/small_change_does_microlending_actually_fight_poverty/#; Savings and the poor: A better mattress. (2010, March 11). *Economist, 394*(8673), 75–76. Much more obviously needs to be done.

In this regard, sociology's structural approach is in line with dependency theory and suggests that global stratification results from the history of colonialism and by continuing exploitation today of poor nations' resources by wealthy nations and multinational corporations. To the extent such exploitation exists, global poverty will lessen if and only if this exploitation lessens. As the "Sociology Making a Difference" box indicated, a sociological approach also emphasizes the role that class, gender, and ethnic inequality play in perpetuating global poverty. For global poverty to be reduced, gender and ethnic inequality must be reduced.

Writers Kristof and WuDunn (2009)Kristof, N. D., & WuDunn, S. (2009, August 23). The women's crusade. *The New York Times*, p. MM28. emphasize the need to focus efforts to reduce global poverty of women. We have already seen one reason why this emphasis makes sense: women are much worse off than men in poor nations in many ways, so helping them is crucial for both economic and humanitarian reasons. An additional reason is especially illuminating: when women in poor nations acquire extra money, they typically spend it on food, clothing, and medicine, essentials for their families. However, when men in poor nations acquire extra money, they often spend it on alcohol, tobacco, and gambling. This gender difference might sound like a stereotype, but it does indicate that aid to women will help in many ways, while aid to men might be less effective and often even wasted.

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2.2.5: End-of-Chapter Material

Summary

1. The nations of the world differ dramatically in wealth and other resources, with the poorest nations being found in Africa and parts of Asia.
2. To understand global stratification, it is useful to classify the world's nations into three categories: wealthy nations, middle-income nations, and poor nations. The middle category is often subdivided into upper-middle-income nations and lower-middle-income nations.
3. Several measures of global poverty and global inequality help us to understand the nature and extent of global stratification and identify the nations most in need of help.
4. Global poverty has a devastating impact on the lives of hundreds of millions of people throughout the world. Poor nations have much higher rates of mortality and disease and lower rates of literacy.
5. Global poverty especially affects women and children, who suffer in many ways from the effects of poverty in poor nations.
6. Modernization theory attributes global poverty to the failure of poor nations to develop the necessary beliefs, values, and practices to achieve economic growth.
7. Dependency theory attributes global poverty to the colonization and exploitation by European nations of nations in other parts of the world.
8. A sociological perspective suggests that efforts to reduce global poverty need to address continuing exploitation of poor nations by wealthy nations and multinational corporations, and that these efforts will succeed to the extent that they also reduce ethnic and gender inequality.

USING SOCIOLOGY

Three months ago, you began a job as a policy assistant to one of the two U.S. senators from your home state. The senator is helping to draft a bill for foreign aid assistance for poor countries and reasons that most of the aid should be aimed at helping men find jobs, since these countries are patriarchal and might resent aid that helps women find jobs. What do you tell your senator when your opinion is solicited?

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2.3: Race and Ethnicity

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2.3.1: Chapter Introduction

Social Issues in the News

"White Supremacist Held Without Bond in Tuesday's Attack," the headline said. James Privott, a 76-year-old African American, had just finished fishing in a Baltimore city park when he was attacked by several white men. They knocked him to the ground, punched him in the face, and hit him with a baseball bat. Privott lost two teeth and had an eye socket fractured in the assault. One of his assailants was arrested soon afterwards and told police the attack "wouldn't have happened if he was a white man." The suspect was a member of a white supremacist group, had a tattoo of Hitler on his stomach, and used "Hitler" as his nickname. At a press conference attended by civil rights and religious leaders, the Baltimore mayor denounced the hate crime. "We all have to speak out and speak up and say this is not acceptable in our communities," she said. "We must stand together in opposing this kind of act." (Fenton, 2009, p. 11)Fenton, J. (2009, August 20). Details emerge on suspect: White supremacist held without bail in Tuesday's attack at Fort Armistead Park. *The Baltimore Sun.* Retrieved from http://www.baltimoresun.com/news/maryland/baltimore-city/bal-md.ci.lockner20aug20,20,1843383.story

In 1959, John Howard Griffin, a white writer, changed his race. Griffin decided that he could not begin to understand the discrimination and prejudice that African Americans face every day unless he experienced these problems himself. So he went to a dermatologist in New Orleans and obtained a prescription for an oral medication to darken his skin. The dermatologist also told him to lie under a sunlamp several hours a day and to use a skin-staining pigment to darken any light spots that remained.

Griffin stayed inside, followed the doctor's instructions, and shaved his head to remove his straight hair. About a week later he looked, for all intents and purposes, like an African American. Then he went out in public and passed as black.

New Orleans was a segregated city in those days, and Griffin immediately found he could no longer do the same things he did when he was white. He could no longer drink at the same water fountains, use the same public restrooms, or eat at the same restaurants. When he went to look at a menu displayed in the window of a fancy restaurant, he later wrote,

I read, realizing that a few days earlier I could have gone in and ordered anything on the menu. But now, though I was the same person with the same appetite, no power on earth could get me inside this place for a meal. (Griffin, 1961, p. 42)Griffin, J. H. (1961). *Black like me*. Boston, MA: Houghton Mifflin.

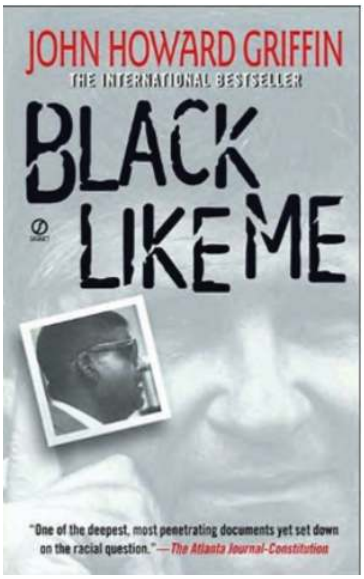


Figure 2.3.1.1: *John Howard Griffin's classic 1959 book Black Like Me documented the racial discrimination he experienced in the South after darkening his skin and passing as black.*

Source: http://en.wikipedia.org/wiki/File:Black_Like_Me.jpg.

Because of his new appearance, Griffin suffered other slights and indignities. Once when he went to sit on a bench in a public park, a white man told him to leave. Later a white bus driver refused to let Griffin get off at his stop and let him off only eight blocks later. A series of stores refused to cash his traveler's checks. As he traveled by bus from one state to another, he was not allowed to wait inside the bus stations. At times white men of various ages cursed and threatened him, and he became afraid for his life and

safety. Months later, after he wrote about his experience, he was hanged in effigy, and his family was forced to move from their home.

Griffin's reports about how he was treated while posing as a black man, and about the way African Americans he met during that time were also treated, helped awaken white Americans across the United States to racial prejudice and discrimination. The Southern civil rights movement, which had begun a few years earlier and then exploded into the national consciousness with sit-ins at lunch counters in February 1960 by black college students in Greensboro, North Carolina, ended Southern segregation and changed life in the South and across the rest of the nation.

What has happened since then? Where do we stand more than 50 years after the beginning of the civil rights movement and Griffin's travels in the South? In answering this question, this chapter discusses the changing nature of racial and ethnic prejudice and inequality in the United States but also documents their continuing importance for American society, as the hate crime story that began this chapter signifies. We begin our discussion of the present with a brief look back to the past.

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2.3.2: Racial and Ethnic Relations- An American Dilemma

LEARNING OBJECTIVES

- Describe the targets of 19th-century mob violence in U.S. cities.
- Discuss why the familiar saying “The more things change, the more they stay the same” applies to the history of race and ethnicity in the United States.

Race and ethnicity have torn at the fabric of American society ever since the time of Christopher Columbus, when about 1 million Native Americans were thought to have populated the eventual United States. By 1900, their numbers had dwindled to about 240,000, as tens of thousands were killed by white settlers and U.S. troops and countless others died from disease contracted from people with European backgrounds. Scholars have said that this mass killing of Native Americans amounted to genocide (Wilson, 1999).Wilson, J. (1999). *The earth shall weep: A history of Native America*. New York, NY: Atlantic Monthly Press.

African Americans obviously also have a history of maltreatment that began during the colonial period, when Africans were forcibly transported from their homelands to be sold and abused as slaves in the Americas. During the 1830s, white mobs attacked African Americans in cities throughout the nation, including Philadelphia, Cincinnati, Buffalo, and Pittsburgh. This mob violence led Abraham Lincoln to lament “the worse than savage mobs” and “the increasing disregard for law which pervades the country” (Feldberg, 1980, p. 4).Feldberg, M. (1980). *The turbulent era: Riot and disorder in Jacksonian America*. New York, NY: Oxford University Press. The mob violence stemmed from a “deep-seated racial prejudice…in which whites saw blacks as ‘something less than human’” (Brown, 1975, p. 206)Brown, R. M. (1975). *Strain of violence: Historical studies of American violence and vigilantism*. New York, NY: Oxford University Press. and continued well into the 20th century, when whites attacked African Americans in several cities, with at least seven antiblack riots occurring in 1919 alone that left dozens dead. Meanwhile, an era of Jim Crow racism in the South led to the lynchings of thousands of African Americans, segregation in all facets of life, and other kinds of abuses (Litwack, 2009).Litwack, L. F. (2009). *How free is free? The long death of Jim Crow*. Cambridge, MA: Harvard University Press.



Figure 2.3.2.1: *During the era of Jim Crow racism in the South, several thousand African Americans were lynched.*

Source: Photo courtesy of U.S. Library of Congress, http://loc.gov/pictures/resource/npcc.12928.

Blacks were not the only targets of native-born white mobs back then (Dinnerstein & Reimers, 2009).Dinnerstein, L., & Reimers, D. M. (2009). *Ethnic Americans: A history of immigration*. New York, NY: Columbia University Press. As immigrants from Ireland, Italy, Eastern Europe, Mexico, and Asia flooded into the United States during the 19th and early 20th centuries, they, too, were beaten, denied jobs, and otherwise mistreated. During the 1850s, mobs beat and sometimes killed Catholics in cities such as Baltimore and New Orleans. During the 1870s, whites rioted against Chinese immigrants in cities in California and other states. Hundreds of Mexicans were attacked and/or lynched in California and Texas during this period.

Not surprisingly, scholars have written about U.S. racial and ethnic prejudice ever since the days of slavery. In 1835, the great social observer Alexis de Tocqueville (1835/1994)Tocqueville, A. (1994). *Democracy in America*. New York, NY: Knopf. (Original work published 1835) despaired that whites’ prejudice would make it impossible for them to live in harmony with African Americans. Decades later, W. E. B. Du Bois (1903/1968, p. vii),Du Bois, W. E. B. (1968). *The souls of black folk*. New

York, NY: Fawcett World Library. (Original work published 1903) one of the first sociologists to study race, observed in 1903 that "the problem of the Twentieth Century is the problem of the color-line" and cited example after example of economic, social, and legal discrimination against African Americans.

Nazi racism in the 1930s and 1940s helped awaken Americans to the evils of prejudice in their own country. Against this backdrop, a monumental two-volume work by Swedish social scientist Gunnar Myrdal (1944)Myrdal, G. (1944). *An American dilemma: The Negro problem and modern democracy*. New York, NY: Harper and Brothers. attracted much attention when it was published. The book, *An American Dilemma: The Negro Problem and Modern Democracy*, documented the various forms of discrimination facing blacks back then. The "dilemma" referred to by the book's title was the conflict between the American democratic ideals of egalitarianism and liberty and justice for all and the harsh reality of prejudice, discrimination, and lack of equal opportunity. Using the common term for African American of his time, Myrdal wrote optimistically,

If America in actual practice could show the world a progressive trend by which the Negro finally became integrated into modern democracy, all mankind would be given faith again—it would have reason to believe that peace, progress, and order are feasible.… America is free to choose whether the Negro shall remain her liability or become her opportunity. (Myrdal, 1944, pp. 1121–1122)Myrdal, G. (1944). *An American dilemma: The Negro problem and modern democracy*. New York, NY: Harper and Brothers.

Unfortunately, Myrdal was too optimistic, as legal segregation did not end until the Southern civil rights movement won its major victories in the 1960s. Even after segregation ended, improvement in other areas was slow. Thus in 1968, the so-called Kerner Commission (1968, p. 1),Kerner Commission. (1968). *Report of the National Advisory Commission on Civil Disorders*. New York, NY: Bantam Books. appointed by President Lyndon Johnson in response to the 1960s urban riots, warned in a famous statement, "Our nation is moving toward two societies, one black, one white—separate and unequal." Despite this warning, and despite the civil rights movement's successes, 30 years later writer David K. Shipler (1997, p. 10)Shipler, D. K. (1997). *A country of strangers: Blacks and whites in America*. New York, NY: Knopf. felt compelled to observe that there is "no more intractable, pervasive issue than race" and that when it comes to race, we are "a country of strangers." Sociologists and other social scientists have warned since then that the conditions of people of color have actually been worsening (Massey, 2007; W. J. Wilson, 2009).Massey, D. S. (2007). *Categorically unequal: The American stratification system*. New York, NY: Russell Sage Foundation; Wilson, W. J. (2009). Toward a framework for understanding forces that contribute to or reinforce racial inequality. *Race and Social Problems*, *1*, 3–11. Despite the historic election of Barack Obama in 2008 as the first president of color, race and ethnicity remain an "intractable, pervasive issue." As the old French saying goes, *plus ça change, plus la meme chose* (the more things change, the more they stay the same). Indeed, it would be accurate to say, to paraphrase Du Bois, that "the problem of the 21st century is the problem of the color line." Evidence of this continuing problem appears in much of the remainder of this chapter.

KEY TAKEAWAYS

- U.S. history is filled with violence and other maltreatment against Native Americans, blacks, and immigrants.
- The familiar saying "The more things change, the more they stay the same" applies to race and ethnic relations in the United States.

FOR YOUR REVIEW

1. Describe why Myrdal said U.S. race relations were an "American dilemma."
2. How much did you learn in high school about the history of race and ethnicity in the United States? Do you think you should have learned more?

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2.3.3: The Meaning of Race and Ethnicity

LEARNING OBJECTIVES

1. Critique the biological concept of race.
2. Discuss why race is a social construction.
3. Discuss the advantages and disadvantages of a sense of ethnic identity.

To understand this problem further, we need to take a critical look at the very meaning of race and ethnicity in today's society. These concepts may seem easy to define initially but are much more complex than their definitions suggest.

Race

Let's start first with **race**, which refers to a category of people who share certain inherited physical characteristics, such as skin color, facial features, and stature. A key question about race is whether it is more of a biological category or a social category. Most people think of race in biological terms, and for more than 300 years, or ever since white Europeans began colonizing populations of color elsewhere in the world, race has indeed served as the "premier source of human identity" (Smedley, 1998, p. 690).Smedley, A. (1998). "Race" and the construction of human identity. *American Anthropologist, 100*, 690–702.

It is certainly easy to see that people in the United States and around the world differ physically in some obvious ways. The most noticeable difference is skin tone: some groups of people have very dark skin, while others have very light skin. Other differences also exist. Some people have very curly hair, while others have very straight hair. Some have thin lips, while others have thick lips. Some groups of people tend to be relatively tall, while others tend to be relatively short. Using such physical differences as their criteria, scientists at one point identified as many as nine races: African, American Indian or Native American, Asian, Australian Aborigine, European (more commonly called "white"), Indian, Melanesian, Micronesian, and Polynesian (Smedley, 1998).Smedley, A. (1998). "Race" and the construction of human identity. *American Anthropologist, 100*, 690–702.

Although people certainly do differ in the many physical features that led to the development of such racial categories, anthropologists, sociologists, and many biologists question the value of these categories and thus the value of the biological concept of race (Smedley, 2007).Smedley, A. (2007). *Race in North America: Evolution of a worldview*. Boulder, CO: Westview Press. For one thing, we often see more physical differences *within* a race than *between* races. For example, some people we call "white" (or European), such as those with Scandinavian backgrounds, have very light skins, while others, such as those from some Eastern European backgrounds, have much darker skins. In fact, some "whites" have darker skin than some "blacks," or African Americans. Some whites have very straight hair, while others have very curly hair; some have blonde hair and blue eyes, while others have dark hair and brown eyes. Because of interracial reproduction going back to the days of slavery, African Americans also differ in the darkness of their skin and in other physical characteristics. In fact it is estimated that about 80% of African Americans have some white (i.e., European) ancestry; 50% of Mexican Americans have European or Native American ancestry; and 20% of whites have African or Native American ancestry. If clear racial differences ever existed hundreds or thousands of years ago (and many scientists doubt such differences ever existed), in today's world these differences have become increasingly blurred.

Another reason to question the biological concept of race is that an individual or a group of individuals is often assigned to a race on arbitrary or even illogical grounds. A century ago, for example, Irish, Italians, and Eastern European Jews who left their homelands for a better life in the United States were not regarded as white once they reached the United States but rather as a different, inferior (if unnamed) race (Painter, 2010).Painter, N. I. (2010). *The history of white people*. New York, NY: W. W. Norton. The belief in their inferiority helped justify the harsh treatment they suffered in their new country. Today, of course, we call people from all three backgrounds white or European.

In this context, consider someone in the United States who has a white parent and a black parent. What race is this person? American society usually calls this person black or African American, and the person may adopt the same identity (as does Barack Obama, who had a white mother and African father). But where is the logic for doing so? This person, as well as President Obama, is as much white as black in terms of parental ancestry. Or consider someone with one white parent and another parent who is the child of one black parent and one white parent. This person thus has three white grandparents and one black grandparent. Even though this person's ancestry is thus 75% white and 25% black, she or he is likely to be considered black in the United States and may well adopt this racial identity. This practice reflects the traditional "one-drop rule" in the United States that defines someone as black if she or he has at least one drop of "black blood," and that was used in the antebellum South to keep the slave population as

large as possible (Wright, 1993).Wright, L. (1993, July 12). One drop of blood. *The New Yorker*, pp. 46–54. Yet in many Latin American nations, this person would be considered white. In Brazil, the term *black* is reserved for someone with no European (white) ancestry at all. If we followed this practice in the United States, about 80% of the people we call "black" would now be called "white." With such arbitrary designations, race is more of a social category than a biological one.



Figure 2.3.3.1: *President Barack Obama had an African father and a white mother. Although his ancestry is equally black and white, Obama considers himself an African American, as do most Americans. In several Latin American nations, however, Obama would be considered white because of his white ancestry.*

Source: Photo courtesy of Steve Jurvetson, http://www.flickr.com/photos/jurvetson/2175936409.

A third reason to question the biological concept of race comes from the field of biology itself and more specifically from the studies of genetics and human evolution. Starting with genetics, people from different races are more than 99.9% the same in their DNA (Begley, 2008).Begley, S. (2008, February 29). Race and DNA. *Newsweek*. Retrieved from http://www.newsweek.com/blogs/lab-notes/2008/02/29/race-and-dna.html To turn that around, less than 0.1% of all the DNA in our bodies accounts for the physical differences among people that we associate with racial differences. In terms of DNA, then, people with different racial backgrounds are much, much more similar than dissimilar.

Even if we acknowledge that people differ in the physical characteristics we associate with race, modern evolutionary evidence reminds us that we are all, really, of one human race. According to evolutionary theory, the human race began thousands and thousands of years ago in sub-Saharan Africa. As people migrated around the world over the millennia, natural selection took over. It favored dark skin for people living in hot, sunny climates (i.e., near the equator), because the heavy amounts of melanin that produce dark skin protect against severe sunburn, cancer, and other problems. By the same token, natural selection favored light skin for people who migrated farther from the equator to cooler, less sunny climates, because dark skins there would have interfered with the production of vitamin D (Stone & Lurquin, 2007).Stone, L., & Lurquin, P. F. (2007). *Genes, culture, and human evolution: A synthesis*. Malden, MA: Blackwell. Evolutionary evidence thus reinforces the common humanity of people who differ in the rather superficial ways associated with their appearances: we are one human species composed of people who happen to look different.

Race as a Social Construction

The reasons for doubting the biological basis for racial categories suggest that race is more of a social category than a biological one. Another way to say this is that race is a **social construction**, a concept that has no objective reality but rather is what people decide it is (Berger & Luckmann, 1963).Berger, P., & Luckmann, T. (1963). *The social construction of reality*. New York, NY: Doubleday. In this view race has no real existence other than what and how people think of it.

This understanding of race is reflected in the problems, outlined earlier, in placing people with multiracial backgrounds into any one racial category. We have already mentioned the example of President Obama. As another example, the famous (and now notorious) golfer Tiger Woods was typically called an African American by the news media when he burst onto the golfing scene in the late 1990s, but in fact his ancestry is one-half Asian (divided evenly between Chinese and Thai), one-quarter white, one-eighth Native American, and only one-eighth African American (Leland & Beals, 1997).Leland, J., & Beals, G. (1997, May 5). In living colors: Tiger Woods is the exception that rules. *Newsweek* 58–60.

Historical examples of attempts to place people in racial categories further underscore the social constructionism of race. In the South during the time of slavery, the skin tone of slaves lightened over the years as babies were born from the union, often in the form of rape, of slave owners and other whites with slaves. As it became difficult to tell who was "black" and who was not, many court battles over people's racial identity occurred. People who were accused of having black ancestry would go to court to prove they were white in order to avoid enslavement or other problems (Staples, 1998).Staples, B. (1998, November 13). The shifting

meanings of “black” and “white,” *The New York Times*, p. WK14. Litigation over race continued long past the days of slavery. In a relatively recent example, Susie Guillory Phipps sued the Louisiana Bureau of Vital Records in the early 1980s to change her official race to white. Phipps was descended from a slave owner and a slave and thereafter had only white ancestors. Despite this fact, she was called “black” on her birth certificate because of a state law, echoing the “one-drop rule,” that designated people as black if their ancestry was at least 1/32 black (meaning one of their great-great-great grandparents was black). Phipps had always thought of herself as white and was surprised after seeing a copy of her birth certificate to discover she was officially black because she had one black ancestor about 150 years earlier. She lost her case, and the U.S. Supreme Court later refused to review it (Omi & Winant, 1994).Omi, M., & Winant, H. (1994). *Racial formation in the United States: From the 1960s to the 1990s* (2nd ed.). New York, NY: Routledge.

Although race is a social construction, it is also true, as noted in an earlier chapter, that things perceived as real are real in their consequences. Because people *do* perceive race as something real, it has real consequences. Even though so little of DNA accounts for the physical differences we associate with racial differences, that low amount leads us not only to classify people into different races but to treat them differently—and, more to the point, unequally—based on their classification. Yet modern evidence shows there is little, if any, scientific basis for the racial classification that is the source of so much inequality.

Ethnicity

Because of the problems in the meaning of *race*, many social scientists prefer the term *ethnicity* in speaking of people of color and others with distinctive cultural heritages. In this context, **ethnicity** refers to the shared social, cultural, and historical experiences, stemming from common national or regional backgrounds, that make subgroups of a population different from one another. Similarly, an **ethnic group** is a subgroup of a population with a set of shared social, cultural, and historical experiences; with relatively distinctive beliefs, values, and behaviors; and with some sense of identity of belonging to the subgroup. So conceived, the terms *ethnicity* and *ethnic group* avoid the biological connotations of the terms *race* and *racial group* and the biological differences these terms imply. At the same time, the importance we attach to ethnicity illustrates that it, too, is in many ways a social construction, and our ethnic membership thus has important consequences for how we are treated.

The sense of identity many people gain from belonging to an ethnic group is important for reasons both good and bad. Because one of the most important functions of groups is the identity they give us, ethnic identities can give individuals a sense of belonging and a recognition of the importance of their cultural backgrounds. This sense of belonging is illustrated in Figure 2.3.3.2"Responses to “How Close Do You Feel to Your Ethnic or Racial Group?”", which depicts the answers of General Social Survey respondents to the question, “How close do you feel to your ethnic or racial group?” More than three-fourths said they feel close or very close. The term **ethnic pride** captures the sense of self-worth that many people derive from their ethnic backgrounds. More generally, if group membership is important for many ways in which members of the group are socialized, ethnicity certainly plays an important role in the socialization of millions of people in the United States and elsewhere in the world today.

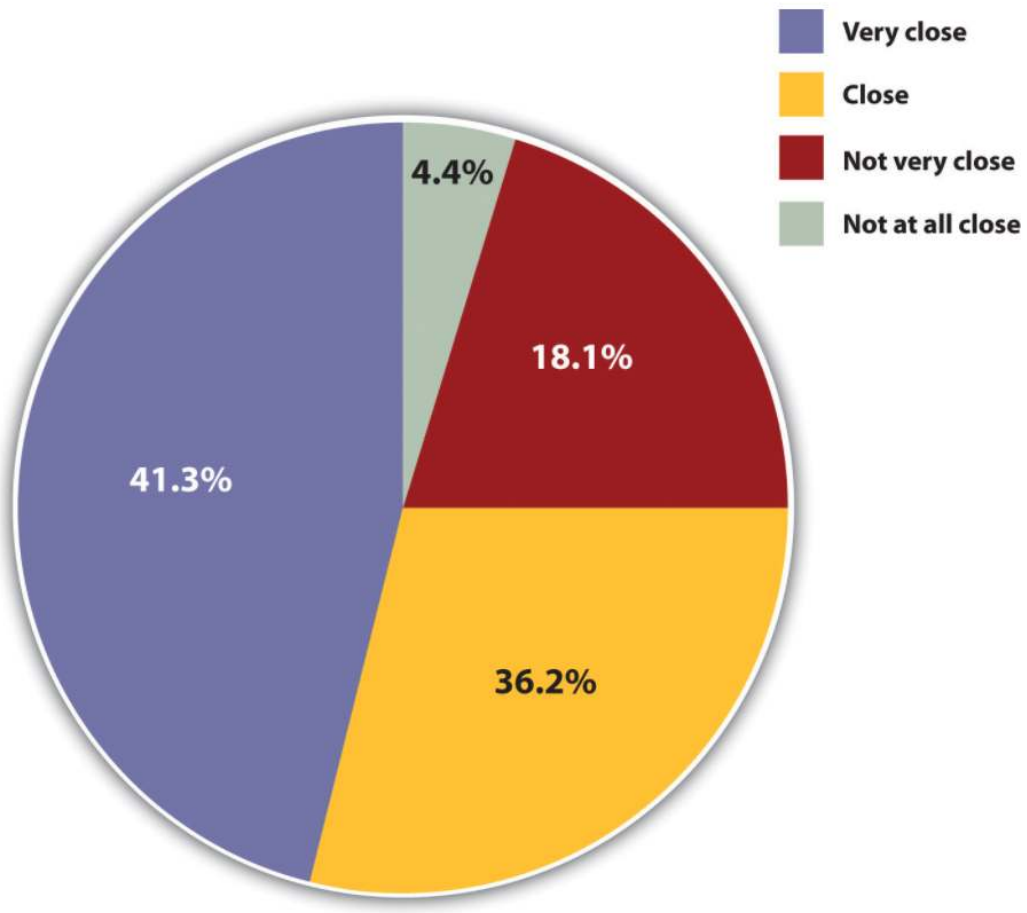


Figure 2.3.3.2: *Responses to "How Close Do You Feel to Your Ethnic or Racial Group?"*

Source: Data from General Social Survey, 2004.

A downside of ethnicity and ethnic group membership is the conflict they create among people of different ethnic groups. History and current practice indicate that it is easy to become prejudiced against people with different ethnicities from our own. Much of the rest of this chapter looks at the prejudice and discrimination operating today in the United States against people whose ethnicity is not white and European. Around the world today, ethnic conflict continues to rear its ugly head. The 1990s and 2000s were filled with "ethnic cleansing" and pitched battles among ethnic groups in Eastern Europe, Africa, and elsewhere. Our ethnic heritages shape us in many ways and fill many of us with pride, but they also are the source of much conflict, prejudice, and even hatred, as the hate crime story that began this chapter so sadly reminds us.

KEY TAKEAWAYS

- Sociologists think race is best considered a social construction rather than a biological category.
- "Ethnicity" and "ethnic" avoid the biological connotations of "race" and "racial."

FOR YOUR REVIEW

1. List everyone you might know whose ancestry is biracial or multiracial. What do these individuals consider themselves to be?
2. List two or three examples that indicate race is a social construction rather than a biological category.

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2.3.4: Prejudice

LEARNING OBJECTIVES

1. Define *prejudice*, *racism*, and *stereotypes*.
2. Discuss the major social-psychological and sociological theories of prejudice.
3. Describe how the nature of prejudice has changed.

Let's examine racial and ethnic prejudice further and then turn to discrimination in Chapter 2.3 "Race and Ethnicity", Section 2.3.5 "Discrimination". Prejudice and discrimination are often confused, but the basic difference between them is this: prejudice is the attitude, while discrimination is the behavior. More specifically, racial and ethnic **prejudice** refers to a set of negative attitudes, beliefs, and judgments about whole categories of people, and about individual members of those categories, because of their perceived race and/or ethnicity. A closely related concept is **racism**, or the belief that certain racial or ethnic groups are inferior to one's own. Prejudice and racism are often based on racial and ethnic **stereotypes**, or simplified, mistaken generalizations about people because of their race and/or ethnicity. While cultural and other differences do exist among the various American racial and ethnic groups, many of the views we have of such groups are unfounded and hence are stereotypes. An example of the stereotypes that white people have of other groups appears in Figure 2.3.4.1 "Perceptions by Non-Latino White Respondents of the Intelligence of White and Black Americans", in which white respondents in the General Social Survey (GSS) are less likely to think blacks are intelligent than they are to think whites are intelligent.

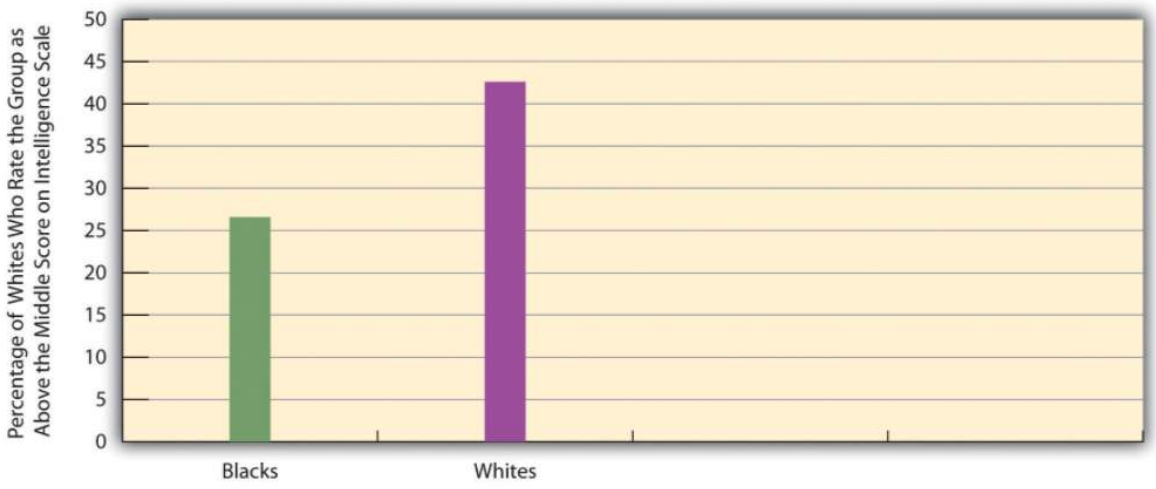


Figure 2.3.4.1: *Perceptions by Non-Latino White Respondents of the Intelligence of White and Black Americans*

Source: Data from General Social Survey, 2008.

Explaining Prejudice

Where do racial and ethnic prejudices come from? Why are some people more prejudiced than others? Scholars have tried to answer these questions at least since the 1940s, when the horrors of Nazism were still fresh in people's minds. Theories of prejudice fall into two camps, social-psychological and sociological. We will look at social-psychological explanations first and then turn to sociological explanations. We will also discuss distorted mass media treatment of various racial and ethnic groups.

Social-Psychological Explanations

One of the first social-psychological explanations of prejudice centered on the **authoritarian personality** (Adorno, Frenkel-Brunswick, Levinson, & Sanford, 1950).Adorno, T. W., Frenkel-Brunswick, E., Levinson, D. J., & Sanford, R. N. (1950). *The authoritarian personality*. New York, NY: Harper. According to this view, authoritarian personalities develop in childhood in response to parents who practice harsh discipline. Individuals with authoritarian personalities emphasize such things as obedience to authority, a rigid adherence to rules, and low acceptance of people (out-groups) not like oneself. Many studies find strong racial and ethnic prejudice among such individuals (Sibley & Duckitt, 2008).Sibley, C. G., & Duckitt, J. (2008). Personality and

prejudice: A meta-analysis and theoretical review. *Personality and Social Psychology Review, 12*, 248–279. But whether their prejudice stems from their authoritarian personalities or instead from the fact that their parents were probably prejudiced themselves remains an important question.



Figure 2.3.4.2: *Authoritarian personalities are said to develop in childhood from harsh parental discipline and to be linked to racial and ethnic prejudice. Although many people with authoritarian personalities are prejudiced, it remains unclear whether their prejudice stems from their personalities or from their parents' own prejudice. © Thinkstock*

Another early and still popular social-psychological explanation is called **frustration or scapegoat theory** (Dollard, Doob, Miller, Mowrer, & Sears, 1939).Dollard, J., Doob, L. W., Miller, N. E., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and aggression*. New Haven, CT: Yale University Press. In this view individuals who experience various kinds of problems become frustrated and tend to blame their troubles on groups that are often disliked in the real world (e.g., racial, ethnic, and religious minorities). These minorities are thus scapegoats for the real sources of people's misfortunes. Several psychology experiments find that when people are frustrated, they indeed become more prejudiced. In one early experiment, college students who were purposely not given enough time to solve a puzzle were more prejudiced after the experiment than before it (Cowen, Landes, & Schaet, 1959).Cowen, E. L., Landes, J., & Schaet, D. E. (1959). The effects of mild frustration on the expression of prejudiced attitudes. *Journal of Abnormal and Social Psychology, 64*, 33–38.

In the real world, scapegoating at a mass level has been quite common. In medieval Europe, Jews were commonly blamed and persecuted when economic conditions were bad or when war efforts were failing. After the bubonic plague broke out in 1348 and eventually killed more than one-third of all Europeans, Jews were blamed either for deliberately spreading the plague or for angering God because they were not Christian. When Germany suffered economic hardship after World War I, Jews again proved a convenient scapegoat, and anti-Semitism helped fuel the rise of Hitler and Nazism (Litvinoff, 1988).Litvinoff, B. (1988). *The burning bush: Anti-Semitism and world history*. New York, NY: E. P. Dutton.

Sociological Explanations

Sociological explanations of prejudice incorporate some of the principles and processes discussed in previous chapters. One popular explanation emphasizes *conformity and socialization* (also called *social learning theory*). In this view, people who are prejudiced are merely conforming to the culture in which they grow up, and prejudice is the result of socialization from parents, peers, the news media, and other various aspects of their culture. Supporting this view, studies have found that people tend to become more prejudiced when they move to areas where people are very prejudiced and less prejudiced when they move to locations where people are less prejudiced (Aronson, 2008).Aronson, E. (2008). *The social animal* (10th ed.). New York, NY: Worth. If people in the South today continue to be more prejudiced than those outside the South, as we discuss later, even though legal segregation ended more than four decades ago, the influence of their culture on their socialization may help explain these beliefs.

A second sociological explanation emphasizes *economic and political competition* and is commonly called *group threat theory* (Quillian, 2006; Hughes & Tuch, 2003).Quillian, L. (2006). New approaches to understanding racial prejudice and discrimination. *Annual Review of Sociology, 32*, 299–328; Hughes, M., & Tuch, S. A. (2003). Gender differences in whites' racial attitudes: Are women's attitudes really more favorable? *Social Psychology Quarterly, 66*, 384–401. In this view prejudice arises from competition over jobs and other resources and from disagreement over various political issues. When groups vie with each other over these matters, they often become hostile toward each other. Amid such hostility, it is easy to become prejudiced toward the group that threatens your economic or political standing. A popular version of this basic explanation is Susan Olzak's (1992)Olzak, S. (1992). *The dynamics of ethnic competition and conflict*. Stanford, CA: Stanford University Press. *ethnic competition theory*, which holds that ethnic prejudice and conflict increase when two or more ethnic groups find themselves competing for jobs, housing, and other goals.



Figure 2.3.4.3: *During the 1870s, whites feared that Chinese immigrants would take away their jobs. This fear led to white mob violence against the Chinese and to an act of Congress that prohibited Chinese immigration.*

Source: http://commons.wikimedia.org/wiki/File:Chinese_Emigration_to_America.jpg.

As might be clear, the competition explanation is the macro or structural equivalent of the frustration/scapegoat theory already discussed. Much of the white mob violence discussed earlier stemmed from whites' concern that the groups they attacked threatened their jobs and other aspects of their lives. Thus lynchings of African Americans in the South increased when the Southern economy worsened and decreased when the economy improved (Tolnay & Beck, 1995).Tolnay, S. E., & Beck, E. M. (1995). *A festival of violence: An analysis of Southern lynchings, 1882–1930*. Urbana, IL: University of Illinois Press. Similarly, white mob violence against Chinese immigrants in the 1870s began after the railroad construction that employed so many Chinese immigrants slowed and the Chinese began looking for work in other industries. Whites feared that the Chinese would take jobs away from white workers and that their large supply of labor would drive down wages. Their assaults on the Chinese killed several people and prompted the passage by Congress of the Chinese Exclusion Act in 1882 that prohibited Chinese immigration (Dinnerstein & Reimers, 2009).Dinnerstein, L., & Reimers, D. M. (2009). *Ethnic Americans: A history of immigration*. New York, NY: Columbia University Press. Several nations today, including the United States, have experienced increased anti-immigrant prejudice because of the growing numbers of immigrants onto their shores (Bauer, 2009).Bauer, M. (2009). *Under siege: Life for low-income Latinos in the South*. Montgomery, AL: Southern Poverty Law Center. We return to anti-immigrant prejudice later in this chapter.

The Role of the Mass Media

Growing evidence suggests that news media coverage of people of color helps fuel racial prejudice and stereotypes. By presenting people of color in a negative light, the media may unwittingly reinforce the prejudice that individuals already have or even increase their prejudice (Larson, 2005).Larson, S. G. (2005). *Media & minorities: The politics of race in news and entertainment*. Lanham, MD: Rowman & Littlefield.

Examples of distorted media coverage abound. Even though poor people are more likely to be white than any other race or ethnicity, the news media use pictures of African Americans far more often than those of whites in stories about poverty. In one study, national news magazines such as *Time* and *Newsweek* and television news shows portrayed African Americans in almost two-thirds of their stories on poverty, even though only about one-fourth of poor people are African Americans. In the magazine stories, only 12% of the African Americans had a job, even though in the real world more than 40% of poor African Americans were working at the time the stories were written (Gilens, 1996).Gilens, M. (1996). Race and poverty in America: Public misperceptions and the American news media. *Public Opinion Quarterly, 60*, 515–541. In another study of Chicago television stations, African Americans arrested for violent crime were twice as likely as whites arrested for violent crime to be shown being handcuffed or held by police. Even though whites and African Americans live in Chicago in roughly equal numbers, the television news shows there depicted whites 14 times more often in stories of "good Samaritans" (Entman & Rojecki, 2001).Entman, R. M., & Rojecki, A. (2001). *The black image in the white mind*. Chicago, IL: University of Chicago Press. Many other studies find that newspaper and television stories about crime and drugs feature higher proportions of African Americans as offenders than is true in arrest statistics (Lundman, 2003; Surette, 2011).Lundman, R. J. (2003). The newsworthiness and selection bias in news about murder: Comparative and relative effects of novelty and race and gender typifications on newspaper coverage of homicide. *Sociological Forum, 18*, 357–386; Surette, R. (2011). *Media, crime, and criminal justice: Images, realities, and policies* (4th ed.). Belmont, CA: Wadsworth. Studies like these show that the news media "convey the message that black people are violent, lazy, and less civic minded" (Jackson, 1997, p. A27).Jackson, D. Z. (1997, December 5). Unspoken during race talk. *The Boston Globe*, p. A27.

Nor are African Americans the only group receiving biased media coverage. A study of television business stories in San Francisco found that no Asian Americans were shown in these stories, even though Asian Americans constituted 29% of San Francisco's population at the time of the study (Jackson, 1997).Jackson, D. Z. (1997, December 5). Unspoken during race talk. *The Boston*

Globe, p. A27. Similarly, a study of the 12,000 stories on the national television evening news shows in 1997 found that less than 1% featured Latinos, even though Latinos made up about 10% of the U.S. population at that time. About two-thirds of the Latinos' stories focused on their crime, immigration, and employment problems rather than on their achievements in politics, business, and popular culture (Alvear, 1998).Alvear, C. (1998). No Chicanos on TV. *Nieman Reports*, *52*, 49–50.

Does this stereotypical media coverage actually affect public views about racial and ethnic groups? The answer appears to be yes, as research finds a link between the proportion of African American offenders in television news stories and crime shows and fear of crime experienced by white viewers of these programs: the higher the proportion of African American offenders, the greater the fear of crime the viewers expressed (Eschholz, 2002).Eschholz, S. (2002). Racial composition of television offenders and viewers' fear of crime. *Critical Criminology*, *11*, 41–60. An interesting experiment also indicated that stereotypical media coverage does indeed make a difference. The experiment involved white students in an introduction to psychology class at the University of Michigan. The researcher, Tali Mendelberg (1997),Mendelberg, T. (1997). Executing Hortons: Racial crime in the 1988 presidential campaign. *Public Opinion Quarterly*, *61*, 34–57. randomly assigned subjects to one of two groups. The experimental group viewed news coverage of a young black man, Willie Horton, who, while away on a weekend pass from prison where he was serving a life term for first-degree murder, kidnapped a white couple and then raped the woman and stabbed the man; his story was the feature of a key campaign commercial on behalf of the 1988 presidential campaign of then vice president George H. W. Bush. The control group viewed a video about pollution in Boston Harbor. After watching the videos, subjects in both groups were asked their views on several racial issues, including government efforts to help African Americans. The experimental group that watched the Horton video was more likely than the control group to oppose these efforts and in other respects to have negative views about African Americans. Mendelberg concluded that prejudicial media depictions of racial matters do indeed have prejudicial effects.

Correlates of Prejudice

Since the 1940s, social scientists have investigated the individual correlates of racial and ethnic prejudice (Stangor, 2009).Stangor, C. (2009). The study of stereotyping, prejudice, and discrimination within social psychology: A quick history of theory and research. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 1–22). New York, NY: Psychology Press. These correlates help test the theories of prejudice just presented. For example, if authoritarian personalities do produce prejudice, then people with these personalities should be more prejudiced. If frustration also produces prejudice, then people who are frustrated with aspects of their lives should also be more prejudiced. Other correlates that have been studied include age, education, gender, region of country, race, residence in integrated neighborhoods, and religiosity. We can take time here to focus on gender, education, and region of country and discuss the evidence for the racial attitudes of whites, as most studies do in view of the historic dominance of whites in the United States.

The findings on gender are rather surprising. Although women are usually thought to be more empathetic than men and thus to be less likely to be racially prejudiced, recent research indicates that the racial views of (white) women and men are in fact very similar and that the two genders are about equally prejudiced (Hughes & Tuch, 2003).Hughes, M., & Tuch, S. A. (2003). Gender differences in whites' racial attitudes: Are women's attitudes really more favorable? *Social Psychology Quarterly*, *66*, 384–401. This similarity supports group threat theory, outlined earlier, in that it indicates that white women and men are responding more as whites than as women or men, respectively, in formulating their racial views.

Findings on education and region of country are not surprising. Focusing again just on whites, less educated people are usually more racially prejudiced than better educated people, and Southerners are usually more prejudiced than non-Southerners (Krysan, 2000; Schuman, Steeh, Bobo, & Krysan, 1997).Krysan, M. (2000). Prejudice, politics, and public opinion: Understanding the sources of racial policy attitudes. *Annual Review of Sociology, 26*, 135–168; Schuman, H., Steeh, C., Bobo, L., & Krysan, M. (1997). *Racial attitudes in America: Trends and interpretations* (Rev. ed.). Cambridge, MA: Harvard University Press. Evidence of these differences appears in Figure 2.3.4.4 "Education, Region, and Opposition by Non-Latino Whites to a Close Relative Marrying an African American", which depicts educational and regional differences in a type of racial prejudice that social scientists call *social distance*, or feelings about interacting with members of other races and ethnicities. The General Social Survey asks respondents how they feel about a "close relative" marrying an African American. Figure 2.3.4.4 shows how responses by white (non-Latino) respondents to this question vary by education and by Southern residence. Whites without a high school degree are much more likely than those with more education to oppose these marriages, and whites in the South are also much more likely than their non-Southern counterparts to oppose them. To recall the sociological perspective, our social backgrounds certainly do seem to affect our attitudes.

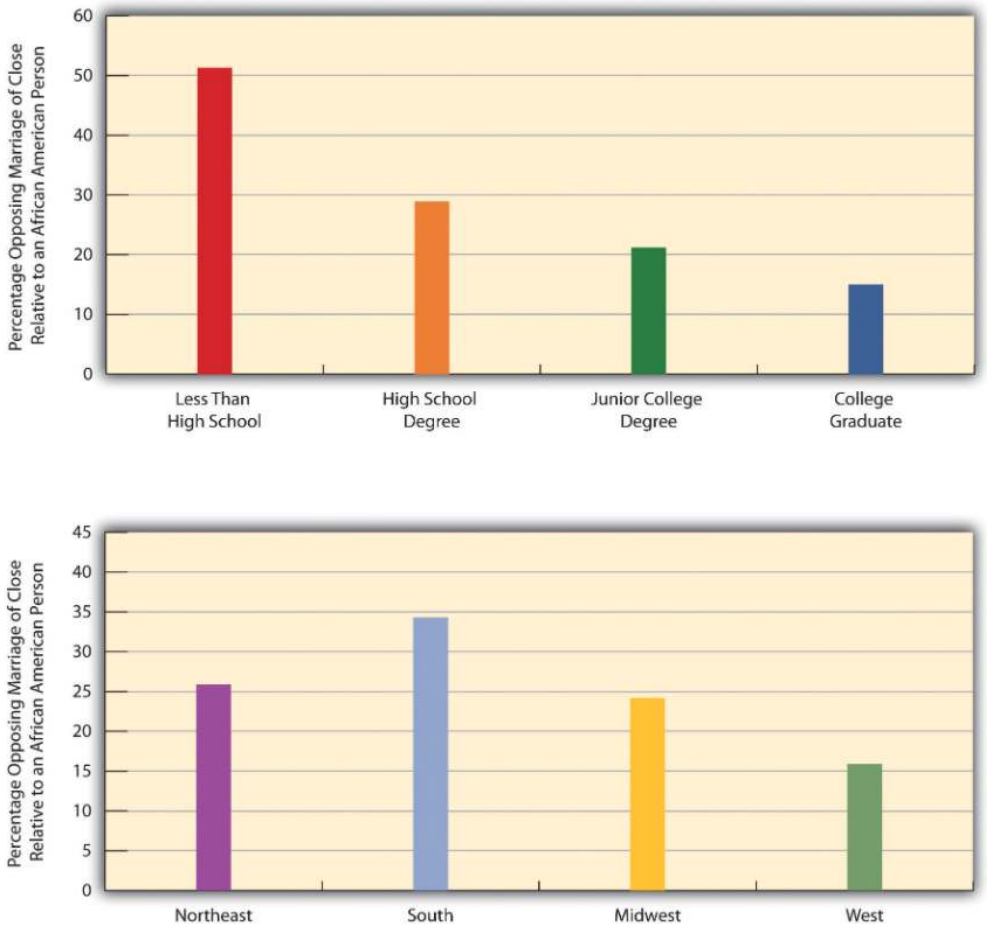


Figure 2.3.4.4: *Education, Region, and Opposition by Non-Latino Whites to a Close Relative Marrying an African American*

Source: Data from General Social Survey, 2008.

The Changing Nature of Prejudice

Although racial and ethnic prejudice still exists in the United States, its nature has changed during the past half-century. Studies of these changes focus on whites' perceptions of African Americans. Back in the 1940s and before, an era of overt, *Jim Crow* racism (also called *traditional* or *old-fashioned* racism) prevailed, not just in the South but in the entire nation. This racism involved blatant bigotry, firm beliefs in the need for segregation, and the view that blacks were biologically inferior to whites. In the early 1940s, for example, more than half of all whites thought that blacks were less intelligent than whites, more than half favored segregation in public transportation, more than two-thirds favored segregated schools, and more than half thought whites should receive preference over blacks in employment hiring (Schuman, Steeh, Bobo, & Krysan, 1997).Schuman, H., Steeh, C., Bobo, L., & Krysan, M. (1997). *Racial attitudes in America: Trends and interpretations* (Rev. ed.). Cambridge, MA: Harvard University Press.

The Nazi experience and then the civil rights movement led whites to reassess their views, and Jim Crow racism gradually waned. Few whites believe today that African Americans are biologically inferior, and few favor segregation. As just one example, Figure 2.3.4.5 "Changes in Support by Whites for Segregated Housing, 1972–1996" shows with General Social Survey data that whites' support for segregated housing declined dramatically from about 40% in the early 1970s to about 13% in 1996. So few whites now support segregation and other Jim Crow views that national surveys no longer include many of the questions that were asked some 50 years ago, and the General Social Survey stopped asking about segregated housing after 1996.

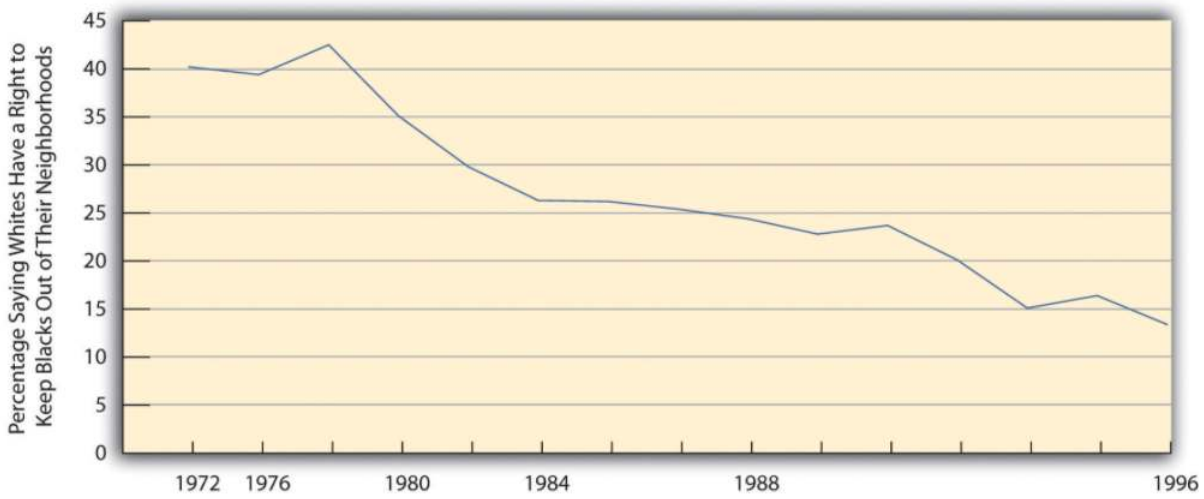


Figure 2.3.4.5: *Changes in Support by Whites for Segregated Housing, 1972–1996*

Source: Data from General Social Survey, 2008.

Despite these changes, several scholars say that Jim Crow racism has been replaced by a more subtle form of racial prejudice, termed *laissez-faire*, *symbolic*, or *modern* racism, that amounts to a "kinder, gentler, antiblack ideology" that avoids notions of biological inferiority (Quillian, 2006; Bobo, Kluegel, & Smith, 1997, p. 15; Sears, 1988).Quillian, L. (2006). New approaches to understanding racial prejudice and discrimination. *Annual Review of Sociology, 32*, 299–328; Bobo, L., Kluegel, J. R., & Smith, R. A. (1997). Laissez-faire racism: The crystallization of a kinder, gentler, antiblack ideology. In S. A. Tuch & J. K. Martin (Eds.), *Racial attitudes in the 1990s: Continuity and change* (pp. 15–44). Westport, CT: Praeger; Sears, D. O. (1988). Symbolic racism. In P. A. Katz & D. A. Taylor (Eds.), *Eliminating racism: Profiles in controversy* (pp. 53–84). New York, NY: Plenum. Instead, it involves stereotypes about African Americans, a belief that their poverty is due to their cultural inferiority, and opposition to government policies to help them. In effect, this new form of prejudice blames African Americans themselves for their low socioeconomic standing and involves such beliefs that they simply do not want to work hard. As Lawrence Bobo and colleagues (Bobo, Kluegel, & Smith, 1997, p. 31)Bobo, L., Kluegel, J. R., & Smith, R. A. (1997). Laissez-faire racism: The crystallization of a kinder, gentler, antiblack ideology. In S. A. Tuch & J. K. Martin (Eds.), *Racial attitudes in the 1990s: Continuity and change* (pp. 15–44). Westport, CT: Praeger. put it, "Blacks are still stereotyped and blamed as the architects of their own disadvantaged status." They note that these views lead whites to oppose government efforts to help African Americans.

Evidence for this modern form of prejudice is seen in Figure 2.3.4.6 "Attribution by Non-Latino Whites of Blacks' Low Socioeconomic Status to Blacks' Low Innate Intelligence and to Their Lack of Motivation to Improve", which presents whites' responses to two General Social Survey questions that asked, respectively, whether African Americans' low socioeconomic status is due to their lower "in-born ability to learn" or to their lack of "motivation and will power to pull themselves up out of poverty." While only 9.2% of whites attributed blacks' status to lower innate intelligence (reflecting the decline of Jim Crow racism), almost 52% attributed it to their lack of motivation and willpower. Although this reason sounds "kinder" and "gentler" than a belief in blacks' biological inferiority, it is still one that blames African Americans for their low socioeconomic status.

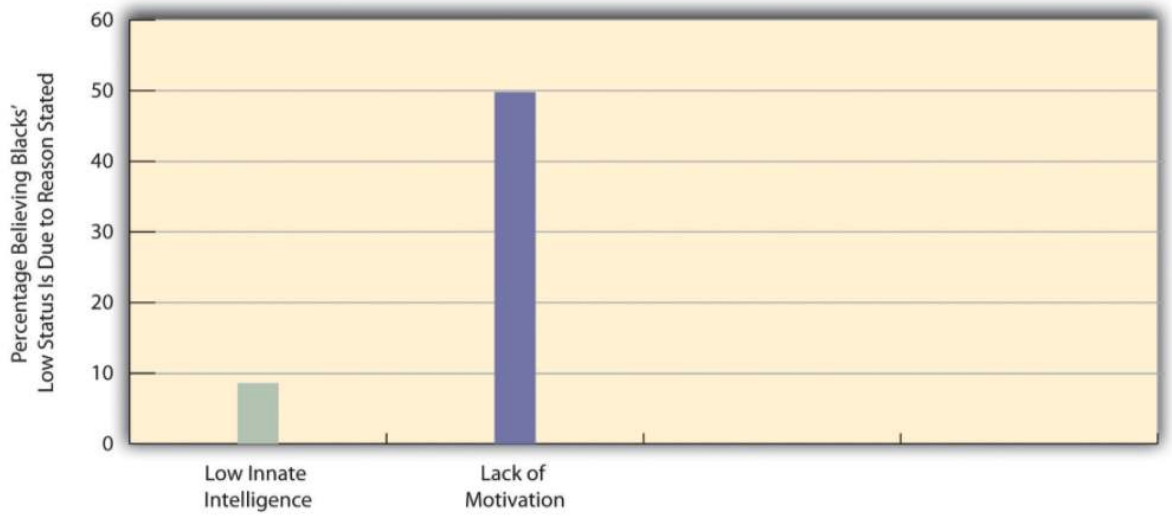


Figure 2.3.4.6: *Attribution by Non-Latino Whites of Blacks' Low Socioeconomic Status to Blacks' Low Innate Intelligence and to Their Lack of Motivation to Improve*

Source: Data from General Social Survey, 2008.

Prejudice and Public Policy Preferences

If whites do continue to believe in racial stereotypes, say the scholars who study modern prejudice, they are that much more likely to oppose government efforts to help people of color. For example, whites who hold racial stereotypes are more likely to oppose government programs for African Americans (Quillian, 2006; Krysan, 2000; Sears, Laar, Carrillo, & Kosterman, 1997).Quillian, L. (2006). New approaches to understanding racial prejudice and discrimination. *Annual Review of Sociology, 32*, 299–328; Krysan, M. (2000). Prejudice, politics, and public opinion: Understanding the sources of racial policy attitudes. *Annual Review of Sociology, 26*, 135–168; Sears, D. O., Laar, C. V., Carrillo, M., & Kosterman, R. (1997). Is it really racism? The origins of white Americans' opposition to race-targeted policies. *Public Opinion Quarterly, 61*, 16–57. We can see an example of this type of effect in Figure 2.3.4.7 "Racial Stereotyping by Non-Latino Whites and Their Opposition to Government Spending to Help African Americans", which shows that whites who attribute blacks' poverty to lack of motivation are more likely than whites who cite discrimination to believe the government is spending too much to improve the conditions of blacks.

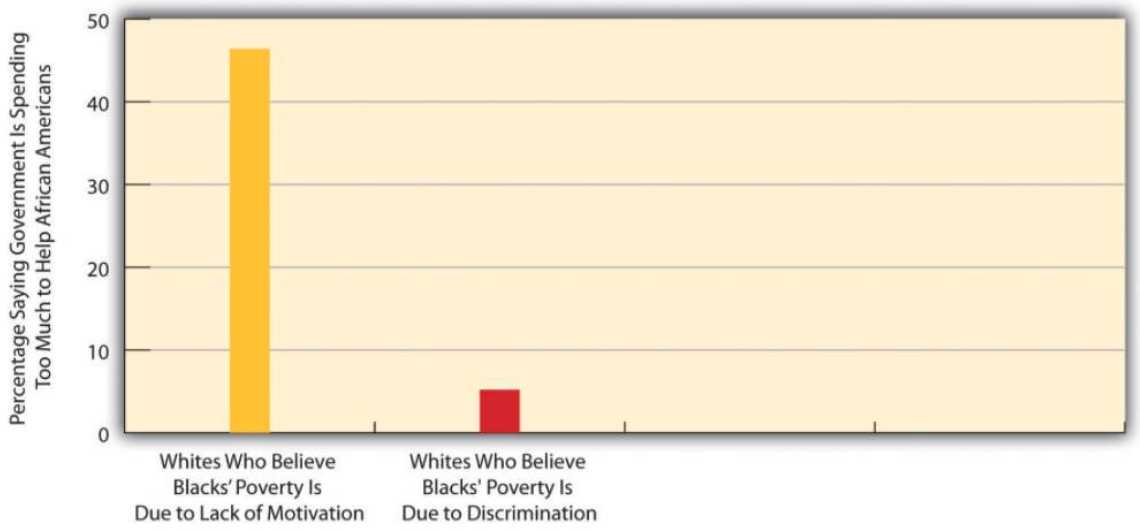


Figure 2.3.4.7: *Racial Stereotyping by Non-Latino Whites and Their Opposition to Government Spending to Help African Americans*

Source: Data from General Social Survey, 2008.

Racial prejudice influences other public policy preferences as well. In the area of criminal justice, whites who hold racial stereotypes or hostile feelings toward African Americans are more likely to be afraid of crime, to think that the courts are not harsh enough, to support the death penalty, to want more money spent to fight crime, and to favor excessive use of force by police (Barkan & Cohn, 1998, 2005; Unnever & Cullen, 2010).Barkan, S. E., & Cohn, S. F. (1998). Racial prejudice and support by whites for police use of force: A research note. *Justice Quarterly, 15*, 743–753; Barkan, S. E., & Cohn, S. F. (2005). On reducing white support for the death penalty: A pessimistic appraisal. *Criminology & Public Policy, 4*, 39–44; Unnever, J. D., & Cullen, F. T. (2010). The social sources of Americans' punitiveness: A test of three competing models. *Criminology, 48*, 99–129.



Figure 2.3.4.8: *Whites who are racially prejudiced are more likely to favor harsher treatment of criminals and in particular are more likely to support the death penalty. © Thinkstock*

If racial prejudice influences views on all of these issues, then these results are troubling for a democratic society like the United States. In a democracy, it is appropriate for the public to disagree on all sorts of issues, including criminal justice. For example, citizens hold many reasons for either favoring or opposing the death penalty. But is it appropriate for racial prejudice to be one of these reasons? To the extent that elected officials respond to public opinion, as they should in a democracy, and to the extent that public opinion is affected by racial prejudice, then racial prejudice may be influencing government policy on criminal justice and on other issues. In a democratic society, it is unacceptable for racial prejudice to have this effect.

KEY TAKEAWAYS

- Social-psychological explanations of prejudice emphasize authoritarian personalities and frustration, while sociological explanations emphasize social learning and group threat.
- Education and region of residence are related to racial prejudice among whites; prejudice is higher among whites with lower levels of formal education and among whites living in the South.
- Jim Crow racism has been replaced by symbolic or modern racism that emphasizes the cultural inferiority of people of color.

- Racial prejudice among whites is linked to certain views they hold about public policy. Prejudice is associated with lower support among whites for governmental efforts to help people of color and with greater support for a more punitive criminal justice system.

FOR YOUR REVIEW

- Think about the last time you heard someone say a remark that was racially prejudiced. What was said? What was your reaction?
- The text argues that it is inappropriate in a democratic society for racial prejudice to influence public policy. Do you agree with this argument? Why or why not?

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2.3.5: Discrimination

LEARNING OBJECTIVES

1. Discuss Merton's views on whether prejudice and discrimination always coincide.
2. Distinguish between individual discrimination and institutional discrimination.
3. Provide two examples of institutional discrimination.

Often racial and ethnic prejudice lead to discrimination against the subordinate racial and ethnic groups in a given society. **Discrimination** in this context refers to the arbitrary denial of rights, privileges, and opportunities to members of these groups. The use of the word *arbitrary* emphasizes that these groups are being treated unequally not because of their lack of merit but because of their race and ethnicity.

Usually prejudice and discrimination go hand-in-hand, but Robert Merton (1949)Merton, R. K. (1949). Discrimination and the American creed. In R. M. MacIver (Ed.), *Discrimination and national welfare* (pp. 99–126). New York, NY: Institute for Religious Studies. stressed that this is not always the case. Sometimes we can be prejudiced and not discriminate, and sometimes we might not be prejudiced and still discriminate. Table 2.3.5.1 "The Relationship Between Prejudice and Discrimination" illustrates his perspective. The top-left cell and bottom-right cells consist of people who behave in ways we would normally expect. The top-left one consists of "active bigots," in Merton's terminology, people who are both prejudiced and discriminatory. An example of such a person is the white owner of an apartment building who dislikes people of color and refuses to rent to them. The bottom-right cell consists of "all-weather liberals," as Merton called them, people who are neither prejudiced nor discriminatory. An example would be someone who holds no stereotypes about the various racial and ethnic groups and treats everyone the same regardless of her/his background.

Table 2.3.5.1:The Relationship Between Prejudice and Discrimination
Source: Adapted from Merton, R. K. (1949). Discrimination and the American creed. In R. M. MacIver (Ed.), Discrimination and national welfare (pp. 99–126). New York, NY: Institute for Religious Studies.

	Prejudiced?	
Discriminates?	*Yes*	*No*
Yes	Active bigots	Fair-weather liberals
No	Timid bigots	All-weather liberals

The remaining two cells of the table in Table 2.3.5.1 are the more unexpected ones. On the bottom left, we see people who are prejudiced but who nonetheless do not discriminate; Merton called them "timid bigots." An example would be white restaurant owners who do not like people of color but still serve them anyway because they want their business or are afraid of being sued if they do not serve them. At the top right, we see "fair-weather liberals": people who are not prejudiced but who still discriminate. An example would be white store owners in the South during the segregation era who thought it was wrong to treat blacks worse than whites but who still refused to sell to them because they were afraid of losing white customers.

Individual Discrimination



Figure 2.3.5.1: *Sociologist Joe Feagin's study of middle-class African Americans found that many had been harassed by police and otherwise had experienced various kinds of racial slights. © Thinkstock*

The discussion so far has centered on **individual discrimination**, or discrimination that individuals practice in their daily lives, usually because they are prejudiced but sometimes even if they are not prejudiced. Examples of individual discrimination abound in today's world. The slights and indignities John Howard Griffin suffered in his experiment some 40 years ago ended when he went back to being white, but people of color do not have the luxury of switching their race or ethnicity. For them, individual discrimination by whites is a routine occurrence.

Joe Feagin (1991),Feagin, J. R. (1991). The continuing significance of race: Antiblack discrimination in public places. *American Sociological Review, 56*, 101–116. a former president of the American Sociological Association, documented such discrimination when he interviewed middle-class African Americans about their experiences. Many of the people he interviewed said they had been refused service, or at least received poor service, in stores or restaurants. Others said they had been harassed by the police, and even put in fear of their lives, just for being black. Feagin concluded that these examples are not just isolated incidents but rather reflect the larger racism that characterizes U.S. society. To many observers, the arrest of Henry Louis Gates Jr., a renowned African American scholar at Harvard University, at his home in July 2009 was another example of individual discrimination. Gates had returned home after a trip and was trying to open his jammed front door. Fearing a burglary, a passerby called the police. A white officer responded and confirmed that Gates owned the house. Tempers evidently flared, and Gates was arrested. The incident aroused a national controversy and led President Obama to invite Gates and the officer, James Crowley, to the White House for a beer (Wallsten, 2009).Wallsten, P. (2009, August 17). Speech follows beer summit; at a Long Beach convention, the man who arrested a black professor will thank police for support. *Los Angeles Times*, p. A10.



Figure 2.3.5.2: *Harvard University scholar Henry Louis Gates Jr. was arrested in July 2009 in front of his house by police officer James Crowley, who was investigating a report of a possible burglary. This incident aroused a national controversy and led President Obama to invite both men to the White House for a beer.*

Source: Photo courtesy of the White House, http://www.flickr.com/photos/whitehouse/3772873071.

Much individual discrimination occurs in the workplace, as sociologist Denise Segura (1992)Segura, D. A. (1992). Chicanas in white-collar jobs: "You have to prove yourself more." In C. G. Ellison & W. A. Martin (Eds.), *Race and ethnic relations in the United States: Readings for the 21st century* (pp. 79–88). Los Angeles, CA: Roxbury. documented when she interviewed 152 Mexican American women working in white-collar jobs at a public university in California. More than 40% of the women said they had encountered workplace discrimination based on their ethnicity and/or gender, and they attributed their treatment to stereotypes held by their employers and coworkers. Along with discrimination, they were the targets of condescending comments like "I didn't know that there were any educated people in Mexico that have a graduate degree."



Figure 2.3.5.3: *Sociologist Denise Segura found that more than 40% of the Mexican American women she interviewed at a public university had encountered workplace discrimination based on their ethnicity and/or gender. © Thinkstock*

Institutional Discrimination

Individual discrimination is important to address, but at least as consequential in today's world is **institutional discrimination**, or discrimination that pervades the practices of whole institutions, such as housing, medical care, law enforcement, employment, and education. This type of discrimination does not just affect a few isolated people of color. Instead, it affects large numbers of individuals simply because of their race or ethnicity. Sometimes institutional discrimination is also based on gender, disability, and other characteristics.

In the area of race and ethnicity, institutional discrimination often stems from prejudice, as was certainly true in the South during segregation. However, just as individuals can discriminate without being prejudiced, so can institutions when they engage in practices that seem to be racially neutral but in fact have a discriminatory effect. Individuals in institutions can also discriminate without realizing it. They make decisions that turn out upon close inspection to discriminate against people of color even if they did not mean to do so.

The bottom line is this: institutions can discriminate even if they do not intend to do so. Consider height requirements for police. Before the 1970s, police forces around the United States commonly had height requirements, say 5 feet 10 inches. As women began to want to join police forces in the 1970s, many found they were too short. The same was true for people from some racial/ethnic backgrounds, such as Latinos, whose stature is smaller on the average than that of non-Latino whites. Of course, even many white males were too short be become police officers, but the point is that even more women, and even more men of certain ethnicities, were too short.

This gender and ethnic difference is not, in and of itself, discriminatory as the law defines the term. The law allows for *bona fide* (good faith) physical qualifications for a job. As an example, we would all agree that someone has to be able to see to be a school bus driver; sight therefore is a *bona fide* requirement for this line of work. Thus, even though people who are blind cannot become school bus drivers, the law does not consider such a physical requirement to be discriminatory.

But were the height restrictions for police work in the early 1970s *bona fide* requirements? Women and members of certain ethnic groups challenged these restrictions in court and won their cases, as it was decided that there was no logical basis for the height restrictions then in effect. In short (pun intended), the courts concluded that a person did not have to be 5 feet 10 inches to be an effective police officer. In response to these court challenges, police forces lowered their height requirements, opening the door for many more women, Latino men, and some other men to join police forces (Appier, 1998).Appier, J. (1998). *Policing women: The sexual politics of law enforcement and the LAPD*. Philadelphia, PA: Temple University Press. Whether police forces back then intended their height requirements to discriminate, or whether they honestly thought their height requirements made sense, remains in dispute. Regardless of the reason, their requirements did discriminate.



Figure 2.3.5.4: *Institutional discrimination can occur even if this type of discrimination is not intended. Police forces used to have height requirements, but these were deemed by courts to discriminate against women, Latinos, and other individuals. In response, police forces lowered their height requirements. © Thinkstock*

Institutional discrimination affects the life chances of people of color in many aspects of life today. To illustrate this, we turn to some examples of institutional discrimination that have been the subject of government investigation and scholarly research. (We have discussed gender-based institutional discrimination in Chapter 2.4 "Gender and Gender Inequality".)

Health Care

People of color have higher rates of disease and illness than whites, a fact we explore further treatment of health and medicine. One question that arises is why their health is worse. Do they have poorer diets, less healthy lifestyles, and the like, or do they receive worse medical care because of their higher poverty and, perhaps, because of institutional discrimination in the health-care industry? We examine these possible answers later, but for now focus on evidence of institutional discrimination based on race and ethnicity.

Several studies use hospital records to investigate whether people of color receive optimal medical care, including coronary bypass surgery, angioplasty, and catheterization. After taking the patients' medical symptoms and needs into account, these studies find that African Americans are much less likely than whites to receive the procedures just listed. This is true when poor blacks are compared to poor whites and also when middle-class blacks are compared to middle-class whites (Smedley, Stith, & Nelson, 2003).Smedley, B. D., Stith, A. Y., & Nelson, A. R. (Eds.). (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Washington, DC: National Academies Press. In a novel way of studying race and cardiac care, one study performed an experiment in which several hundred doctors viewed videos of African American and white patients, all of whom, unknown to the doctors, were actors. In the videos, each "patient" complained of identical chest pain and other symptoms. The doctors were then asked to indicate whether they thought the patient needed cardiac catheterization. The African American patients were less likely than the white patients to be recommended for this procedure (Schulman et al., 1999).Schulman, K. A., Berlin, J. A., Harless, W., Kerner, J. F., Sistrunk, S., Gersh, B. J.,…Escarce, J. J. (1999). The effect of race and sex on physicians' recommendations for cardiac catheterization. *The New England Journal of Medicine*, *340*, 618–626.

Why does discrimination like this occur? It is possible, of course, that some doctors are racists and decide that the lives of African Americans just are not worth saving, but it is far more likely that they have *unconscious* racial biases that somehow affect their medical judgments. Regardless of the reason, the result is the same: African Americans are less likely to receive potentially life-saving cardiac procedures simply because they are black. Institutional discrimination in health care, then, is literally a matter of life and death.

Mortgages, Redlining, and Residential Segregation

When loan officers review mortgage applications, they consider many factors, including the person's income, employment, and credit history. The law forbids them to consider race and ethnicity. Yet many studies find that African Americans and Latinos are more likely than whites to have their mortgage applications declined (Blank, Venkatachalam, McNeil, & Green, 2005).Blank, E. C., Venkatachalam, P., McNeil, L., & Green, R. D. (2005). Racial discrimination in mortgage lending in Washington, D.C.: A mixed methods approach. *The Review of Black Political Economy, 33*(2), 9–30. Because members of these groups tend to be poorer than whites and to have less desirable employment and credit histories, the higher rate of mortgage rejections may be appropriate, albeit unfortunate.

To control for this possibility, researchers take these factors into account and in effect compare whites, African Americans, and Latinos with similar incomes, employment, and credit histories. Some studies are purely statistical, and some involve white, African American, and Latino individuals who independently visit the same mortgage-lending institutions and report similar employment and credit histories. Both types of studies find that African Americans and Latinos are still more likely than whites with similar qualifications to have their mortgage applications rejected (Turner et al., 2002).Turner, M. A., Freiberg, F., Godfrey, E., Herbig, C., Levy, D. K., & Smith, R. R. (2002). *All other things being equal: A paired testing study of mortgage lending institutions*. Washington, DC: The Urban Institute. We will probably never know whether loan officers are consciously basing their decisions on racial prejudice, but their practices still amount to racial and ethnic discrimination whether the loan officers are consciously prejudiced or not.

There is also evidence of banks rejecting mortgage applications for people who wish to live in certain urban, supposedly high-risk neighborhoods, and of insurance companies denying homeowner's insurance or else charging higher rates for homes in these same neighborhoods. Practices like these that discriminate against houses in certain neighborhoods are called *redlining*, and they also violate the law (Ezeala-Harrison, Glover, & Shaw-Jackson, 2008).Ezeala-Harrison, F., Glover, G. B., & Shaw-Jackson, J. (2008). Housing loan patterns toward minority borrowers in Mississippi: Analysis of some micro data evidence of redlining. *The Review of Black Political Economy*, *35*(1), 43–54. Because the people affected by redlining tend to be people of color, redlining, too, is an example of institutional discrimination.



Figure 2.3.5.5: *Banks have rejected mortgage applications from people who wish to live in certain urban, high-risk neighborhoods. This practice, called redlining, violates the law. Because many of the loan applicants who experience redlining are people of color, redlining is an example of institutional discrimination.*

Source: Photo courtesy of Taber Andrew Bain, http://www.flickr.com/photos/88442983@N00/2943913721.

The denial of mortgages and homeowner's insurance contributes to an ongoing pattern of residential segregation, which was once enforced by law but now is reinforced by a pattern of illegal institutional discrimination. Residential segregation involving African Americans in Northern cities intensified during the early 20th century, when tens of thousands of African Americans began migrating from the South to the North to look for jobs (Massey & Denton, 1993).Massey, D. S., & Denton, N. A. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press. Their arrival alarmed whites, who feared the job competition from the migration and considered African Americans their biological inferiors. Mob violence against African Americans and bombings of their houses escalated, and newspapers used racial slurs routinely and carried many stories linking African Americans to crime. Fear of white violence made African Americans afraid to move into white neighborhoods, and "improvement associations" in white neighborhoods sprung up in an effort to keep African Americans from moving in. These associations and real estate agencies worked together to implement *restrictive covenants* among property owners that stipulated they would not sell or rent their properties to African Americans. These covenants were common after 1910 and were not banned by the U.S. Supreme Court until 1948. Still, residential segregation worsened over the next few decades, as whites used various kinds of harassment, including violence, to keep African Americans out of their neighborhoods, and real estate agencies simply refused to sell property in white neighborhoods to them.

Because of continuing institutional discrimination in housing, African Americans remain highly segregated by residence in many cities, much more so than is true for other people of color. Sociologists Douglas S. Massey and Nancy A. Denton (1993)Massey, D. S., & Denton, N. A. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press. term this problem *hypersegregation* and say it is reinforced by a pattern of subtle discrimination by realtors and homeowners that makes it difficult for African Americans to find out about homes in white neighborhoods and to buy them. Realtors, for example, may tell African American clients that no homes are available in white neighborhoods. Housing "audits," in which white and African American couples of similar economic standing each inquire at a real estate agency about housing in white neighborhoods, confirm this practice: the white couples are told about houses for sale or apartments for rent, and the African American couples are told that none exist. Today, the routine posting of housing listings on the Internet might be reducing this form of housing discrimination, but not all houses and apartments are posted, and some are simply sold by word of mouth to avoid certain people finding out about them.

The hypersegregation that African Americans experience, say Massey and Denton, cuts them off from the larger society, as many rarely leave their immediate neighborhoods, and results in "concentrated poverty," where joblessness, crime, and other problems reign. Calling residential segregation "American apartheid," they urge vigorous federal, state, and local action to end this ongoing problem.

Employment Discrimination

Title VII of the federal Civil Rights Act of 1964 banned racial discrimination in employment, including hiring, wages, and firing. Table 2.3.5.2 "Median Weekly Earnings of Full-Time Workers, 2009" presents weekly earnings data by race and ethnicity and shows that African Americans and Latinos have much lower earnings than whites. Several factors explain this disparity, including the various structural obstacles discussed examination of poverty. Despite Title VII, however, an additional reason is that African Americans and Latinos continue to face discrimination in hiring and promotion (Hirsh & Cha, 2008).Hirsh, C. E., & Cha, Y. (2008). Understanding employment discrimination: A multilevel approach. *Sociology Compass*, *2*(6), 1989–2007. It is again difficult to determine whether such discrimination stems from conscious prejudice or from unconscious prejudice on the part of potential employers, but it is racial discrimination nonetheless.

A now-classic field experiment documented such discrimination. Sociologist Devah Pager (2007)Pager, D. (2007). *Marked: Race, crime, and finding work in an era of mass incarceration*. Chicago, IL: University of Chicago Press. had young white and African American men apply independently in person for entry-level jobs. They dressed the same and reported similar levels of education and other qualifications. Some applicants also admitted having a criminal record, while other applicants reported no such record. As might be expected, applicants with a criminal record were hired at lower rates than those without a record. However, in striking evidence of racial discrimination in hiring, African American applicants *without* a criminal record were hired at the same low rate as the white applicants *with* a criminal record. Other evidence of racial discrimination in employment abounds. As just one example, in 1996 a major oil company, Texaco, agreed to a $176 million settlement after it was sued by African American employees for rampant discrimination in its promotion practices. Texaco executives had also been caught on tape uttering racial slurs at a meeting where they were discussing the lawsuit (Hammonds, 1996).Hammonds, K. H. (1996, December 16). Texaco was just the beginning: Expect more civil rights tangles with corporate America. *BusinessWeek*, pp. 34–35.

Table 2.3.5.2:Median Weekly Earnings of Full-Time Workers, 2009
Source: Data from U.S. Bureau of Labor Statistics. (2010). Annual average data: Weekly earnings. Labor Force Statistics from the Current Population Survey. Retrieved from http://www.bls.gov/cps/tables.htm#weekearn.

	Median weekly earnings ($)
African American	601
Asian	880
Latino	541
White	757

KEY TAKEAWAYS

- People who practice racial or ethnic discrimination are usually also prejudiced, but not always. Some people practice discrimination without being prejudiced, and some may not practice discrimination even though they are prejudiced.
- Individual discrimination is common and can involve various kinds of racial slights. Much individual discrimination occurs in the workplace.
- Institutional discrimination often stems from prejudice, but institutions can also practice racial and ethnic discrimination when they engage in practices that seem to be racially neutral but in fact have a discriminatory effect.

FOR YOUR REVIEW

1. If you have ever experienced individual discrimination, either as the person committing it or as the person affected by it, briefly describe what happened. How do you now feel when you reflect on this incident?
2. Do you think institutional discrimination occurs because people are purposely acting in a racially discriminatory manner? Why or why not?

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2.3.6: Racial and Ethnic Inequality in the United States

LEARNING OBJECTIVES

1. Describe three explanations for why racial and ethnic inequality exist in the United States.
2. Provide two examples of white privilege.

Probably the best way to begin to understand racial and ethnic inequality in the United States is to read first-hand accounts by such great writers of color as Maya Angelou, Toni Morrison, Piri Thomas, Richard Wright, and Malcolm X, all of whom wrote moving, autobiographical accounts of the bigotry and discrimination they faced while growing up. Sociologists and urban ethnographers have written their own accounts of the daily lives of people of color, and these, too, are well worth reading. One of the classics here is Elliot Liebow's (1967)Liebow, E. (1967). *Tally's corner*. Boston, MA: Little, Brown. *Tally's Corner*, a study of black men and their families in Washington, DC.

Statistics also give a picture of racial and ethnic inequality in the United States. We can begin to get a picture of this inequality by examining racial and ethnic differences in such life chances as income, education, and health. Table 2.3.6.1 "Selected Indicators of Racial and Ethnic Inequality in the United States" presents data on some of these differences.

Table 2.3.6.1: Selected Indicators of Racial and Ethnic Inequality in the United States
Sources: Data from U.S. Census Bureau. (2010). *Statistical abstract of the United States: 2010*. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab; MacDorman, M., & Mathews, T. J. (2008). Recent trends in infant mortality in the United States. *NCHS Data Brief, Number 9 (October)*. Retrieved from http://www.cdc.gov/nchs/data/databriefs/db09.htm#arethere; Ogunwole, S. U. (2006). *We the people: American Indians and Alaska natives in the United States*. Washington, DC: U.S. Census Bureau; U.S. Census Bureau. (2010). Historical income tables: Families. Retrieved from http://www.census.gov/hhes/www/income/data/historical/families/index.html.

	White	African American	Latino	Asian	Native American
Median family income, 2009 ($)	67,341	38,409	39,730	75,027	39,740 (2007)
Persons who are college educated, 2008 (%)	32.6	19.6	13.3	52.6	12.9 (2007)
Persons in poverty, 2009 (%)	9.4	25.8	25.3	12.5	24.2 (2008)
Infant mortality (number of infant deaths per 1,000 births), 2005	5.8	13.6	5.6	4.9	8.1

The data are clear: U.S. racial and ethnic groups differ dramatically in their life chances. Compared to whites, for example, African Americans, Latinos, and Native Americans have much lower family incomes and much higher rates of poverty; they are also much less likely to have college degrees. In addition, African Americans and Native Americans have much higher infant mortality rates than whites: black infants, for example, are more than twice as likely as white infants to die. These comparisons obscure some differences *within* some of the groups just mentioned. Among Latinos, for example, Cuban Americans have fared better than Latinos overall, and Puerto Ricans worse. Similarly, among Asians, people with Chinese and Japanese backgrounds have fared better than those from Cambodia, Korea, and Vietnam.



Figure 2.3.6.1: *Asian Americans have higher family incomes than whites on the average. Although Asian Americans are often viewed as a "model minority," some Asians have been less able than others to achieve economic success, and stereotypes of Asians and discrimination against them remain serious problems. © Thinkstock*

Although Table 2.3.6.1 shows that African Americans, Latinos, and Native Americans fare much worse than whites, it presents a more complex pattern for Asian Americans. Compared to whites, Asian Americans have higher family incomes and are more likely to hold college degrees, but they also have a higher poverty rate. Thus many Asian Americans do relatively well, while others fare relatively worse, as just noted. Although Asian Americans are often viewed as a "model minority," meaning that they have achieved economic success despite not being white, some Asians have been less able than others to climb the economic ladder. Moreover, stereotypes of Asian Americans and discrimination against them remain serious problems (Chou & Feagin, 2008; Fong, 2007).Chou, R. S., & Feagin, J. R. (2008). *The myth of the model minority: Asian Americans facing racism*. Boulder, CO: Paradigm; Fong, T. P. (2007). *The contemporary Asian American experience: Beyond the model minority* (3rd ed.). Upper Saddle River, NJ: Prentice Hall. Even the overall success rate of Asian Americans obscures the fact that their occupations and incomes are often lower than would be expected from their educational attainment. They thus have to work harder for their success than whites do (Hurh & Kim, 1999).Hurh, W. M., & Kim, K. C. (1999). The "success" image of Asian Americans: Its validity, and its practical and theoretical implications. In C. G. Ellison & W. A. Martin (Eds.), *Race and ethnic relations in the United States* (pp. 115–122). Los Angeles, CA: Roxbury.

Explaining Racial and Ethnic Inequality

Why do racial and ethnic inequality exist? Why do African Americans, Latinos, Native Americans, and some Asian Americans fare worse than whites? In answering these questions, many people have some very strong opinions.

One long-standing explanation is that blacks and other people of color are *biologically inferior*: they are naturally less intelligent and have other innate flaws that keep them from getting a good education and otherwise doing what needs to be done to achieve the American Dream. As discussed earlier, this racist view is no longer common today. However, whites historically used this belief to justify slavery, lynchings, the harsh treatment of Native Americans in the 1800s, and lesser forms of discrimination. In 1994, Richard J. Herrnstein and Charles Murray revived this view in their controversial book, *The Bell Curve* (Herrnstein & Murray, 1994),Herrnstein, R. J., & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York, NY: Free Press. in which they argued that the low IQ scores of African Americans, and of poor people more generally, reflect their genetic inferiority in the area of intelligence. African Americans' low innate intelligence, they said, accounts for their poverty and other problems. Although the news media gave much attention to their book, few scholars agreed with its views, and many condemned the book's argument as a racist way of "blaming the victim" (Gould, 1994).Gould, S. J. (1994, November 28). Curveball. *The New Yorker* 139–149.

Another explanation of racial and ethnic inequality focuses on supposed *cultural deficiencies* of African Americans and other people of color (Murray, 1984).Murray, C. (1984). *Losing ground: American social policy, 1950–1980*. New York, NY: Basic Books. These deficiencies include a failure to value hard work and, for African Americans, a lack of strong family ties, and are said to account for the poverty and other problems facing these minorities. This view echoes the "culture of poverty" argument presented in Chapter 3.1 "Groups and Organizations" and is certainly popular today: as we saw earlier, more than half of non-

Latino whites think that blacks' poverty is due to their lack of motivation and willpower. Ironically some scholars find support for this "cultural deficiency" view in the experience of many Asian Americans, whose success is often attributed to their culture's emphasis on hard work, educational attainment, and strong family ties (Min, 2005).Min, P. G. (Ed.). (2005). *Asian Americans: Contemporary trends and issues* (2nd ed.). Thousand Oaks, CA: Sage. If that is true, these scholars say, then the lack of success of other people of color stems from the failure of their own cultures to value these attributes.

How accurate is the cultural deficiency argument? Whether people of color have "deficient" cultures remains hotly debated (Bonilla-Silva, 2006; Steele, 2006).Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States* (2nd ed.). Lanham, MD: Rowman & Littlefield; Steele, S. (2006). *White guilt*. New York, NY: HarperCollins. Many social scientists find little or no evidence of cultural problems in minority communities and say that the belief in cultural deficiencies is an example of symbolic racism that blames the victim. Yet other social scientists, including those sympathetic to the structural problems facing people of color, believe that certain cultural problems do exist, but they are careful to say that these cultural problems arise out of the structural problems. For example, Elijah Anderson (1999)Anderson, E. (1999). *Code of the street: Decency, violence, and the moral life of the inner city*. New York, NY: W. W. Norton. wrote that a "street culture" or "oppositional culture" exists among African Americans in urban areas that contributes to high levels of violent behavior, but he emphasized that this type of culture stems from the segregation, extreme poverty, and other difficulties these citizens face in their daily lives and helps them deal with these difficulties. Thus even if cultural problems do exist, they should not obscure the fact that structural problems are responsible for the cultural ones.

A third explanation for U.S. racial and ethnic inequality is based in conflict theory and falls into the blaming-the-system approach outlined. This view attributes racial and ethnic inequality to institutional and individual discrimination and a lack of opportunity in education and other spheres of life (Feagin, 2006).Feagin, J. R. (2006). *Systematic racism: A theory of oppression*. New York, NY: Routledge. Segregated housing, for example, prevents African Americans from escaping the inner city and from moving to areas with greater employment opportunities. Employment discrimination keeps the salaries of people of color much lower than they would be otherwise. The schools that many children of color attend every day are typically overcrowded and underfunded. As these problems continue from one generation to the next, it becomes very difficult for people already at the bottom of the socioeconomic ladder to climb up it because of their race and ethnicity.

The Benefits of Being White



Figure 2.3.6.2: *American whites enjoy certain privileges merely because they are white. For example, they usually do not have to fear that a police officer will stop them simply because they are white, and they can count on being able to move into any neighborhood they desire as long as they can afford the rent or mortgage. They also generally do not have to worry about being the victims of hate crimes based on their race and to be mistaken for a bellhop, parking valet, or maid. © Thinkstock*

Before we leave this section on racial and ethnic inequality, it is important to discuss the advantages that U.S. whites enjoy in their daily lives *simply because they are white*. Social scientists term these advantages **white privilege** and say that whites benefit from being white whether or not they are aware of their advantages (McIntosh, 2007).McIntosh, P. (2007). White privilege and male privilege: A personal account of coming to see correspondence through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (6th ed.). Belmont, CA: Wadsworth. This chapter's discussion of the problems facing people of color points to some of these advantages. For example, whites can usually drive a car at night or walk down a street without having to fear that a police officer will stop them simply because they are white. They can count on being able to move into any neighborhood they desire to as long as they can afford the rent or mortgage. They generally do not have to fear being passed up for promotion simply because of their race. College students who are white can live in dorms without having to worry that racial slurs will be directed their way. White people in general do not have to worry about being the victims of hate crimes based on their race. They can be seated in a restaurant without having to worry that they will be served more slowly or not at all because of their skin color. If they are in a hotel, they do not have to think that someone will mistake them for a bellhop, parking valet, or maid. If they are trying to hail a taxi, they do not have to worry about the taxi driver ignoring them because the driver fears he or she will be robbed.

Social scientist Robert W. Terry (1981, p. 120)Terry, R. W. (1981). The negative impact on white values. In B. P. Bowser & R. G. Hunt (Eds.), *Impacts of racism on white Americans* (pp. 119–151). Beverly Hills, CA: Sage. once summarized white privilege as follows: "*To be white in America is not to have to think about it.* Except for hard-core racial supremacists, the meaning of being white is having the choice of attending to or ignoring one's own whiteness" (emphasis in original). For people of color in the United States, it is not an exaggeration to say that race and ethnicity is a daily fact of their existence. Yet whites do not generally have to think about being white. As all of us go about our daily lives, this basic difference is one of the most important manifestations of racial and ethnic inequality in the United States.

KEY TAKEAWAYS

- Three explanations for racial and ethnic inequality in the United States are that (a) people of color are biologically inferior, now considered a racist explanation; (b) people of color have cultural deficiencies; and (c) people of color face many structural obstacles, lack of opportunity, and discriminatory practices.
- Whites benefit from being white, whether or not they realize it. This benefit is called white privilege.

FOR YOUR REVIEW

1. Which of the three explanations of racial and ethnic inequality makes the most sense to you? Why?
2. If you are white, describe a time when you benefited from white privilege, whether or not you realized it at the time. If you are a person of color, describe an experience when you would have benefited if you had been white.

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2.3.7: Race and Ethnicity in the 21st Century

LEARNING OBJECTIVES

1. Discuss why there is cause for hope and despair in regard to race and ethnic relations in the United States.
2. Summarize the debate over affirmative action.
3. Summarize recent reaction to growing immigration into the United States.

At the beginning of this chapter we noted that the more things change, the more they stay the same. We saw evidence of this in proclamations over the years about the status of people of color in the United States. As a reminder, in 1903 sociologist W. E. B. Du Bois wrote in his classic book *The Souls of Black Folk* that "the problem of the Twentieth Century is the problem of the color line." Some six decades later, social scientists and government commissions during the 1960s continued to warn us about the race problem in the United States and placed the blame for this problem squarely in the hands of whites and of the social and economic institutions that discriminate against people of color (Kerner Commission, 1968).Kerner Commission. (1968). *Report of the National Advisory Commission on Civil Disorders*. New York, NY: Bantam Books. Three to four decades after these warnings, social scientists during the 1990s and 2000s wrote that conditions had actually worsened for people of color since the 1960s (Massey & Denton, 1993; Wilson, 1996; Hacker, 2003).Massey, D. S., & Denton, N. A. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press; Wilson, W. J. (1996). *When work disappears: The world of the new urban poor*. New York, NY: Knopf; Hacker, A. (2003). *Two nations: Black and white, separate, hostile, unequal* (Rev. ed.). New York, NY: Scribner.

Now that we have examined race and ethnicity in the United States, what have we found? Where do we stand a decade into the new century and just more than 100 years after Du Bois wrote about the problem of the color line? Did the historic election of Barack Obama as president in 2008 signify a new era of equality between the races, as many observers wrote, or did his election occur despite the continued existence of pervasive racial and ethnic inequality?

On the one hand, there is cause for hope. Legal segregation is gone. The vicious, "old-fashioned" racism that was so rampant in this country into the 1960s has declined dramatically since that tumultuous time. People of color have made important gains in several spheres of life, and African Americans and other people of color occupy some important elected positions in and outside the South, a feat that would have been unimaginable a generation ago. Perhaps most notably, Barack Obama has African ancestry and identifies as an African American, and on his election night people across the country wept with joy at the symbolism of his victory. Certainly progress has been made in U.S. racial and ethnic relations.

On the other hand, there is also cause for despair. The old-fashioned racism has been replaced by a modern, symbolic racism that still blames people of color for their problems and reduces public support for government policies to deal with their problems. Institutional discrimination remains pervasive, and hate crimes, such as the beating of the elderly African American that began this chapter, remain all too common. Americans of different racial and ethnic backgrounds remain sharply divided on many issues, reminding us that the United States as a nation remains divided by race and ethnicity. Two issues that continue to arouse controversy are affirmative action and immigration, to which we now turn.

Affirmative Action

Affirmative action refers to the preferential treatment of minorities and women in employment and education. Affirmative action programs were begun in the 1960s to provide African Americans and then other people of color and women access to jobs and education to make up for past discrimination. President John F. Kennedy was the first known official to use the term, when he signed an executive order in 1961 ordering federal contractors to "take affirmative action" in ensuring that applicants are hired and treated without regard to their race and national origin. Six years later, President Lyndon B. Johnson added sex to race and national origin as demographic categories for which affirmative action should be used.

Although many affirmative action programs remain in effect today, court rulings, state legislation, and other efforts have limited their number and scope. Despite this curtailment, affirmative action continues to spark much controversy, with scholars, members of the public, and elected officials all holding strong views on the issue (Karr, 2008; Wise, 2005; Cohen & Sterba, 2003).Karr, J. (Ed.). (2008). *Affirmative action*. Detroit, MI: Greenhaven Press; Wise, T. J. (2005). *Affirmative action: Racial preference in black and white*. New York, NY: Routledge; Cohen, C., & Sterba, J. P. (2003). *Affirmative action and racial preference: A debate*. New York, NY: Oxford University Press.

One of the major court rulings just mentioned was the U.S. Supreme Court's decision in *Regents of the University of California v. Bakke*, 438 U.S. 265 (1978). Allan Bakke was a 35-year-old white man who had twice been rejected for admission into the medical school at the University of California, Davis. At the time he applied, UC–Davis had a policy of reserving 16 seats in its entering class of 100 for qualified people of color to make up for their underrepresentation in the medical profession. Bakke's college grades and scores on the Medical College Admission Test were higher than those of the people of color admitted to UC–Davis either time Bakke applied. He sued for admission on the grounds that his rejection amounted to reverse racial discrimination on the basis of his being white (Stefoff, 2005).Stefoff, R. (2005). *The Bakke case: Challenging affirmative action*. New York, NY: Marshall Cavendish Benchmark.

The case eventually reached the Supreme Court, which ruled 5–4 that Bakke must be admitted into the UC–Davis medical school because he had been unfairly denied admission on the basis of his race. As part of its historic but complex decision, the Court thus rejected the use of strict racial quotas in admission as it declared that no applicant could be excluded based solely on the applicant's race. At the same time, however, the Court also declared that race may be used as one of the several criteria that admissions committees consider when making their decisions. For example, if an institution desires racial diversity among its students, it may use race as an admissions criterion along with other factors such as grades and test scores.

Two more recent Supreme Court cases both involved the University of Michigan: *Gratz v. Bollinger*, 539 U.S. 244 (2003), which involved the university's undergraduate admissions, and *Grutter v. Bollinger*, 539 U.S. 306 (2003), which involved the university's law school admissions. In *Grutter* the Court reaffirmed the right of institutions of higher education to take race into account in the admissions process. In *Gratz*, however, the Court invalidated the university's policy of awarding additional points to high school students of color as part of its use of a point system to evaluate applicants; the Court said that consideration of applicants needed to be more individualized than a point system allowed.

Drawing on these Supreme Court rulings, then, affirmative action in higher education admissions on the basis of race/ethnicity is permissible as long as it does not involve a rigid quota system and as long as it does involve an individualized way of evaluating candidates. Race may be used as one of several criteria in such an individualized evaluation process, but it must not be used as the only criterion.

The Debate Over Affirmative Action

Opponents of affirmative action cite several reasons for opposing it. Affirmative action, they say, is reverse discrimination and, as such, is both illegal and immoral. The people benefiting from affirmative action are less qualified than many of the whites with whom they compete for employment and college admissions. In addition, opponents say, affirmative action implies that the people benefiting from it need extra help and thus are indeed less qualified. This implication stigmatizes the groups benefiting from affirmative action.

In response proponents of affirmative action give several reasons for favoring it. Many say it is needed to make up not just for past discrimination and a lack of opportunities for people of color but also for ongoing discrimination and a lack of opportunity. For example, because of their social networks, whites are much better able than people of color to find out about and to get jobs (Reskin, 1998).Reskin, B. F. (1998). *Realities of affirmative action in employment*. Washington, DC: American Sociological Association. If this is true, people of color are automatically at a disadvantage in the job market, and some form of affirmative action is needed to give them an equal chance at employment. Proponents also say that affirmative action helps add diversity to the workplace and to the campus. Many colleges, they note, give some preference to high school students who live in a distant state in order to add needed diversity to the student body; to "legacy" students—those with a parent who went to the same institution—to reinforce alumni loyalty and to motivate alumni to donate to the institution; and to athletes, musicians, and other applicants with certain specialized talents and skills. If all of these forms of preferential admission make sense, proponents say, it also makes sense to take students' racial and ethnic backgrounds into account as admissions officers strive to have a diverse student body.

Proponents add that affirmative action has indeed succeeded in expanding employment and educational opportunities for people of color, and that individuals benefiting from affirmative action have generally fared well in the workplace or on the campus. In this regard research finds that African American students graduating from selective U.S. colleges and universities after being admitted under affirmative action guidelines are slightly *more* likely than their white counterparts to obtain professional degrees and to become involved in civic affairs (Bowen & Bok, 1998).Bowen, W. G., & Bok, D. C. (1998). *The shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton University Press.

As this brief discussion indicates, several reasons exist for and against affirmative action. A cautious view is that affirmative action may not be perfect but that some form of it is needed to make up for past and ongoing discrimination and lack of opportunity in the

workplace and on the campus. Without the extra help that affirmative action programs give disadvantaged people of color, the discrimination and other difficulties they face are certain to continue.

Immigration

Since the 1980s, large numbers of immigrants have entered the United States from countries in Asia, Latin America, and elsewhere. This new wave of immigration has had important consequences for American social, economic, and political life (Dinnerstein & Reimers, 2009; Waters & Ueda, 2007).Dinnerstein, L., & Reimers, D. M. (2009). *Ethnic Americans: A history of immigration*. New York, NY: Columbia University Press; Waters, M. C., & Ueda, R. (Eds.). (2007). *The new Americans: A guide to immigration since 1965*. Cambridge, MA: Harvard University Press.

One of the most important consequences is competition over jobs. The newcomers have tended to move into the large cities on the East and West Coasts and in the southwestern region of the country. At the same time, eastern and western cities were losing jobs as manufacturing and other industries moved south or overseas. The new immigrants thus began competing with native-born Americans for increasingly scarce jobs. Their increasing numbers also prompted native-born whites to move out of these cities in a search for all-white neighborhoods. As they did so, they left behind them neighborhoods that were increasingly segregated along ethnic lines.

SOCIOLOGY MAKING A DIFFERENCE

Immigration and the Crime Rate

Many Americans take a dim view of immigration. In a 2009 Gallup Poll, 50% of Americans thought that immigration should be decreased, 32% thought it should stay at its present level, and only 14% thought it should be increased (Morales, 2009).Morales, L. (2009, August 5). Americans return to tougher immigration stance. Retrieved from http://www.gallup.com/poll/122057/Americans-Return-Tougher-Immigration-Stance.aspx As the text notes, fear of job competition is a primary reason for the concern that Americans show about immigration. Yet another reason might be their fear that immigration raises the crime rate. A 2007 Gallup Poll asked whether immigrants are making "the situation in the country better or worse, or not having much effect" for the following dimensions of our national life: food, music and the arts; the economy; social and moral values; job opportunities; taxes; and the crime situation. The percentage of respondents saying "worse" was higher for the crime situation (58%) than for any other dimension. Only 4% of respondents said that immigration has made the crime situation better (Newport, 2007).Newport, F. (2007, July 13). Americans have become more negative on impact of immigrants. Retrieved from http://www.gallup.com/poll/28132/Americans-Become-More-Negative-Impact-Immigrants.aspx

However, research conducted by sociologists and criminologists finds that these 4% are in fact correct: immigrants have lower crime rates than native-born Americans, and immigration has apparently helped lower the U.S. crime rate (Immigration Policy Center, 2008; Vélez, 2006; Sampson, 2008).Immigration Policy Center. (2008, September 10). From anecdotes to evidence: Setting the record straight on immigrants and crime. Retrieved from http://immigrationpolicy.org/just-facts/anecdotes-evidence-setting-record-straight-immigrants-and-crime; Vélez, M. B. (2006). Toward an understanding of the lower rates of homicide in Latino versus black neighborhoods: A look at Chicago. In R. D. Peterson, L. J. Krivo, & J. Hagan (Eds.), *The many colors of crime: Inequalities of race, ethnicity, and crime in America* (pp. 91–107). New York, NY: New York University Press; Sampson, R. J. (2008). Rethinking crime and immigration. *Contexts, 7*(2), 28–33. What accounts for this surprising consequence? One reason is that immigrant neighborhoods tend to have many small businesses, churches, and other social institutions that help ensure neighborhood stability and, in turn, lower crime rates. A second reason is that the bulk of recent immigrants are Latinos, who tend to have high marriage rates and strong family ties, both of which again help ensure lower crime rates (Vélez, 2006).Vélez, M. B. (2006). Toward an understanding of the lower rates of homicide in Latino versus black neighborhoods: A look at Chicago. In R. D. Peterson, L. J. Krivo, & J. Hagan (Eds.), *The many colors of crime: Inequalities of race, ethnicity, and crime in America* (pp. 91–107). New York, NY: New York University Press. A final reason may be that undocumented immigrants hardly want to be deported and thus take extra care to obey the law by not committing street crime (Immigration Policy Center, 2008).Immigration Policy Center. (2008, September 10). From anecdotes to evidence: Setting the record straight on immigrants and crime. Retrieved from http://immigrationpolicy.org/just-facts/anecdotes-evidence-setting-record-straight-immigrants-and-crime

Reinforcing the immigration-lower crime conclusion, other research also finds that immigrants' crime rates rise as they stay in the United States longer. Apparently, as the children of immigrants become more "Americanized," their criminality increases. As one report concluded, "The children and grandchildren of many immigrants—as well as many immigrants themselves the

longer they live in the United States—become subject to economic and social forces that increase the likelihood of criminal behavior" (Rumbaut & Ewing, 2007, p. 11).Rumbaut, R. G., & Ewing, W. A. (2007). *The myth of immigrant criminality and the paradox of assimilation: Incarceration rates among native and foreign-born men*. Washington, DC: American Immigration Law Foundation.

As the United States continues to address immigration policy, it is important that the public and elected officials have the best information possible about the effects of immigration. The findings by sociologists and other social scientists that immigrants have lower crime rates and that immigration has apparently helped lower the U.S. crime rate add an important dimension to the ongoing debate over immigration policy.

One other impact of the new wave of immigration has been increased prejudice and discrimination against the new immigrants. As noted earlier, the history of the United States is filled with examples of prejudice and discrimination against immigrants. Such problems seem to escalate as the number of immigrants increases. The past two decades have been no exception to this pattern. As the large numbers of immigrants moved into the United States, blogs and other media became filled with anti-immigrant comments, and hate crimes against immigrants increased. As one report summarized this trend,

There's no doubt that the tone of the raging national debate over immigration is growing uglier by the day. Once limited to hard-core white supremacists and a handful of border-state extremists, vicious public denunciations of undocumented brown-skinned immigrants are increasingly common among supposedly mainstream anti-immigration activists, radio hosts, and politicians. While their dehumanizing rhetoric typically stops short of openly sanctioning bloodshed, much of it implicitly encourages or even endorses violence by characterizing immigrants from Mexico and Central America as "invaders," "criminal aliens," and "cockroaches."

The results are no less tragic for being predictable: although hate crime statistics are highly unreliable, numbers that are available strongly suggest a marked upswing in racially motivated violence against all Latinos, regardless of immigration status. (Mock, 2007)Mock, B. (2007). Immigration backlash: Hate crimes against Latinos flourish. Retrieved from http://www.splcenter.org/intel/intelreport/article.jsp?aid=845

As just one recent example of one of these hate crimes, a New York City resident from Ecuador who owned a real estate company died in December 2008 after being beaten with a baseball bat by three men who shouted anti-Hispanic slurs. His murder was preceded by the death a month earlier of another Ecuadorean immigrant, who was attacked on Long Island by a group of males who beat him with lead pipes, chair legs, and other objects (Fahim & Zraick, 2008).Fahim, K., & Zraick, K. (2008, December 15). Killing haunts Ecuadoreans' rise in New York. *The New York Times*, p. A28.

Meanwhile, the new immigrants have included thousands who came to the United States illegally. When they are caught, many are detained by U.S. Immigration and Customs Enforcement (ICE) in local jails, federal prisons, and other detention facilities. Immigrants who are in the United States legally but then get arrested for minor infractions are often also detained in these facilities to await deportation. It is estimated that ICE detains about 300,000 immigrants of both kinds every year. Human rights organizations say that all of these immigrants suffer from lack of food, inadequate medical care, and beatings; that many are being detained indefinitely; and that their detention proceedings lack due process.

Learning From Other Societies

Immigration and Ill Will in the Netherlands

Sometimes we can learn from other countries' positive examples, but sometimes we can also learn from their negative examples. In thinking about immigration and immigrants in the United States, the experience of the Netherlands provides a negative example from which there is much to learn.

Normally considered a very tolerant nation, and one whose crime policy was featured in the "Learning From Other Societies" box, the Netherlands in recent years has exhibited marked intolerance for the immigrants in its midst. More than 4% of the Netherlands' 16.7 million population are of Moroccan or Turkish descent, and many of these are Muslim. After the terrorist attacks of September 11, 2001, hostility toward Muslim immigrants increased not only in the United States but also in the Netherlands and other European nations. In the Netherlands, the political climate worsened in 2002 when a politician named Pim Fortuyn campaigned on an explicit anti-immigrant, anti-Muslim platform. He termed Islam "a backward culture," wrote a book entitled *Against the Islamization of Our Culture*, and called for the repeal of an antidiscrimination amendment of the Netherlands' constitution. He also said that immigration to the Netherlands should be sharply curtailed and even eliminated, explaining, "This is a full country. I think 16 million Dutchmen are about enough." Just as Fortuyn's popularity was reaching a peak, he was

assassinated by a native white Dutch citizen who was angered by Fortuyn's views. The assassination only served to win sympathy for Fortuyn's beliefs. Sympathy for anti-immigration views strengthened in 2004, when a Dutch filmmaker, the great-grandson of a brother of painter Vincent van Gogh, was murdered by a Moroccan immigrant angered by the filmmaker's production of a short movie that condemned the treatment of women in Islamic nations.

In the ensuing years, relations between native Dutch and Muslim immigrants have worsened. In March 2006 the Dutch government established what were called "some of Europe's most stringent requirements for would-be immigrants." Among other stipulations, the new rules required anyone seeking a residency visa to pass both a Dutch language test and a "civic-integration examination" before arriving in the Netherlands. They also had to take an exam to prove their values were not at odds with Dutch values. Because the exam included a movie depicting a nude beach and gay people kissing, critics said the exam was explicitly designed to exclude Muslim immigrants, whose values would likely differ.

As 2009 began, the Netherlands' anti-immigrant stance had spread across the political spectrum. In late 2008 the nation's Labor Party, its largest left-wing political group, issued a position paper in which it called for an end to the Netherlands' acceptance of people with non-Dutch backgrounds and urged that immigrants accommodate themselves to Dutch society rather than the reverse. "We have to stop the existence of parallel societies within our country," the chair of the Labor Party said. In mid-2009 the anti-Islam Dutch Freedom Party, headed by Geert Wilders, made electoral advances. Wilders had once written, "I've had enough of Islam in the Netherlands; let not one more Muslim immigrate. I've had enough of the Koran in the Netherlands: Forbid that fascist book."

The Netherlands' experience indicates that ethnic prejudice can arise even in nations normally known for their tolerance and generosity. In view of the growing anti-immigrant prejudice in the United States discussed in the text, Americans who believe prejudice is wrong must maintain vigilance lest the Netherlands' extreme experience replicate itself in the United States. (BBC News, 2002; Vinocur, 2008; Bransten, 2006; Smyth, 2009)BBC News. (2002, May 6). Obituary: Pim Fortuyn. Retrieved from http://news.bbc.co.uk/2/hi/europe/1971462.stm; Vinocur, J. (2008, November 29). From the left, a call to end the current Dutch notion of tolerance. *The New York Times*. Retrieved from http://www.nytimes.com/2008/12/29/world/europe/29iht-politicus.3.18978881.html?scp=1&sq=From%20the%20Left,%20a%20call%20to%20end%20the%20current%20Dutch%20notion%20of%20tolerance&st=cse; Bransten, J. (2006, August 30). EU: Netherlands leading trend to more stringent immigration rules. *Radio Free Europe/Radio Liberty*. Retrieved from http://www.rferl.org/content/Article/1067418.html; Smyth, J. (2009, June 1). EU critic's anti-Islam stance wins controversy and votes. *The Irish Times*, p. 8.

KEY TAKEAWAYS

- There is reason to be both hopeful and less hopeful in regard to the future of racial and ethnic relations and inequality in the United States.
- Affirmative action continues to be a very controversial issue. Proponents think it is necessary to compensate for past and continuing racial and ethnic discrimination and lack of opportunity, while opponents think it discriminates against qualified whites.
- Recent waves of immigration have increased anti-immigration prejudice, including hate crimes, in the United States. This result mimics earlier periods of American history.

FOR YOUR REVIEW

1. How hopeful are you in regard to race and ethnicity in the United States? Explain your answer.
2. Do you favor or oppose affirmative action? Why?
3. Do you think the United States should try to increase immigration, reduce immigration, or let its level stay about the same? Explain your answer.

Reducing Racial and Ethnic Inequality: What Sociology Suggests

The American racial and ethnic landscape is expected to change dramatically during the next few decades. Figure 2.3.7.1 "Racial and Ethnic Composition of the United States, 2008 and 2050 (Projected)" shows the current racial and ethnic distribution in the United States and the projected one for the year 2050. Whereas about two-thirds of the country now consists of whites of European backgrounds, in 2050 only about 46% of the country is expected to be white, with Latinos making the greatest gains of all the other racial and ethnic groups. On the other side of the coin, people of color now constitute about one-third of the country but their

numbers will increase to about 54% of the country in 2050 (Roberts, 2008).Roberts, S. (2008, August 14). In a generation, minorities may be the U.S. majority. *The New York Times*, p. A1.

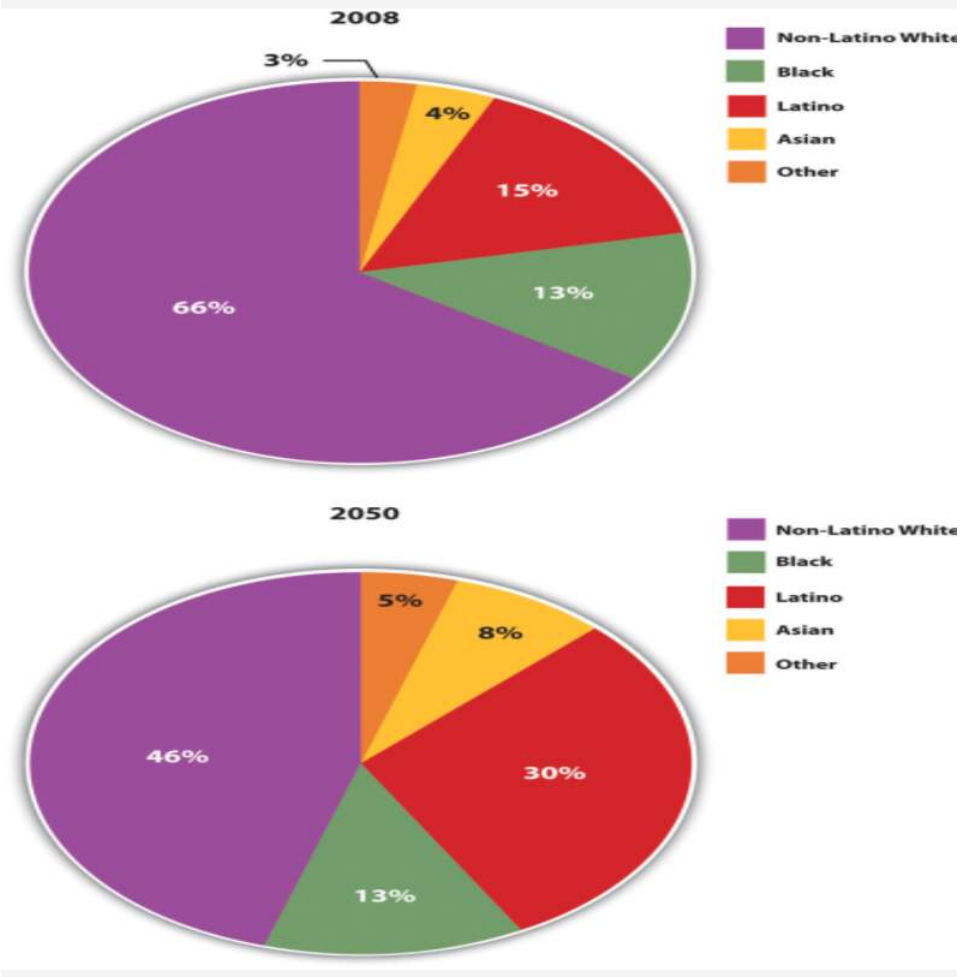


Figure 2.3.7.1: *Racial and Ethnic Composition of the United States, 2008 and 2050 (Projected)*

Source: Data from Roberts, S. (2008, August 14). In a generation, minorities may be the U.S. majority. The New York Times, p. A1.

Four decades from now, then, whites, the dominant racial group today in terms of power and privilege, will constitute less than half the country. It is difficult at this early date to predict what difference this demographic shift will mean for racial and ethnic relations in the United States. As the number of Latinos and other people of color increases, whites may fear and resent the competition they will provide for jobs and other resources and respond with racial violence and legal efforts to control the growing population of color. As we saw earlier, this was the pattern of the white response in the late 1800s and early 1900s to the great waves of immigration and to black migration from the South. If whites repeat this pattern during the next few decades, we may well be in for even more racial and ethnic strife than we have been seeing in the recent past.

This possibility makes it even more urgent that individuals in their daily lives and the local, state, and federal governments in their policies do everything possible to foster mutual understanding and to eliminate individual and institutional discrimination. As mentioned at the beginning of this chapter, one message of both evolution and of religion is that we are all part of one human race, and if we fail to recognize this lesson we are doomed to repeat the experiences of the past, when racial and ethnic hostility overtook good reason and subjected people who happened to look different from the white majority to legal, social, and violent oppression. In the democracy that is America, we must try to do better so that there will truly be “liberty and justice for all.”

As the United States attempts, however haltingly, to reduce racial and ethnic inequality, sociology has much insight to offer in its emphasis on the structural basis for this inequality. This emphasis strongly indicates that racial and ethnic inequality has much less to do with any personal faults of people of color than with the structural obstacles they face, including ongoing discrimination and lack of opportunity. Efforts aimed at such obstacles, then, are in the long run essential to reducing racial and ethnic inequality

(Danziger, Reed, & Brown, 2004; Loury, 2003; Syme, 2008).Danziger, S., Reed, D., & Brown, T. N. (2004). *Poverty and prosperity: Prospects for reducing racial/ethnic economic disparities in the United States*. Geneva, Switzerland: United Nations Research Institute for Social Development; Loury, G. C. (2003). *The anatomy of racial inequality*. Cambridge, MA: Harvard University Press; Syme, S. L. (2008). Reducing racial and social-class inequalities in health: The need for a new approach. *Health Affairs*, *27*, 456–459. Some of these efforts resemble those for reducing poverty, given the greater poverty of many people of color, and include the following:

1. Adopt a national “full employment” policy involving federally funded job-training and public-works programs.
2. Increase federal aid for the working poor, including earned income credits and child-care subsidies for those with children.
3. Establish well-funded early childhood intervention programs, including home visitation by trained professionals, for poor families.
4. Improve the schools that poor children attend and the schooling they receive, and expand early childhood education programs for poor children.
5. Provide better nutrition and health services for poor families with young children.
6. Strengthen efforts to reduce teenage pregnancies.
7. Strengthen affirmative action programs within the limits imposed by court rulings.
8. Strengthen legal enforcement of existing law forbidding racial and ethnic discrimination in hiring and promotion.
9. Strengthen efforts to reduce residential segregation.

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2.3.8: End-of-Chapter Material

Summary

1. Racial and ethnic prejudice and discrimination have been an “American dilemma” in the United States ever since the colonial period. Slavery was only the ugliest manifestation of this dilemma. In the 19th century, white mobs routinely attacked blacks and immigrants, and these attacks continued well into the 20th century. The urban riots of the 1960s led to warnings about the racial hostility and discrimination confronting African Americans and other groups, and these warnings continue down to the present.
2. Social scientists today tend to consider race more of a social category than a biological one for several reasons. People within a given race often look more different from each other than people do across races. Over the decades, so much interracial reproduction has occurred that many people have mixed racial ancestry. DNA evidence indicates that only a small proportion of our DNA accounts for the physical differences that lead us to put people into racial categories. Given all of these reasons, race is best considered a social construction and not a fixed biological category.
3. Ethnicity refers to a shared cultural heritage and is a term increasingly favored by social scientists over race. Membership in ethnic groups gives many people an important sense of identity and pride but can also lead to hostility toward people in other ethnic groups.
4. Prejudice, racism, and stereotypes all refer to negative attitudes about people based on their membership in racial or ethnic categories. Social-psychological explanations of prejudice focus on scapegoating and authoritarian personalities, while sociological explanations focus on conformity and socialization or on economic and political competition. Before the 1970s old-fashioned or Jim Crow racism, which considered African Americans and some other groups biologically inferior, prevailed. This form of racism has since given way to modern or “symbolic” racism that considers these groups to be culturally inferior and that affects the public’s preferences for government policy touching on racial issues. Stereotypes in the mass media fuel racial and ethnic prejudice.
5. Discrimination and prejudice often go hand in hand, but not always. People can discriminate without being prejudiced, and they can be prejudiced without discriminating. Individual and institutional discrimination both continue to exist in the United States, but institutional discrimination in such areas as employment, housing, and medical care is especially pervasive.
6. Racial and ethnic inequality in the United States is reflected in income, employment, education, and health statistics. In all of these areas, African Americans, Native Americans, and Latinos lag far behind whites. As a “model minority,” many Asian Americans have fared better than whites, but some Asian groups also lag behind whites. In their daily lives, whites enjoy many privileges denied their counterparts in other racial and ethnic groups. They don’t have to think about being white, and they can enjoy freedom of movement and other advantages simply because of their race.
7. On many issues Americans remain sharply divided along racial and ethnic lines. One of the most divisive issues is affirmative action. Its opponents view it among other things as reverse discrimination, while its proponents cite many reasons for its importance, including the need to correct past and present discrimination against racial and ethnic minorities.
8. By the year 2050, whites of European backgrounds will constitute only about half of the American population, whereas now they make up about three-fourths of the population. This demographic change may exacerbate racial tensions if whites fear the extra competition for jobs and other resources that their dwindling numbers may engender. Given this possibility, intense individual and collective efforts are needed to help people of all races and ethnicities realize the American Dream.

USING SOCIOLOGY

Kim Smith is the vice president of a multicultural group on her campus named Students Operating Against Racism (SOAR). Recently two black students at her school said that they were walking across campus at night and were stopped by campus police for no good reason. SOAR has a table at the campus dining commons with flyers protesting the incident and literature about racial profiling. Kim is sitting at the table, when suddenly two white students come by, knock the literature off the table, and walk away laughing. What, if anything, should Kim do next?

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2.4: Gender and Gender Inequality

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2.4.1: Chapter Introduction

Social Issues in the News

September 2009 was Rape Awareness Month at the University of Missouri–Columbia. The coordinator of the Relationship & Sexual Violence Prevention Center (RSVP), the group sponsoring the month-long series of events, said they chose September because of the high rates of sexual violence committed against new women students during the first few weeks of the semester. As on many campuses around the country since the late 1970s, a Take Back the Night march and rally was the highlight of RSVP's effort to call attention to violence against women. An RSVP staff member explained that Take Back the Night marches began when women decided, "No, we're not going to live in fear, we're not going to stay inside, these are our streets. This is our community; we're not going to be frightened." At her own campus, she said, "It's women getting together and saying, 'You know what, these are our lives. We own these streets just like anyone else, we walk these streets just like anyone else.' It's a very empowering kind of event and evening." (Silverman, 2009)Silverman, J. (2009, September 1). RSVP educates students for Rape Awareness Month. *The Maneater* [Official student newspaper of the University of Missouri–Columbia]. Retrieved from http://www.themaneater.com/stories/2009/9/1/rsvp-educates-students-rape-awareness-month

It was the early 1970s. Susan (a pseudonym), a sophomore college student, wanted to become a physician, so she went to talk to her biology professor about the pre-med program at her school. The professor belittled her interest in medicine and refused to discuss the program. Women, he advised her, should just become wives and mothers and leave the doctoring to men.

At the same college and about the same time, John (also a pseudonym) went to talk to a draft counselor for advice as he considered his options, including military service in Vietnam. John said he had something very embarrassing to say and hesitated a long time before speaking. Finally John explained, as if revealing a deep secret, that he had never liked to fight, not even as a young boy, and wondered aloud if there was something wrong with him. It was not that he was scared to fight, he assured the draft counselor, it was that he thought fighting was wrong, even though his friends had sometimes called him a "sissy" and other words for refusing to fight. John was advised that he might qualify as a conscientious objector and was informed about that and his other alternatives to being drafted. He left the room, and the draft counselor never saw him again.

Much has changed during the almost four decades since these two real-life stories occurred and since Take Back the Night marches began. Women have entered medicine, engineering, and other professions and careers in unprecedented numbers, no doubt dismaying the biology professor who thought them best suited as wives and mothers. Many men have begun to realize that "real men" do not necessarily have to enjoy fighting and other traditionally male behaviors and attitudes. Our society now has an awareness of rape and other violence against women that would astonish students of the 1970s. Still, gender roles and gender inequality persist and violence against women continues, with important consequences for both women and men and for society as a whole. To begin our discussion of gender and gender inequality, this chapter begins with a critical look at the concepts of sex and gender.

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2.4.2: Understanding Sex and Gender

LEARNING OBJECTIVES

1. Define sex and gender and femininity and masculinity.
2. Critically assess the evidence on biology, culture and socialization, and gender.
3. Discuss agents of gender socialization.

Although the terms *sex* and *gender* are sometimes used interchangeably and do in fact complement each other, they nonetheless refer to different aspects of what it means to be a woman or man in any society.

Sex refers to the anatomical and other biological differences between females and males that are determined at the moment of conception and develop in the womb and throughout childhood and adolescence. Females, of course, have two X chromosomes, while males have one X chromosome and one Y chromosome. From this basic genetic difference spring other biological differences. The first to appear are the different genitals that boys and girls develop in the womb and that the doctor (or midwife) and parents look for when a baby is born (assuming the baby's sex is not already known from ultrasound or other techniques) so that the momentous announcement, "It's a boy!" or "It's a girl!" can be made. The genitalia are called **primary sex characteristics**, while the other differences that develop during puberty are called **secondary sex characteristics** and stem from hormonal differences between the two sexes. In this difficult period of adolescents' lives, boys generally acquire deeper voices, more body hair, and more muscles from their flowing testosterone. Girls develop breasts and wider hips and begin menstruating as nature prepares them for possible pregnancy and childbirth. For better or worse, these basic biological differences between the sexes affect many people's perceptions of what it means to be female or male, as we shall soon discuss.

Gender as a Social Construction

If sex is a biological concept, then **gender** is a social concept. It refers to the social and cultural differences a society assigns to people based on their (biological) sex. A related concept, **gender roles**, refers to a society's expectations of people's behavior and attitudes based on whether they are females or males. Understood in this way, gender, is a *social construction*. How we think and behave as females and males is not etched in stone by our biology but rather is a result of how society expects us to think and behave based on what sex we are. As we grow up, we learn these expectations as we develop our **gender identity**, or our beliefs about ourselves as females or males.

These expectations are called *femininity* and *masculinity*. **Femininity** refers to the cultural expectations we have of girls and women, while **masculinity** refers to the expectations we have of boys and men. A familiar nursery rhyme nicely summarizes these two sets of traits:

What are little boys made of?

Snips and snails,

And puppy dog tails,

That's what little boys are made of.

What are little girls made of?

Sugar and spice,

And everything nice,

That's what little girls are made of.

As this nursery rhyme suggests, our traditional notions of femininity and masculinity indicate that we think females and males are fundamentally different from each other. In effect, we think of them as two sides of the same coin of being human. What we traditionally mean by femininity is captured in the adjectives, both positive and negative, we traditionally ascribe to women: gentle, sensitive, nurturing, delicate, graceful, cooperative, decorative, dependent, emotional, passive, and weak. Thus when we say that a girl or woman is very feminine, we have some combination of these traits, usually the positive ones, in mind: she is soft, dainty,

pretty, even a bit flighty. What we traditionally mean by masculinity is captured in the adjectives, again both positive and negative, our society traditionally ascribes to men: strong, assertive, brave, active, independent, intelligent, competitive, insensitive, unemotional, and aggressive. When we say that a boy or man is very masculine, we have some combination of these traits in mind: he is tough, strong, and assertive.



Figure 2.4.2.1: *Infant girls traditionally wear pink, while infant boys wear blue. This color difference reflects the different cultural expectations we have for babies based on their (biological) sex. © Thinkstock*

These traits might sound like stereotypes of females and males in today's society, and to some extent they are, but differences between men and women in attitudes and behavior do in fact exist (Aulette, Wittner, & Blakeley, 2009).Aulette, J. R., Wittner, J., & Blakeley, K. (2009). *Gendered worlds*. New York, NY: Oxford University Press. For example, women cry more often than men do. Men are more physically violent than women. Women take care of children more than men do. Women smile more often than men. Men curse more often than women. When women talk with each other, they are more likely to talk about their personal lives than men are when they talk with each other (Tannen, 2001).Tannen, D. (2001). *You just don't understand: Women and men in conversation*. New York, NY: Quill. The two sexes even differ when they hold a cigarette (not that anyone should smoke). When a woman holds a cigarette, she usually has the palm of her cigarette-holding hand facing upward. When a man holds a cigarette, he usually has his palm facing downward.

Sexual Orientation

Sexual orientation refers to a person's preference for sexual relationships with individuals of the other sex (*heterosexuality*), one's own sex (*homosexuality*), or both sexes (*bisexuality*). The term also increasingly refers to *transgendered* individuals, those whose behavior, appearance, and/or gender identity fails to conform to conventional norms. Transgendered individuals include *transvestites* (those who dress in the clothing of the opposite sex) and *transsexuals* (those whose gender identity differs from the physiological sex and who sometimes undergo a sex change).

It is difficult to know precisely how many people are gay, lesbian, bisexual, or transgendered. One problem is conceptual. For example, what does it mean to be gay or lesbian? Does one need to actually have sexual relations with a same-sex partner to be considered gay? What if someone is attracted to same-sex partners but does not actually engage in sex with such persons? What if someone identifies as heterosexual but engages in homosexual sex for money (as in certain forms of prostitution) or for power and influence (as in much prison sex)? These conceptual problems make it difficult to determine the extent of homosexuality.

A second problem is empirical. Even if we can settle on a definition of homosexuality, how do we then determine how many people fit this definition? For better or worse, our best evidence of the number of gays and lesbians in the United States comes from surveys of national samples of Americans in which they are asked various questions about their sexuality. Although these are anonymous surveys, obviously at least some individuals may be reluctant to disclose their sexual activity and thoughts to an interviewer. Still, scholars think the estimates from these surveys are fairly accurate but that they probably underestimate by at least a small amount the number of gays and lesbians.

A widely cited survey carried out by researchers at the University of Chicago found that 2.8% of men and 1.4% of women identified themselves as gay/lesbian or bisexual, with greater percentages reporting having had sexual relations with same-sex partners or being attracted to same-sex persons (see Table 2.4.2.1 "Prevalence of Homosexuality in the United States"). In the 2008 General Social Survey, 2.2% of men and 3.5% of women identified themselves as gay/lesbian or bisexual. Among individuals having had any sexual partners since turning 18, 2.2% of men reported having had at least some male partners, while 4.6% of women reported having had at least some female partners. Although precise numbers must remain unknown, it seems fair to say that between about 2% and 5% of Americans are gay/lesbian or bisexual.

Table 2.4.2.1: Prevalence of Homosexuality in the United States
Source: Data from Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (1994). *The social organization of sexuality*. Chicago, IL: University of Chicago Press.

Activity, attraction, or identity	Men (%)	Women (%)
Find same-sex sexual relations appealing	4.5	5.6
Attracted to people of same sex	6.2	4.4
Identify as gay or bisexual	2.8	1.4
At least one sex partner of same sex during past year among those sexually active	2.7	1.3
At least one sex partner of same sex since turning 18	4.9	4.1

If it is difficult to determine the number of people who are gay/lesbian or bisexual, it is even more difficult to determine why some people have this sexual orientation while most do not have it. Scholars disagree on the "causes" of sexual orientation (Engle, McFalls, Gallagher, & Curtis, 2006; Sheldon, Pfeffer, Jayaratne, Feldbaum, & Petty, 2007).Engle, M. J., McFalls, J. A., Jr., Gallagher, B. J., III, & Curtis, K. (2006). The attitudes of American sociologists toward causal theories of male homosexuality. *The American Sociologist, 37*(1), 68–67; Sheldon, J. P., Pfeffer, C. A., Jayaratne, T. E., Feldbaum, M., & Petty, E. M. (2007). Beliefs about the etiology of homosexuality and about the ramifications of discovering its possible genetic origin. *Journal of Homosexuality, 52*(3/4), 111–150. Some scholars attribute it to unknown biological factor(s) over which individuals have no control, just as individuals do not decide whether they are left-handed or right-handed. Supporting this view, many gays say they realized they were gay during adolescence, just as straights would say they realized they were straight during their own adolescence. Other scholars say that sexual orientation is at least partly influenced by cultural norms, so that individuals are more likely to identify as gay or straight depending on the cultural views of sexual orientation into which they are socialized as they grow up. At best, perhaps all we can say is that sexual orientation stems from a complex mix of biological and cultural factors that remain to be determined.

The Development of Gender Differences

What accounts for differences in female and male behavior and attitudes? Do the biological differences between the sexes account for other differences? Or do these latter differences stem, as most sociologists think, from cultural expectations and from differences in the ways in which the sexes are socialized? These are critical questions, for they ask whether the differences between boys and girls and women and men stem more from biology or from society. Biological explanations for human behavior implicitly support the status quo. If we think behavioral and other differences between the sexes are due primarily to their respective biological makeups, we are saying that these differences are inevitable or nearly so and that any attempt to change them goes against biology and will likely fail.

As an example, consider the obvious biological fact that women bear and nurse children and men do not. Couple this with the common view that women are also more gentle and nurturing than men, and we end up with a "biological recipe" for women to be the primary caretakers of children. Many people think this means women are therefore much better suited than men to take care of children once they are born, and that the family might be harmed if mothers work outside the home or if fathers are the primary caretakers. Figure 2.4.2.2 "Belief That Women Should Stay at Home" shows that more than one-third of the public agrees that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." To the extent this belief exists, women may not want to work outside the home or, if they choose to do so, they face difficulties from employers, family, and friends. Conversely, men may not even think about wanting to stay at home and may themselves face difficulties from employees, family, and friends if they want to do so. A belief in a strong biological basis for differences between women and men implies, then, that there is little we can or should do to change these differences. It implies that "anatomy is destiny," and destiny is, of course, by definition inevitable.

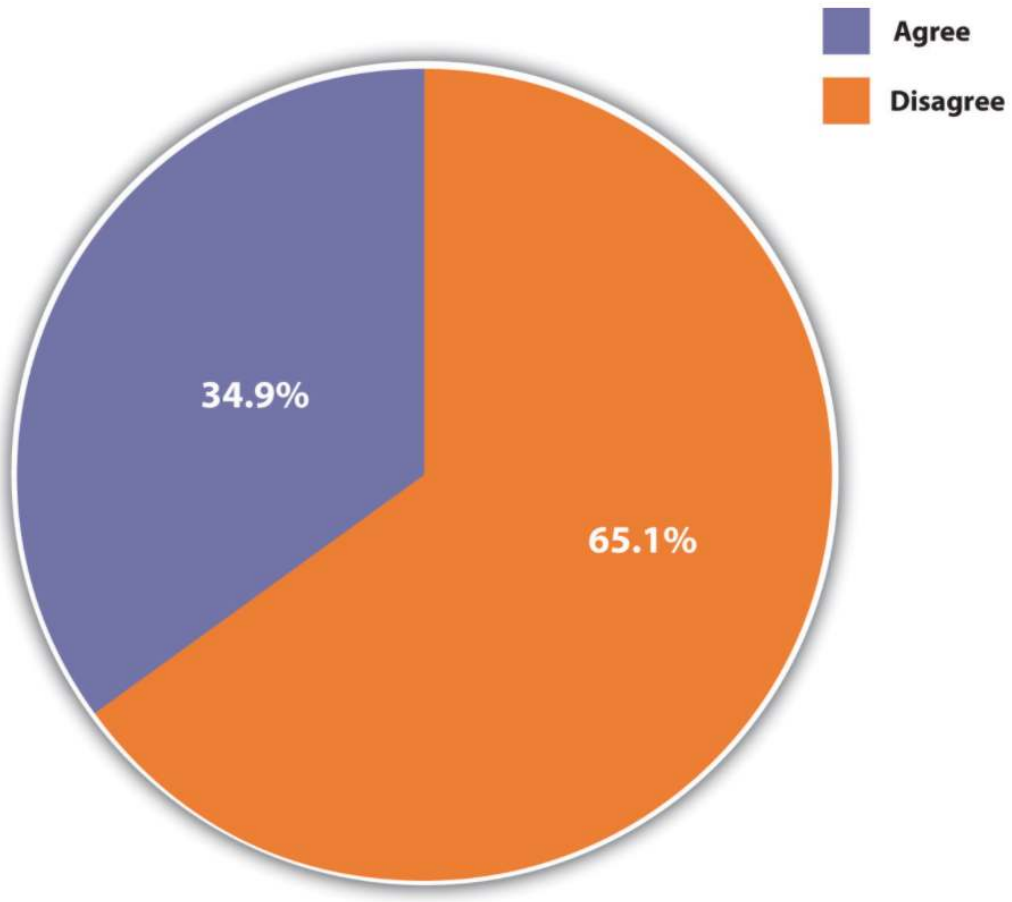


Figure 2.4.2.2: *Belief That Women Should Stay at Home*

Agreement or disagreement with statement that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family."

Source: Data from General Social Survey, 2008.

This implication makes it essential to understand the extent to which gender differences do, in fact, stem from biological differences between the sexes or, instead, stem from cultural and social influences. If biology is paramount, then gender differences are perhaps inevitable and the status quo will remain. If culture and social influences matter much more than biology, then gender differences can change and the status quo may give way. With this backdrop in mind, let's turn to the biological evidence for behavioral and other differences between the sexes and then examine the evidence for their social and cultural roots.

Biology and Gender

Several biological explanations for gender roles exist, and we discuss two of the most important ones here. One explanation is from the related fields of sociobiology and evolutionary psychology (Workman & Reader, 2009)Workman, L., & Reader, W. (2009). *Evolutionary psychology* (2nd ed.). New York, NY: Cambridge University Press. and argues an evolutionary basis for traditional gender roles.

Scholars advocating this view reason as follows (Barash, 2007; Thornhill & Palmer, 2000).Barash, D. P. (2007). *Natural selections: Selfish altruists, honest liars, and other realities of evolution*. New York, NY: Bellevue Literary Press; Thornhill, R., & Palmer, C. T. (2000). *A natural history of rape: Biological bases of sexual coercion*. Cambridge, MA: MIT Press. In prehistoric societies, few social roles existed. A major role centered on relieving hunger by hunting or gathering food. The other major role centered on bearing and nursing children. Because only women could perform this role, they were also the primary caretakers for children for several years after birth. And because women were frequently pregnant, their roles as mothers confined them to the home for most of their adulthood. Meanwhile, men were better suited than women for hunting because they were stronger and quicker than

women. In prehistoric societies, then, biology was indeed destiny: for biological reasons, men in effect worked outside the home (hunted), while women stayed at home with their children.

Evolutionary reasons also explain why men are more violent than women. In prehistoric times, men who were more willing to commit violence against and even kill other men would "win out" in the competition for female mates. They thus were more likely than less violent men to produce offspring, who would then carry these males' genetic violent tendencies. By the same token, men who were prone to rape women were more likely to produce offspring, who would then carry these males' "rape genes." This early process guaranteed that rape tendencies would be biologically transmitted and thus provided a biological basis for the amount of rape that occurs today.

If the human race evolved along these lines, sociobiologists and evolutionary psychologists continue, natural selection favored those societies where men were stronger, braver, and more aggressive and where women were more fertile and nurturing. Such traits over the millennia became fairly instinctual, meaning that men's and women's biological natures evolved differently. Men became, by nature, more assertive, daring, and violent than women, and women are, by nature, more gentle, nurturing, and maternal than men. To the extent this is true, these scholars add, traditional gender roles for women and men make sense from an evolutionary standpoint, and attempts to change them go against the sexes' biological natures. This in turn implies that existing gender inequality must continue because it is rooted in biology. As the title of a book presenting the evolutionary psychology argument summarizes this implication, "biology at work: rethinking sexual equality" (Browne, 2002).Browne, K. (2002). *Biology at work: Rethinking sexual equality*. New Brunswick, NJ: Rutgers University Press.



Figure 2.4.2.3: *According to some sociobiologists and evolutionary psychologists, today's gender differences in strength and physical aggression are ultimately rooted in certain evolutionary processes that spanned millennia. © Thinkstock*

Critics challenge the evolutionary explanation on several grounds (Hurley, 2007; Buller, 2006; Begley, 2009).Hurley, S. (2007). Sex and the social construction of gender: Can feminism and evolutionary psychology be reconciled? In J. Browne (Ed.), *The future of gender* (pp. 98–115). New York, NY: Cambridge University Press; Buller, D. J. (2006). *Adapting minds: Evolutionary psychology and the persistent quest for human nature*. Cambridge, MA: MIT Press; Begley, S. (2009, June 29). Don't blame the caveman. *Newsweek* 52–62. First, much greater gender variation in behavior and attitudes existed in prehistoric times than the evolutionary explanation assumes. Second, even if biological differences did influence gender roles in prehistoric times, these differences are largely irrelevant in today's world, in which, for example, physical strength is not necessary for survival. Third, human environments throughout the millennia have simply been too diverse to permit the simple, straightforward biological development that the evolutionary explanation assumes. Fourth, evolutionary arguments implicitly justify existing gender inequality by implying the need to confine women and men to their traditional roles.

Recent anthropological evidence also challenges the evolutionary argument that men's tendency to commit violence, including rape, was biologically transmitted. This evidence instead finds that violent men have trouble finding female mates who would want them and that the female mates they find and the children they produce are often killed by rivals to the men. The recent evidence also finds those rapists' children are often abandoned and then die. As one anthropologist summarizes the rape evidence, "The likelihood that rape is an evolved adaptation [is] extremely low. It just wouldn't have made sense for men in the [prehistoric epoch]

to use rape as a reproductive strategy, so the argument that it's preprogrammed into us doesn't hold up" (Begley, 2009, p. 54).Begley, S. (2009, June 29). Don't blame the caveman. *Newsweek* 52–62.

A second biological explanation for traditional gender roles centers on hormones and specifically on testosterone, the so-called male hormone. One of the most important differences between boys and girls and men and women in the United States and many other societies is their level of aggression. Simply put, males are much more physically aggressive than females and in the United States commit about 85%–90% of all violent crimes. Why is this so? This gender difference is often attributed to males' higher levels of testosterone (Mazur, 2009).Mazur, A. (2009). Testosterone and violence among young men. In A. Walsh & K. M. Beaver (Eds.), *Biosocial criminology: New directions in theory and research* (pp. 190–204). New York, NY: Routledge.

To see whether testosterone does indeed raise aggression, researchers typically assess whether males with higher testosterone levels are more aggressive than those with lower testosterone levels. Several studies find that this is indeed the case. For example, a widely cited study of Vietnam-era male veterans found that those with higher levels of testosterone had engaged in more violent behavior (Booth & Osgood, 1993).Booth, A., & Osgood, D. W. (1993). The influence of testosterone on deviance in adulthood: Assessing and explaining the relationship. *Criminology, 31*(1), 93–117. However, this correlation does not necessarily mean that their testosterone increased their violence: as has been found in various animal species, it is also possible that their violence increased their testosterone. Because studies of human males can't for ethical and practical reasons manipulate their testosterone levels, the exact meaning of the results from these testosterone-aggression studies must remain unclear, according to a review sponsored by the National Academy of Sciences (Miczek, Mirsky, Carey, DeBold, & Raine, 1994).Miczek, K. A., Mirsky, A. F., Carey, G., DeBold, J., & Raine, A. (1994). An overview of biological influences on violent behavior. In J. Albert, J. Reiss, K. A. Miczek, & J. A. Roth (Eds.), *Understanding and preventing violence: Biobehavioral influences* (Vol. 2, pp. 1–20). Washington, DC: National Academy Press.

Another line of research on the biological basis for sex differences in aggression involves children, including some as young as ages 1 or 2, in various situations (Card, Stucky, Sawalani, & Little, 2008).Card, N. A., Stucky, B. D., Sawalani, G. M., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development, 79*(5), 1185–1229. doi:10.1111/j.1467-8624.2008.01184.x They might be playing with each other, interacting with adults, or writing down solutions to hypothetical scenarios given to them by a researcher. In most of these studies, boys are more physically aggressive in thought or deed than girls, even at a very young age. Other studies are more experimental in nature. In one type of study, a toddler will be playing with a toy, only to have it removed by an adult. Boys typically tend to look angry and try to grab the toy back, while girls tend to just sit there and whimper. Because these gender differences in aggression are found at very young ages, researchers often say they must have some biological basis. However, critics of this line of research counter that even young children have already been socialized along gender lines (Begley, 2009; Eliot, 2009),Begley, S. (2009, September 14). Pink brain, blue brain: Claims of sex differences fall apart. *Newsweek* 28; Eliot, L. (2009). *Pink brain, blue brain: How small differences grow into troublesome gaps—and what we can do about it*. Boston, MA: Houghton Mifflin Harcourt. a point to which we return later. To the extent this is true, gender differences in children's aggression may simply reflect socialization and not biology.

In sum, biological evidence for gender differences certainly exists, but its interpretation remains very controversial. It must be weighed against the evidence, to which we next turn, of cultural variations in the experience of gender and of socialization differences by gender. One thing is clear: to the extent we accept biological explanations for gender, we imply that existing gender differences and gender inequality must continue to exist. This implication prompts many social scientists to be quite critical of the biological viewpoint. As Linda L. Lindsey (2011, p. 52)Lindsey, L. L. (2011). *Gender roles: A sociological perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall. notes, "Biological arguments are consistently drawn upon to justify gender inequality and the continued oppression of women." In contrast, cultural and social explanations of gender differences and gender inequality promise some hope for change. Let's examine the evidence for these explanations.

Culture and Gender

Some of the most compelling evidence against a strong biological determination of gender roles comes from anthropologists, whose work on preindustrial societies demonstrates some striking gender variation from one culture to another. This variation underscores the impact of culture on how females and males think and behave.

Margaret Mead (1935)Mead, M. (1935). *Sex and temperament in three primitive societies*. New York, NY: William Morrow. was one of the first anthropologists to study cultural differences in gender. In New Guinea she found three tribes—the Arapesh, the Mundugumor, and the Tchambuli—whose gender roles differed dramatically. In the Arapesh both sexes were gentle and nurturing.

Both women and men spent much time with their children in a loving way and exhibited what we would normally call maternal behavior. In the Arapesh, then, different gender roles did not exist, and in fact, both sexes conformed to what Americans would normally call the female gender role.



Figure 2.4.2.4: *Margaret Mead made important contributions to the anthropological study of gender. Her work suggested that culture dramatically influences how females and males behave and that gender is rooted much more in culture than in biology.*

Source: Photo courtesy of U.S. Library of Congress, http://loc.gov/pictures/resource/cph.3c20226.

The situation was the reverse among the Mundugumor. Here both men and women were fierce, competitive, and violent. Both sexes seemed to almost dislike children and often physically punished them. In the Mundugumor society, then, different gender roles also did not exist, as both sexes conformed to what we Americans would normally call the male gender role.

In the Tchambuli, Mead finally found a tribe where different gender roles did exist. One sex was the dominant, efficient, assertive one and showed leadership in tribal affairs, while the other sex liked to dress up in frilly clothes, wear makeup, and even giggle a lot. Here, then, Mead found a society with gender roles similar to those found in the United States, but with a surprising twist. In the Tchambuli, women were the dominant, assertive sex that showed leadership in tribal affairs, while men were the ones wearing frilly clothes and makeup.

Mead's research caused a firestorm in scholarly circles, as it challenged the biological view on gender that was still very popular when she went to New Guinea. In recent years, Mead's findings have been challenged by other anthropologists. Among other things, they argue that she probably painted an overly simplistic picture of gender roles in her three societies (Scheper-Hughes, 1987).Scheper-Hughes, N. (1987). The Margaret Mead controversy: Culture, biology and anthropological inquiry. In H. Applebaum (Ed.), *Perspectives in cultural anthropology* (pp. 443–454). Albany, NY: State University of New York Press. Other anthropologists defend Mead's work and note that much subsequent research has found that gender-linked attitudes and behavior do differ widely from one culture to another (Morgan, 1989).Morgan, S. (Ed.). (1989). *Gender and anthropology: Critical reviews for research and teaching*. Washington, DC: American Anthropological Association. If so, they say, the impact of culture on what it means to be a female or male cannot be ignored.

Extensive evidence of this impact comes from anthropologist George Murdock, who created the Standard Cross-Cultural Sample of almost 200 preindustrial societies studied by anthropologists. Murdock (1937)Murdock, G. (1937). Comparative data on the division of labor by sex. *Social Forces, 15*, 551–553. found that some tasks in these societies, such as hunting and trapping, are almost always done by men, while other tasks, such as cooking and fetching water, are almost always done by women. These patterns provide evidence for the evolutionary argument presented earlier, as they probably stem from the biological differences between the sexes. Even so there were at least some societies in which women hunted and in which men cooked and fetched water.

More importantly, Murdock found much greater gender variation in several of the other tasks he studied, including planting crops, milking, and generating fires. Men primarily performed these tasks in some societies, women primarily performed them in other societies, and in still other societies both sexes performed them equally. Figure \(\PageIndex{5}\ "Gender Responsibility for Weaving" shows the gender responsibility for yet another task, weaving. Women are the primary weavers in about 61% of the societies that do weaving, men are the primary weavers in 32%, and both sexes do the weaving in 7% of the societies. Murdock's findings illustrate how gender roles differ from one culture to another and imply they are not biologically determined.

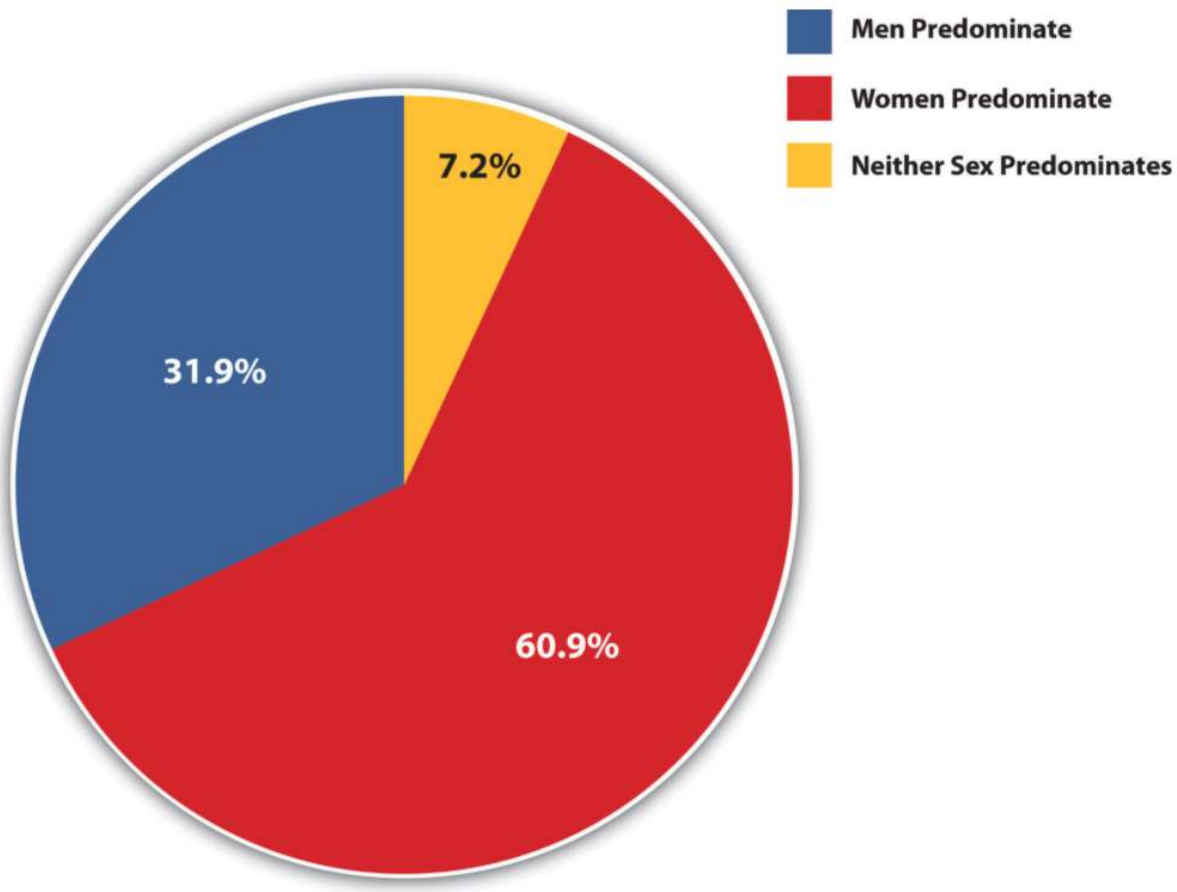


Figure 2.4.2.5: *Gender Responsibility for Weaving*

Source: Data from Standard Cross-Cultural Sample.

Anthropologists since Mead and Murdock have continued to investigate cultural differences in gender. Some of their most interesting findings concern gender and sexuality (Morgan, 1989; Brettell & Sargent, 2009).Morgan, S. (Ed.). (1989). *Gender and anthropology: Critical reviews for research and teaching*. Washington, DC: American Anthropological Association; Brettell, C. B., & Sargent, C. F. (Eds.). (2009). *Gender in cross-cultural perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall. Although all societies distinguish "femaleness" and "maleness," additional gender categories exist in some societies. The Native Americans known as the Mohave, for example, recognize four genders: a woman, a woman who acts like a man, a man, and a man who acts like a woman. In some societies, a third, intermediary gender category is recognized. Anthropologists call this category the *berdache*, who is usually a man who takes on a woman's role. This intermediary category combines aspects of both femininity and masculinity of the society in which it is found and is thus considered an **androgynous** gender. Although some people in this category are born as *intersexed* individuals (formerly known as *hermaphrodites*), meaning they have genitalia of both sexes, many are born biologically as one sex or the other but adopt an androgynous identity.

An example of this intermediary gender category may be found in India, where the *hirja* role involves males who wear women's clothing and identify as women (Reddy, 2006).Reddy, G. (2006). *With respect to sex: Negotiating Hirja identity in South India*. New Delhi, India: Yoda. The *hirja* role is an important part of Hindu mythology, in which androgynous figures play key roles both as humans and as gods. Today people identified by themselves and others as *hirjas* continue to play an important role in Hindu practices and in Indian cultural life in general. Serena Nanda (1997, pp. 200–201)Nanda, S. (1997). Neither man nor woman: The Hirjas of India. In C. B. Brettell & C. F. Sargent (Eds.), *Gender in cross-cultural perspective* (2nd ed., pp. 198–201). Upper Saddle River, NJ: Prentice Hall. calls *hirjas* "human beings who are neither man nor woman" and says they are thought of as "special, sacred beings" even though they are sometimes ridiculed and abused.

Anthropologists have found another androgynous gender composed of women warriors in 33 Native American groups in North America. Walter L. Williams (1997)Williams, W. L. (1997). Amazons of America: Female gender variance. In C. B. Brettell & C. F. Sargent (Eds.), *Gender in cross-cultural perspective* (2nd ed., pp. 202–213). Upper Saddle River, NJ: Prentice Hall. calls these women “amazons” and notes that they dress like men and sometimes even marry women. In some tribes girls exhibit such “masculine” characteristics from childhood, while in others they may be recruited into “amazonhood.” In the Kaska Indians, for example, a married couple with too many daughters would select one to “be like a man.” When she was about 5 years of age, her parents would begin to dress her like a boy and have her do male tasks. Eventually she would grow up to become a hunter.

The androgynous genders found by anthropologists remind us that gender is a social construction and not just a biological fact. If culture does affect gender roles, socialization is the process through which culture has this effect. What we experience as girls and boys strongly influences how we develop as women and men in terms of behavior and attitudes. To illustrate this important dimension of gender, let’s turn to the evidence on socialization.

Socialization and Gender

Chapter 1.1 "Culture" identified several agents of socialization, including the family, peers, schools, the mass media, and religion. While that chapter’s discussion focused on these agents’ impact on socialization in general, ample evidence of their impact on gender-role socialization also exists. Such socialization helps boys and girls develop their gender identity (Andersen & Hysock, 2009).Andersen, M., & Hysock, D. (2009). *Thinking about women: Sociological perspectives on sex and gender* (8th ed.). Boston, MA: Allyn & Bacon.

The Family



Figure 2.4.2.6: *Parents play with their daughters and sons differently. For example, fathers generally roughhouse more with their sons than with their daughters. © Thinkstock*

Socialization into gender roles begins in infancy, as almost from the moment of birth parents begin to socialize their children as boys or girls without even knowing it (Begley, 2009; Eliot, 2009).Begley, S. (2009, September 14). Pink brain, blue brain: Claims of sex differences fall apart. *Newsweek* 28; Eliot, L. (2009). *Pink brain, blue brain: How small differences grow into troublesome gaps—and what we can do about it*. Boston, MA: Houghton Mifflin Harcourt. Many studies document this process (Lindsey, 2011).Lindsey, L. L. (2011). *Gender roles: A sociological perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall. Parents commonly describe their infant daughters as pretty, soft, and delicate and their infant sons as strong, active, and alert, even though neutral observers find no such gender differences among infants when they do not know the infants’ sex. From infancy on, parents play with and otherwise interact with their daughters and sons differently. They play more roughly with their sons—for example, by throwing them up in the air or by gently wrestling with them—and more quietly with their daughters. When their infant or toddler daughters cry, they warmly comfort them, but they tend to let their sons cry longer and to comfort them less. They give their girls dolls to play with and their boys “action figures” and toy guns. While these gender differences in socialization are probably smaller now than a generation ago, they certainly continue to exist. Go into a large toy store and you will see pink aisles of dolls and cooking sets and blue aisles of action figures, toy guns, and related items.

Peers

Peer influences also encourage gender socialization. As they reach school age, children begin to play different games based on their gender (see the “Sociology Making a Difference” box). Boys tend to play sports and other competitive team games governed by inflexible rules and relatively large numbers of roles, while girls tend to play smaller, cooperative games such as hopscotch and jumping rope with fewer and more flexible rules. Although girls are much more involved in sports now than a generation ago, these gender differences in their play as youngsters persist and continue to reinforce gender roles. For example, they encourage competitiveness in boys and cooperation and trust among girls. Boys who are not competitive risk being called “sissy” or other words by their peers. The patterns we see in adult males and females thus have their roots in their play as young children (King,

Miles, & Kniska, 1991).King, W. C., Jr., Miles, E. W., & Kniska, J. (1991). Boys will be boys (and girls will be girls): The attribution of gender role stereotypes in a gaming situation. *Sex Roles, 25*, 607–623.

SOCIOLOGY MAKING A DIFFERENCE

Gender Differences in Children's Play and Games

In considering the debate, discussed in the text, between biology and sociology over the origins of gender roles, some widely cited studies by sociologists over gender differences in children's play and games provide important evidence for the importance of socialization.

Janet Lever (1978)Lever, J. (1978). Sex differences in the complexity of children's play and games. *American Sociological Review, 43*, 471–483. studied fifth-grade children in three different communities in Connecticut. She watched them play and otherwise interact in school and also had the children keep diaries of their play and games outside school. One of her central aims was to determine how complex the two sexes' play and games were in terms of such factors as number of rules, specialization of roles, and size of the group playing. In all of these respects, Lever found that boys' play and games were typically more complex than girls' play and games. She attributed these differences to socialization by parents, teachers, and other adults and argued that the complexity of boys' play and games helped them to be better able than girls to learn important social skills such as dealing with rules and coordinating actions to achieve goals.

Meanwhile, Barrie Thorne (1993)Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press. spent many months in two different working-class communities in California and Michigan observing fourth and fifth graders sit in class and lunchrooms and play on the school playgrounds. Most children were white, but several were African American or Latino. As you might expect, the girls and boys she observed usually played separately from each other, and the one-sex groups in which they played were very important for the development of their gender identity, with boys tending to play team sports and other competitive games and girls tending to play cooperative games such as jump rope. These differences led Thorne to conclude that gender-role socialization stems not only from practices by adults but also from the children's own activities without adult involvement. When boys and girls did interact, it was often "girls against the boys" or vice versa in classroom spelling contests and in games such as tag. Thorne concluded that these "us against them" contests helped the children learn that boys and girls are two different and antagonistic sexes and that gender itself is antagonistic, even if there were also moments when both sexes interacted on the playground in more relaxed, noncompetitive situations. Boys also tended to disrupt girls' games more than the reverse and in this manner both exerted and learned dominance over females. In all of these ways, children were not just the passive recipients of gender-role socialization from adults (their teachers), but they also played an active role in ensuring that such socialization occurred.

The studies by Lever and Thorne were among the first to emphasize the importance of children's play and peer relationships for gender socialization. They also called attention to the importance of the traits and values learned through such socialization for outcomes later in life. The rise in team sports opportunities for girls in the years since Lever and Thorne did their research is a welcome development that addresses the concerns expressed in their studies, but young children continue to play in the ways that Lever and Thorne found. To the extent children's play has the consequences just listed, and to the extent these consequences impede full gender inequality, these sociological studies suggest the need for teachers, parents, and other adults to help organize children's play that is more egalitarian along the lines discussed by Lever, Thorne, and other scholars. In this way, their sociological work has helped to make a difference and promises to continue to do so.

Schools

School is yet another agent of gender socialization (Klein, 2007).Klein, S. S. (Ed.). (2007). *Handbook for achieving gender equity through education* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. First of all, school playgrounds provide a location for the gender-linked play activities just described to occur. Second, and perhaps more important, teachers at all levels treat their female and male students differently in subtle ways of which they are probably not aware. They tend to call on boys more often to answer questions in class and to praise them more when they give the right answer. They also give boys more feedback about their assignments and other school work (Sadker & Sadker, 1994).Sadker, M., & Sadker, D. (1994). *Failing at fairness: How America's schools cheat girls*. New York, NY: Charles Scribner's. At all grade levels, many textbooks and other books still portray people in gender-stereotyped ways. It is true that the newer books do less of this than older ones, but the newer books still contain some stereotypes, and the older books are still used in many schools, especially those that cannot afford to buy newer volumes.



Figure 2.4.2.7: *Women's magazines reinforce the view that women need to be slender and wear many cosmetics in order to be considered beautiful. © Thinkstock*

Gender socialization also occurs through the mass media (Dow & Wood, 2006).Dow, B. J., & Wood, J. T. (Eds.). (2006). *The SAGE handbook of gender and communication*. Thousand Oaks, CA: Sage. On children's television shows, the major characters are male. On Nickelodeon, for example, the very popular SpongeBob SquarePants is a male, as are his pet snail, Gary; his best friend, Patrick Star; their neighbor, Squidward Tentacles; and SpongeBob's employer, Eugene Crabs. Of the major characters in Bikini Bottom, only Sandy Cheeks is a female. For all its virtues, *Sesame Street* features Bert, Ernie, Cookie Monster, and other male characters. Most of the Muppets are males, and the main female character, Miss Piggy, depicted as vain and jealous, is hardly an admirable female role model. As for adults' prime-time television, more men than women continue to fill more major roles in weekly shows, despite notable women's roles in shows such as *The Good Wife* and *Grey's Anatomy*. Women are also often portrayed as unintelligent or frivolous individuals who are there more for their looks than for anything else. Television commercials reinforce this image (Yoder, Christopher, & Holmes, 2008).Yoder, J. D., Christopher, J., & Holmes, J. D. (2008). Are television commercials still achievement scripts for women? *Psychology of Women Quarterly, 32*(3), 303–311. doi:10.1111/j.1471-6402.2008.00438.x Cosmetics ads abound, suggesting not only that a major task for women is to look good but also that their sense of self-worth stems from looking good. Other commercials show women becoming ecstatic over achieving a clean floor or sparkling laundry. Judging from the world of television commercials, then, women's chief goals in life are to look good and to have a clean house. At the same time, men's chief goals, judging from many commercials, are to drink beer and drive cars.

Women's and men's magazines reinforce these gender images (Milillo, 2008).Milillo, D. (2008). Sexuality sells: A content analysis of lesbian and heterosexual women's bodies in magazine advertisements. *Journal of Lesbian Studies, 12*(4), 381–392. Most of the magazines intended for teenaged girls and adult women are filled with pictures of thin, beautiful models, advice on dieting, cosmetics ads, and articles on how to win and please your man. Conversely, the magazines intended for teenaged boys and men are filled with ads and articles on cars and sports, advice on how to succeed in careers and other endeavors, and pictures of thin, beautiful (and sometimes nude) women. These magazine images again suggest that women's chief goals are to look good and to please men and that men's chief goals are to succeed, win over women, and live life in the fast lane.

Religion

Another agent of socialization, religion, also contributes to traditional gender stereotypes. Many traditional interpretations of the Bible yield the message that women are subservient to men (Tanenbaum, 2009).Tanenbaum, L. (2009). *Taking back God: American women rising up for religious equality*. New York, NY: Farrar, Straus and Giroux. This message begins in Genesis, where the first human is Adam, and Eve was made from one of his ribs. The major figures in the rest of the Bible are men, and women are for the most part depicted as wives, mothers, temptresses, and prostitutes; they are praised for their roles as wives and mothers and condemned for their other roles. More generally, women are constantly depicted as the property of men. The Ten Commandments includes a neighbor's wife with his house, ox, and other objects as things not to be coveted (Exodus 20:17), and many biblical passages say explicitly that women belong to men, such as this one from the New Testament:

Wives be subject to your husbands, as to the Lord. For the husband is the head of the wife as Christ is the head of the Church. As the Church is subject to Christ, so let wives also be subject in everything to their husbands. (Ephesians 5:22–24)

Several passages in the Old Testament justify the rape and murder of women and girls. The Koran, the sacred book of Islam, also contains passages asserting the subordinate role of women (Mayer, 2009).Mayer, A. E. (2009). Review of "Women, the Koran and international human rights law: The experience of Pakistan" [Book review]. *Human Rights Quarterly, 31*(4), 1155–1158.

This discussion suggests that religious people should believe in traditional gender views more than less religious people, and research confirms this relationship (Morgan, 1988).Morgan, M. (1988). The impact of religion on gender-role attitudes. *Psychology of Women Quarterly, 11*, 301–310. To illustrate this, Figure 2.4.2.8 "Frequency of Prayer and Acceptance of Traditional Gender Roles in the Family" shows the relationship in the General Social Survey between frequency of prayer and the view (seen first in Figure 2.4.2.2 "Belief That Women Should Stay at Home") that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." People who pray more often are more likely to accept this traditional view of gender roles.

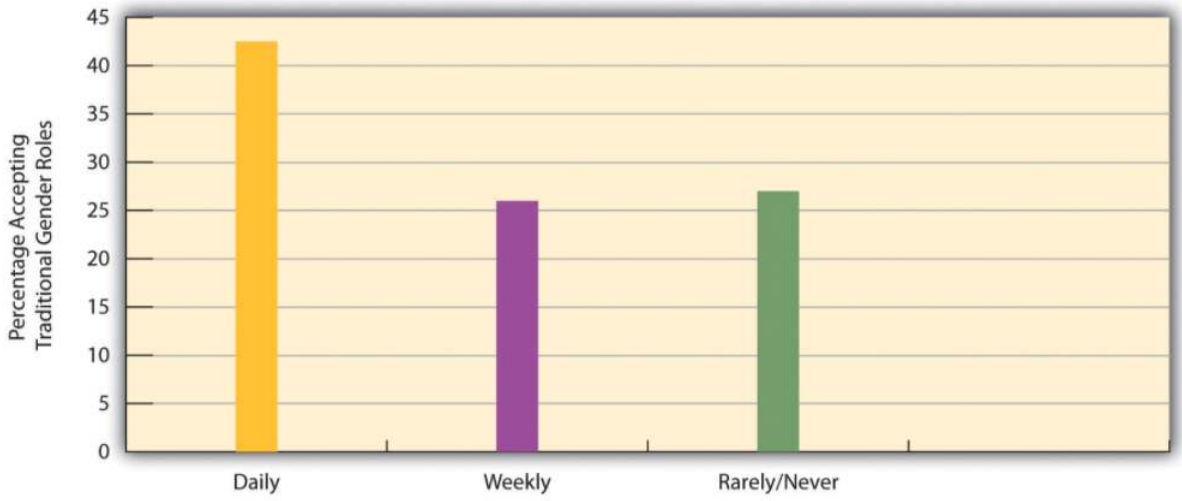


Figure 2.4.2.8: *Frequency of Prayer and Acceptance of Traditional Gender Roles in the Family*

Percentage agreeing that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family."

Source: Data from General Social Survey, 2008.

A Final Word on the Sources of Gender

Scholars in many fields continue to debate the relative importance of biology and of culture and socialization for how we behave and think as girls and boys and as women and men. The biological differences between females and males lead many scholars and no doubt much of the public to assume that masculinity and femininity are to a large degree biologically determined or at least influenced. In contrast, anthropologists, sociologists, and other social scientists tend to view gender as a social construction. Even if biology does matter for gender, they say, the significance of culture and socialization should not be underestimated. To the extent that gender is indeed shaped by society and culture, it is possible to change gender and to help bring about a society where both men and women have more opportunity to achieve their full potential.

KEY TAKEAWAYS

- Sex is a biological concept, while gender is a social concept and refers to the social and cultural differences a society assigns to people based on their sex.
- Several biological explanations for gender roles exist, but sociologists think culture and socialization are more important sources of gender roles than biology.

- Families, schools, peers, the mass media, and religion are agents of socialization for the development of gender identity and gender roles.

FOR YOUR REVIEW

1. Write a short essay about one or two events you recall from your childhood that reflected or reinforced your gender socialization.
2. Do you think gender roles are due more to biology or to culture and socialization? Explain your answer.

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2.4.3: Feminism and Sexism

LEARNING OBJECTIVES

1. Define feminism, sexism, and patriarchy.
2. Discuss evidence for a decline in sexism.
3. Understand some correlates of feminism.

Recall that more than one-third of the public (as measured in the General Social Survey) agrees with the statement, “It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family.” Do you agree or disagree with this statement? If you are like the majority of college students, you disagree.

Today a lot of women, and some men, will say, “I’m not a feminist, but…,” and then go on to add that they hold certain beliefs about women’s equality and traditional gender roles that actually fall into a feminist framework. Their reluctance to self-identify as feminists underscores the negative image that feminists and feminism hold but also suggests that the actual meaning of feminism may be unclear.

Feminism and sexism are generally two sides of the same coin. **Feminism** refers to the belief that women and men should have equal opportunities in economic, political, and social life, while **sexism** refers to a belief in traditional gender role stereotypes and in the inherent inequality between men and women. Sexism thus parallels the concept of racial and ethnic prejudice. Both women and people of color are said, for biological and/or cultural reasons, to lack certain qualities for success in today’s world.



Figure 2.4.3.1: *Feminism as a social movement began in the United States during the abolitionist period before the Civil War. Elizabeth Cady Stanton and Lucretia Mott were outspoken abolitionists who made connections between slavery and the oppression of women.*

Source: Stanton photo courtesy of U.S. Library of Congress, http://www.loc.gov/pictures/resource/cph.3a28976; Mott photo courtesy of U.S. Library of Congress, http://www.loc.gov/pictures/resource/cph.3a42877.

In the United States, feminism as a social movement began during the abolitionist period preceding the Civil War, as such women as Elizabeth Cady Stanton and Lucretia Mott, both active abolitionists, began to see similarities between slavery and the oppression of women. This new women’s movement focused on many issues but especially on the right to vote. As it quickly grew, critics charged that it would ruin the family and wreak havoc on society in other ways. They added that women were not smart enough to vote and should just concentrate on being good wives and mothers (Behling, 2001).Behling, L. L. (2001). *The masculine woman in America, 1890–1935*. Urbana: University of Illinois Press.

One of the most dramatic events in the women’s suffrage movement occurred in 1872, when Susan B. Anthony was arrested because she voted. At her trial a year later in Canandaigua, New York, the judge refused to let her say anything in her defense and ordered the jury to convict her. Anthony’s statement at sentencing won wide acclaim and ended with words that ring to this day: “I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, ‘Resistance to tyranny is obedience to God’” (Barry, 1988).Barry, K. L. (1988). *Susan B. Anthony: Biography of a singular feminist*. New York, NY: New York University Press.

After women won the right to vote in 1920, the women’s movement became less active but began anew in the late 1960s and early 1970s, as women active in the Southern civil rights movement turned their attention to women’s rights, and it is still active today. To a profound degree, it has changed public thinking and social and economic institutions, but, as we will see coming up, much gender inequality remains. Because the women’s movement challenged strongly held traditional views about gender, it has prompted the same kind of controversy that its 19th-century predecessor did. Feminists quickly acquired a bra-burning image, even though there is no documented instance of a bra being burned in a public protest, and the movement led to a backlash as

conservative elements echoed the concerns heard a century earlier (Faludi, 1991).Faludi, S. (1991). *Backlash: The undeclared war against American women*. New York, NY: Crown.

Several varieties of feminism exist. Although they all share the basic idea that women and men should be equal in their opportunities in all spheres of life, they differ in other ways (Lindsey, 2011).Lindsey, L. L. (2011). *Gender roles: A sociological perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall. *Liberal feminism* believes that the equality of women can be achieved within our existing society by passing laws and reforming social, economic, and political institutions. In contrast, *socialist feminism* blames capitalism for women's inequality and says that true gender equality can result only if fundamental changes in social institutions, and even a socialist revolution, are achieved. *Radical feminism*, on the other hand, says that **patriarchy** (male domination) lies at the root of women's oppression and that women are oppressed even in noncapitalist societies. Patriarchy itself must be abolished, they say, if women are to become equal to men. Finally, an emerging *multicultural feminism* emphasizes that women of color are oppressed not only because of their gender but also because of their race and class (Andersen & Collins, 2010).Andersen, M. L., & Collins, P. H. (Eds.). (2010). *Race, class, and gender: An anthology* (7th ed.). Belmont, CA: Wadsworth. They thus face a triple burden that goes beyond their gender. By focusing their attention on women of color in the United States and other nations, multicultural feminists remind us that the lives of these women differ in many ways from those of the middle-class women who historically have led U.S. feminist movements.

The Growth of Feminism and the Decline of Sexism

What evidence is there for the impact of the women's movement on public thinking? The General Social Survey, the Gallup Poll, and other national surveys show that the public has moved away from traditional views of gender toward more modern ones. Another way of saying this is that the public has moved toward feminism.

To illustrate this, let's return to the General Social Survey statement that it is much better for the man to achieve outside the home and for the woman to take care of home and family. Figure 2.4.3.2 "Change in Acceptance of Traditional Gender Roles in the Family, 1977–2008" shows that agreement with this statement dropped sharply during the 1970s and 1980s before leveling off afterward to slightly more than one-third of the public.

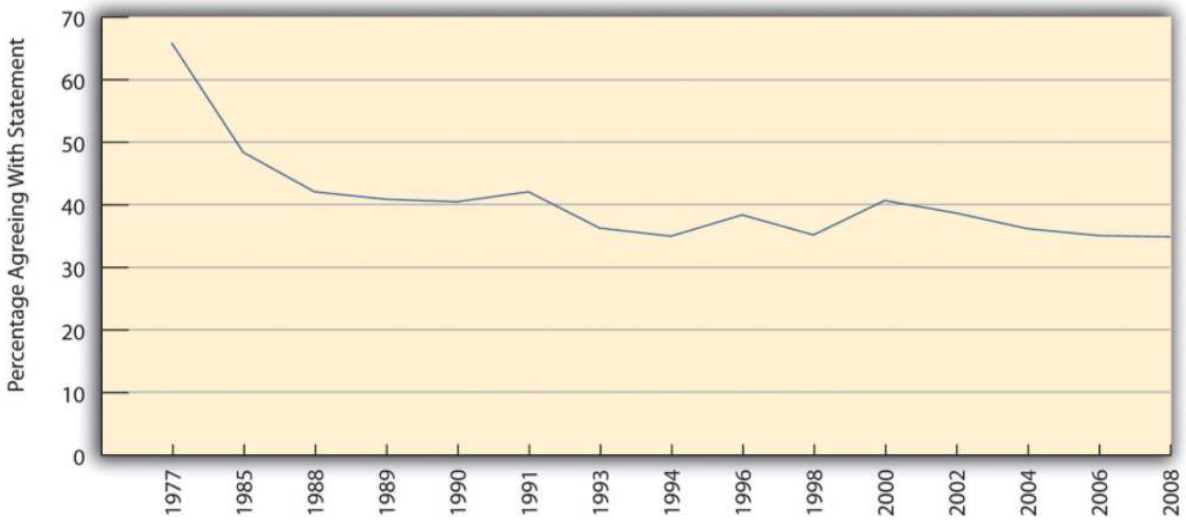


Figure 2.4.3.2: *Change in Acceptance of Traditional Gender Roles in the Family, 1977–2008*

Percentage agreeing that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family."

Source: Data from General Social Survey.

Another General Social Survey question over the years has asked whether respondents would be willing to vote for a qualified woman for president of the United States. As Figure 2.4.3.3 "Change in Willingness to Vote for a Qualified Woman for President" illustrates, this percentage rose from 74% in the early 1970s to a high of 94.1% in 2008. Although we have not yet had a woman president, despite Hillary Rodham Clinton's historic presidential primary campaign in 2007 and 2008 and Sarah Palin's

presence on the Republican ticket in 2008, the survey evidence indicates the public is willing to vote for one. As demonstrated by the responses to the survey questions on women's home roles and on a woman president, traditional gender views have indeed declined.

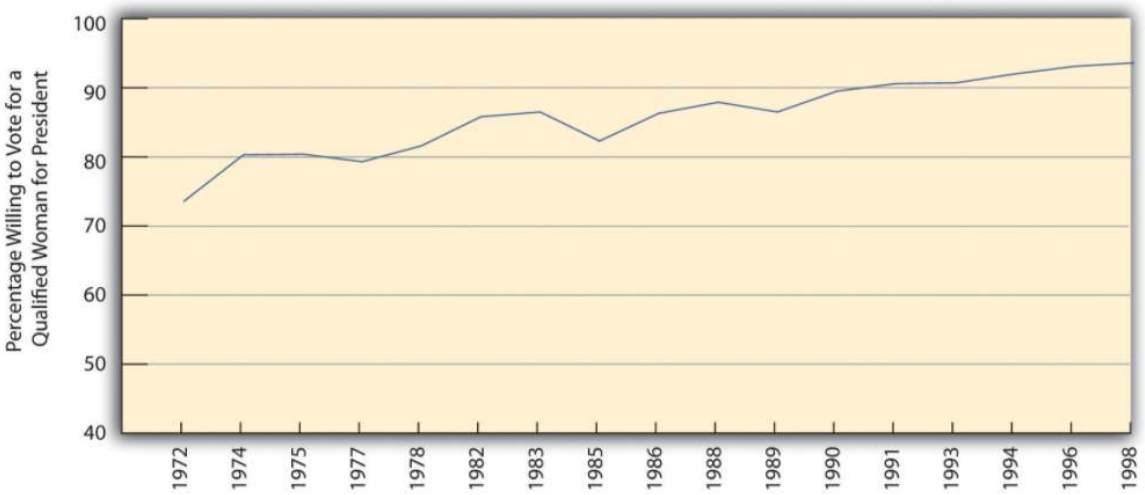


Figure 2.4.3.3: *Change in Willingness to Vote for a Qualified Woman for President*

Source: Data from General Social Survey.

Correlates of Feminism

Because of the feminist movement's importance, scholars have investigated why some people are more likely than others to support feminist beliefs. Their research uncovers several correlates of feminism (Dauphinais, Barkan, & Cohn, 1992).Dauphinais, P. D., Barkan, S. E., & Cohn, S. F. (1992). Predictors of rank-and-file feminist activism: Evidence from the 1983 General Social Survey. *Social Problems, 39*, 332–344. We have already seen one of these when we noted that religiosity is associated with support for traditional gender roles. To turn that around, lower levels of religiosity are associated with feminist beliefs and are thus a correlate of feminism.

Several other such correlates exist. One of the strongest is education: the lower the education, the lower the support for feminist beliefs. Figure 2.4.3.4 "Education and Acceptance of Traditional Gender Roles in the Family" shows the strength of this correlation by using our familiar General Social Survey statement that men should achieve outside the home and women should take care of home and family. People without a high school degree are almost 5 times as likely as those with a graduate degree to agree with this statement.

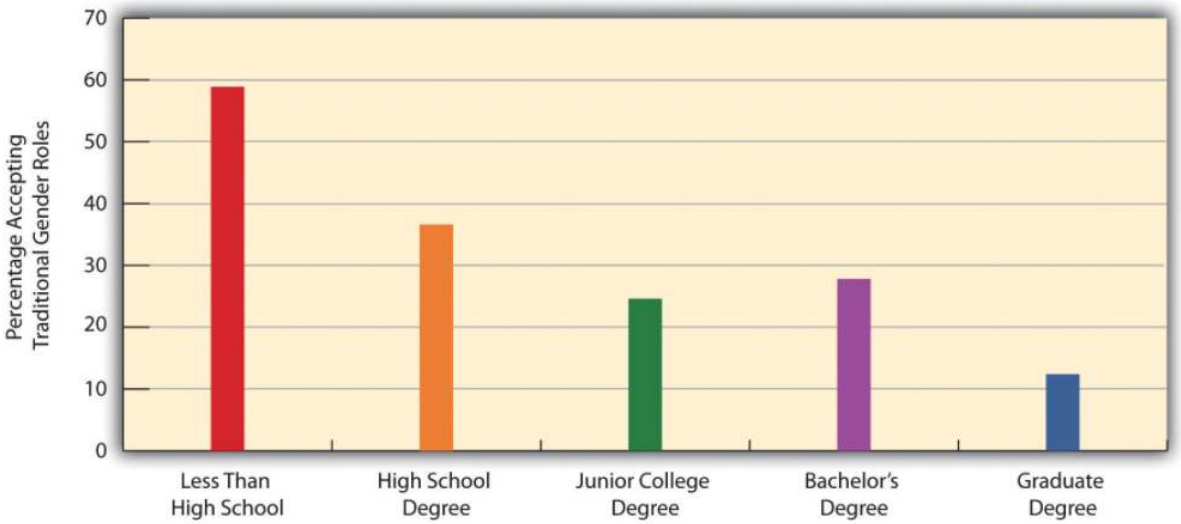


Figure 2.4.3.4: *Education and Acceptance of Traditional Gender Roles in the Family*

Percentage agreeing that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family."

Source: Data from General Social Survey, 2008.

Age is another correlate, as older people are more likely than younger people to believe in traditional gender roles. Again using our familiar statement about traditional gender roles, we see an example of this relationship in Figure 2.4.3.5 "Age and Acceptance of Traditional Gender Roles in the Family", which shows that older people are more likely than younger people to accept traditional gender roles as measured by this statement.

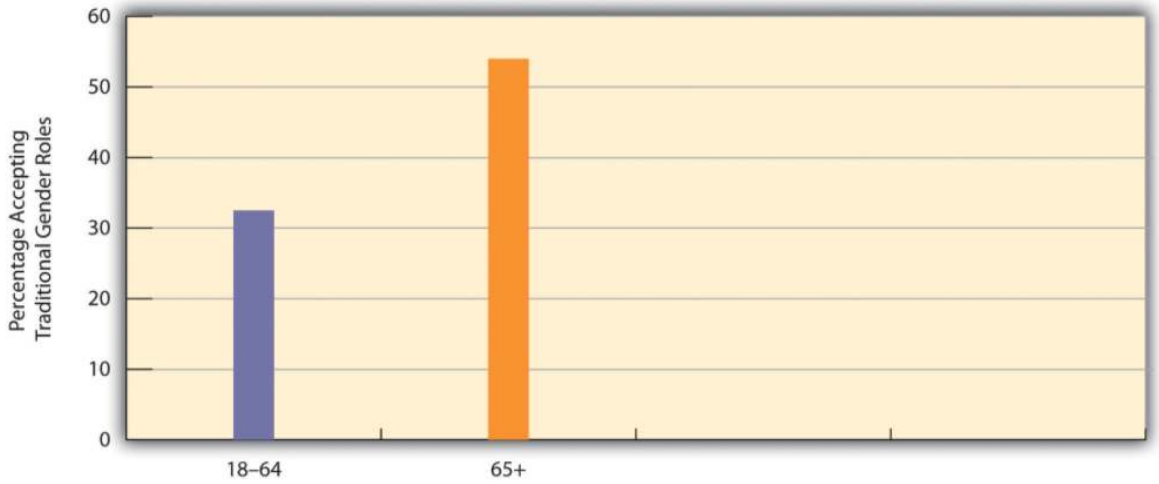


Figure 2.4.3.5: *Age and Acceptance of Traditional Gender Roles in the Family*

Percentage agreeing that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family."

Source: Data from General Social Survey, 2008.

KEY TAKEAWAYS

- Feminism refers to the belief that women and men should have equal opportunities in economic, political, and social life, while sexism refers to a belief in traditional gender role stereotypes and in the inherent inequality between men and women.
- Sexist beliefs have declined in the United States since the early 1970s.
- Several correlates of feminist beliefs exist. In particular, people with higher levels of education are more likely to hold beliefs consistent with feminism.

FOR YOUR REVIEW

- Do you consider yourself a feminist? Why or why not?
- Think about one of your parents or of another adult much older than you. Does this person hold more traditional views about gender than you do? Explain your answer.

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2.4.4: Gender Inequality

LEARNING OBJECTIVES

1. Understand the extent of and reasons for gender inequality in income and the workplace.
2. Understand the extent of and reasons for sexual harassment.
3. Explain how and why women of color experience a triple burden.
4. Describe how and why sexual orientation is a source of inequality.

We have said that the women's movement changed American life in many ways but that gender inequality persists. Let's look at examples of such inequality, much of it taking the form of institutional discrimination, which, can occur even if it is not intended to happen. We start with gender inequality in income and the workplace and then move on to a few other spheres of life.

Income and Workplace Inequality

In the last few decades, women have entered the workplace in increasing numbers, partly, and for many women mostly, out of economic necessity and partly out of desire for the sense of self-worth and other fulfillment that comes with work. This is true not only in the United States but also in other nations, including Japan, where views of women are more traditional than those in the United States (see the "Learning From Other Societies" box). In February 2010, 58.9% of U.S. women aged 16 or older were in the labor force, compared to only 43.3% in 1970; comparable figures for men were 71.0% in 2010 and 79.7% in 1970 (Bureau of Labor Statistics, 2010).Bureau of Labor Statistics. (2010). Employment & earnings online. Retrieved from http://www.bls.gov/opub/ee/home.htm Thus while women's labor force participation continues to lag behind men's, they have narrowed the gap. The figures just cited include women of retirement age. When we just look at younger women, labor force participation is even higher. For example, 76.1% of women aged 35–44 were in the labor force in 2008, compared to only 46.8% in 1970.

LEARNING FROM OTHER SOCIETIES

Women in Japan and Norway

The United Nations Development Programme ranks nations on a "gender empowerment measure" of women's involvement in their nation's economy and political life. Of the 93 nations included in the measure, Norway ranks 1st, while Japan ranks 54th, the lowest among the world's industrial nations (Watkins, 2007).Watkins, K. (2007). *Human development report 2007/2008*. New York, NY: United Nations Development Programme. This contrast provides some lessons for the status of women in the United States, which ranked only 15th.

Japan has historically been a nation with very traditional gender expectations. As the image of the woman's *geisha* role in Japan illustrates, Japanese women have long been thought to be men's helpmates and subordinates. As Linda Schneider and Arnold Silverman (2010, p. 39)Schneider, L., & Silverman, A. (2010). *Global sociology: Introducing five contemporary societies* (5th ed.). New York, NY: McGraw-Hill. put it,

The subordination of women is built into Japanese institutions, shaping family life, education, and the economy. Women are seen as fundamentally different from men and inferior to men. Almost everyone assumes that the purpose of a woman's life is to serve others: her children, her husband, perhaps her in-laws, the men at work.

Many more Japanese women work outside the home now than just a few decades ago and now make up almost half the labor force. However, the percentage of all management jobs held by women was just 10.1% in 2005, up only slightly from its 6.6% level in 1985. Japan's work culture that demands 15-hour days is partly responsible for this low percentage, as it is difficult for women to meet this expectation and still bear and raise children. Another reason is outright employment discrimination. Although Japan enacted an equal opportunity law for women's employment in 1985, the law is more symbolic than real because the only penalty it provides for violations is the publication of the names of the violators (Fackler, 2007).Fackler, M. (2007, August 6). Career women in Japan find a blocked path. *The New York Times*, p. A1.

In sharp contrast, Norway has made a concerted effort to boost women's involvement in the business and political worlds (Sumer, Smithson, Guerreiro, & Granlund, 2008).Sumer, S., Smithson, J., Guerreiro, M. d. D., & Granlund, L. (2008). Becoming working mothers: Reconciling work and family at three particular workplaces in Norway, the UK, and Portugal. *Community, Work & Family, 11*(4), 365–384. Like other Nordic countries (Denmark, Finland, Sweden) that also rank at the top of the UN's gender empowerment measure, Norway is a social democratic welfare state characterized by extensive government programs and other efforts to promote full economic and gender equality. Its government provides day care for children and adult care for older or disabled individuals, and it also provides 44 weeks of paid parental leave after the birth of a child. Parents can also work fewer hours without losing income until their child is 2 years of age. All of these provisions mean that women are much more likely than their American counterparts to have the freedom and economic means to work outside the home, and they have taken advantage of this opportunity. As a recent analysis concluded,

It has been extremely important for women that social rights have been extended to cover such things as the caring of young children and elderly, sick and disabled members of society. In the Nordic countries, women have been more successful than elsewhere in combining their dual role as mothers and workers, and social policy arrangements are an integral part of the gender equality policy. (Kangas & Palme, 2009, p. S65)Kangas, O., & Palme, J. (2009). Making social policy work for economic development: The Nordic experience [Supplement]. *International Journal of Social Welfare, 18*(s1), S62–S72.

While the United States ranks much higher than Japan on the UN's gender empowerment measure, it ranks substantially lower than Norway and the other Nordic nations. An important reason for these nations' higher ranking is government policy that enables women to work outside the home if they want to do so. The experience of these nations indicates that greater gender equality might be achieved in the United States if it adopted policies similar to those found in these nations that make it easier for women to join and stay in the labor force.

The Gender Gap in Income



Figure 2.4.4.1: *Women have earned less money than men ever since records started being kept. Women now earn about 80% of what men earn. © Thinkstock*

Despite the gains women have made, problems persist. Perhaps the major problem is a gender gap in income. Women have earned less money than men ever since records started being kept (Reskin & Padavic, 2002).Reskin, B., & Padavic, I. (2002). *Women and men at work* (2nd ed.). Thousand Oaks, CA: Pine Forge Press. In the United States in the early 1800s, full-time women workers in agriculture and manufacturing earned less than 38% of what men earned. By 1885, they were earning about 50% of what men earned in manufacturing jobs. As the 1980s began, full-time women workers' median weekly earnings were about 65% of men's. Women have narrowed the gender gap in earnings since then: their weekly earnings now (2009) are 80.2% of men's among full-time workers (U.S. Census Bureau, 2010).U.S. Census Bureau. (2010). *Statistical abstract of the United States: 2010*. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab Still, this means that for every $10,000 men earn, women earn only about $8,002. To turn that around, for every $10,000 women earn, men earn $12,469. This gap amounts to hundreds of thousands of dollars over a lifetime of working.

As Table 2.4.4.1 "Median Annual Earnings of Full-Time, Year-Round Workers Aged 25–64 by Educational Attainment, 2009" shows, this gender gap exists for all levels of education and even increases with higher levels of education. On the average, women with a bachelor's degree or higher and working full time earn almost $20,000 less per year than their male counterparts.

Table 2.4.4.1: Median Annual Earnings of Full-Time, Year-Round Workers Aged 25–64 by Educational Attainment, 2009
Source: Data from U.S. Census Bureau. (2010). Current population survey: Annual social and economic supplement. Retrieved from http://www.census.gov/hhes/www/cpstables/032010/perinc/new03_127.htm.

	Less than ninth grade	High school dropout	High school degree	Some college but no degree	Associate's degree	Bachelor's degree or higher
Men	24,133	27,958	39,516	47,238	50,313	71,471
Women	18,322	21,132	29,002	34,097	37,240	51,834
Difference	5,811	6,826	10,514	13,141	13,073	19,637
Gender gap (%; women ÷ men)	75.9	75.6	73.4	72.2	74.0	72.5

What accounts for the gender gap in earnings? A major reason is **sex segregation** in the workplace, which accounts for up to 45% of the gender gap (Reskin & Padavic 2002).Reskin, B., & Padavic, I. (2002). *Women and men at work* (2nd ed.). Thousand Oaks, CA: Pine Forge Press. Although women have increased their labor force participation, the workplace remains segregated by gender. Almost half of all women work in a few low-paying clerical and service (e.g., waitressing) jobs, while men work in a much greater variety of jobs, including high-paying ones. Table 2.4.4.2 "Gender Segregation in the Workplace for Selected Occupations, 2007" shows that many jobs are composed primarily of women or of men. Part of the reason for this segregation is that socialization affects what jobs young men and women choose to pursue, and part of the reason is that women and men do not want to encounter difficulties they may experience if they took a job traditionally assigned to the other sex. A third reason is that sex-segregated jobs discriminate against applicants who are not the "right" sex for that job. Employers may either consciously refuse to hire someone who is the "wrong" sex for the job or have job requirements (e.g., height requirements) and workplace rules (e.g., working at night) that unintentionally make it more difficult for women to qualify for certain jobs. Although such practices and requirements are now illegal, they still continue. The sex segregation they help create contributes to the continuing gender gap between female and male workers. Occupations dominated by women tend to have lower wages and salaries. Because women are concentrated in low-paying jobs, their earnings are much lower than men's (Reskin & Padavic, 2002).Reskin, B., & Padavic, I. (2002). *Women and men at work* (2nd ed.). Thousand Oaks, CA: Pine Forge Press.

Table 2.4.4.2:Gender Segregation in the Workplace for Selected Occupations, 2007
Source: Data from U.S. Census Bureau. (2010). *Statistical abstract of the United States: 2010.* Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

Occupation	Female workers (%)	Male workers (%)
Dental hygienists	99.2	0.8
Speech-language pathologists	98.0	2.0
Preschool and kindergarten teachers	97.3	2.7
Secretaries and administrative assistants	96.7	3.3
Registered nurses	91.7	9.3

Occupation	Female workers (%)	Male workers (%)
Food servers (waiters/waitresses)	74.0	26.0
Lawyers	32.6	67.4
Physicians	30.0	70.0
Dentists	28.2	71.8
Computer software engineers	20.8	79.2
Carpenters	1.9	98.1
Electricians	1.7	98.3

This fact raises an important question: why do women's jobs pay less than men's jobs? Is it because their jobs are not important and require few skills? The evidence indicates otherwise: women's work is devalued precisely because it is women's work, and women's jobs thus pay less than men's jobs because they are women's jobs (Magnusson, 2009).Magnusson, C. (2009). Gender, occupational prestige, and wages: A test of devaluation theory. *European Sociological Review, 25*(1), 87–101.

Studies of **comparable worth** support this argument (Stone & Kuperberg, 2005; Wolford, 2005).Stone, P., & Kuperberg, A. (2005). Anti-discrimination vs. anti-poverty? A comparison of pay equity and living wage reforms. *Journal of Women, Politics & Policy, 27*(5), 23–39. doi:10.1300/J501v27n03_3; Wolford, K. M. (2005). Gender discrimination in employment: Wage inequity for professional and doctoral degree holders in the United States and possible remedies. *Journal of Education Finance, 31*(1), 82–100. Retrieved from http://www.press.uillinois.edu/journals/jef.html Researchers rate various jobs in terms of their requirements and attributes that logically should affect the salaries they offer: the importance of the job, the degree of skill it requires, the level of responsibility it requires, the degree to which the employee must exercise independent judgment, and so forth. They then use these dimensions to determine what salary a job should offer. Some jobs might be "better" on some dimensions and "worse" on others but still end up with the same predicted salary if everything evens out.

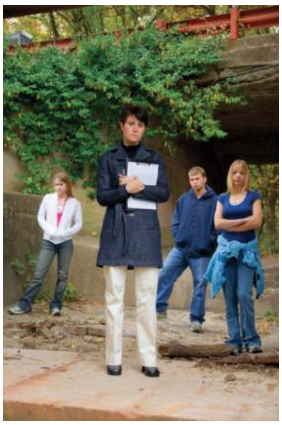


Figure 2.4.4.2: *Some women's jobs pay less than men's jobs even though their comparable worth is equal to or even higher than the men's jobs. For example, a social worker may earn less money than a probation officer, even though calculations based on comparable worth would predict that a social worker should earn at least as much. © Thinkstock*

When researchers make their calculations, they find that certain women's jobs pay less than men's even though their comparable worth is equal to or even higher than the men's jobs. For example, a social worker may earn less money than a probation officer, even though calculations based on comparable worth would predict that a social worker should earn at least as much. The comparable worth research demonstrates that women's jobs pay less than men's jobs of comparable worth and that the average working family would earn several thousand dollars more annually if pay scales were reevaluated based on comparable worth and women were paid more for their work.

Even when women and men work in the same jobs, women often earn less than men (Sherrill, 2009),Sherrill, A. (2009). *Women's pay: Converging characteristics of men and women in the federal workforce help explain the narrowing pay gap*. Washington, DC: United States Government Accountability Office. and men are more likely than women to hold leadership positions in these occupations. Census data provide ready evidence of the lower incomes women receive even in the same occupations. For example, female marketing and sales managers earn only 68% of what their male counterparts earn; female human resource managers earn only 68% of what their male counterparts earn; female claims adjusters earn only 83%; female accountants earn only 72%; female elementary and middle school teachers earn only 90%; and even female secretaries and clerical workers earn only 86% (U.S. Department of Labor, 2008).U.S. Department of Labor. (2008). *Highlights of women's earnings in 2007*. Washington, DC: U.S. Department of Labor. When variables like number of years on the job, number of hours worked per week, and size of firm are taken into account, these disparities diminish but do not disappear altogether, and it is very likely that sex discrimination (conscious or unconscious) by employers accounts for much of the remaining disparity.

Litigation has suggested or revealed specific instances of sex discrimination in earnings and employment. In July 2009, the Dell computer company, without admitting any wrongdoing, agreed to pay $9.1 million to settle a class action lawsuit, brought by former executives, that alleged sex discrimination in salaries and promotions (Walsh, 2009).Walsh, S. (2009). Dell settles sex discrimination suit for $9 million. Retrieved from http://www.gadgetell.com/tech/comment/dell-settles-sex-discrimination-suit-for-9-million Earlier in the decade, a Florida jury found Outback Steakhouse liable for paying a woman site development assistant only half what it paid a man with the same title. After she trained him, Outback assigned him most of her duties, and when she complained, Outback transferred her to a clerical position. The jury awarded her $2.2 million in compensatory and punitive damages (U.S. Equal Employment Opportunity Commission, 2001).U.S. Equal Employment Opportunity Commission. (2001). Jury finds Outback Steakhouse guilty of sex discrimination and illegal retaliation. Retrieved from http://www.eeoc.gov/press/9-19-01.html

Some of the sex discrimination in employment reflects the existence of two related phenomena, the **glass ceiling** and the **glass escalator**. Women may be promoted in a job only to find they reach an invisible "glass ceiling" beyond which they cannot get promoted, or they may not get promoted in the first place. In the largest U.S.

corporations, women constitute only about 16% of the top executives, and women executives are paid much less than their male counterparts (Jenner & Ferguson, 2009).Jenner, L., & Ferguson, R. (2009). *2008 catalyst census of women corporate officers and top earners of the FP500*. New York, NY: Catalyst. Although these disparities stem partly from the fact that women joined the corporate ranks much more recently than men, they also reflect a glass ceiling in the corporate world that prevents qualified women from rising up above a certain level (Hymowitz, 2009).Hymowitz, C. (2009, May 1). For executive women, it can be lonely at the top. *Forbes*. Retrieved from http://www.forbes.com/2009/05/01/executives-c-suite-leadership-forbes-woman-power-careers.html Men, on the other hand, can often ride a "glass escalator" to the top, even in female occupations. An example is seen in elementary school teaching, where principals typically rise from the ranks of teachers. Although men constitute only about 20% of all public elementary school teachers, they account for about 44% of all elementary school principals (National Center for Education Statistics, 2009).National Center for Education Statistics. (2009). *The condition of education*. Retrieved from http://nces.ed.gov/programs/coe/2007/section4/indicator34.asp



Figure 2.4.4.3: *Women constitute only about 16% of the top executives in the largest U.S. corporations, and women executives are paid much less than their male counterparts. These disparities reflect a "glass ceiling" that limits women's opportunities for promotion. © Thinkstock*

Whatever the reasons for the gender gap in income, the fact that women make so much less than men means that female-headed families are especially likely to be poor. In 2009, about 30% of these families lived in poverty, compared to only 6% of married-couple families (DeNavas-Walt, Proctor, & Smith, 2010).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). *Income, poverty, and health insurance coverage in the United States: 2009* (Current Population Report P60-238). Washington, DC: U.S. Census Bureau. The term *feminization of poverty* refers to the fact that female-headed households are especially likely to be poor. The gendering of poverty in this manner is one of the most significant manifestations of gender inequality in the United States.

Sexual Harassment

Another workplace problem (including schools) is **sexual harassment**, which, as defined by federal guidelines and legal rulings and statutes, consists of unwelcome sexual advances, requests for sexual favors, or physical conduct of a sexual nature used as a condition of employment or promotion or that interferes with an individual's job performance and creates an intimidating or hostile environment.

Although men can be, and are, sexually harassed, women are more often the targets of sexual harassment, which is often considered a form of violence against women (discussed in Chapter 2.4 "Gender and Gender Inequality", Section 2.4.5 "Violence Against Women: Rape and Pornography"). This gender difference exists for at least two reasons, one cultural and one structural. The cultural reason centers on the depiction of women and the socialization of men. As our discussion of the mass media and gender socialization indicated, women are still depicted in our culture as sexual objects that exist for men's pleasure. At the same time, our culture socializes men to be sexually assertive. These two cultural beliefs combine to make men believe that they have the right to make verbal and physical advances to women in the workplace. When these advances fall into the guidelines listed here, they become sexual harassment.

The second reason that most targets of sexual harassment are women is more structural. Reflecting the gendered nature of the workplace and of the educational system, typically the men doing the harassment are in a position of power over the women they harass. A male boss harasses a female employee, or a male professor harasses a female student or employee. These men realize that subordinate women may find it difficult to resist their advances for fear of reprisals: a female employee may be fired or not promoted, and a female student may receive a bad grade.

How common is sexual harassment? This is difficult to determine, as the men who do the sexual harassment are not about to shout it from the rooftops, and the women who suffer it often keep quiet because of the repercussions just listed. But anonymous surveys of women employees in corporate and other settings commonly find that 40%–65% of the respondents report being sexually harassed (Rospenda, Richman, & Shannon, 2009).Rospenda, K. M., Richman, J. A., & Shannon, C. A. (2009). Prevalence and mental health correlates of harassment and discrimination in the workplace: Results from a national study. *Journal of Interpersonal Violence*, *24*(5), 819–843. In a survey of 4,501 women physicians, 36.9% reported being sexually harassed either in medical school or in their practice as physicians (Frank, Brogan, & Schiffman, 1998).Frank, E., Brogan, D., & Schiffman, M. (1998). Prevalence and correlates of harassment among U.S. women physicians. *Archives of Internal Medicine*, *158*(4), 352–358.



Figure 2.4.4.4: *Sexual harassment in the workplace is a common experience. In surveys of women employees, up to two-thirds of respondents report being sexually harassed. © Thinkstock*

Sexual harassment cases continue to make headlines. In one recent example, the University of Southern Mississippi paid $112,500 in September 2009 to settle a case brought by a women's tennis graduate assistant against the school's women's tennis coach; the coach then resigned for personal reasons (Magee, 2009).Magee, P. (2009, September 22). USM settles with ex-student. *Hattiesburg American*. Retrieved from http://pqasb.pqarchiver.com/hattiesburgamerican/access/1866160481.html?FMT=ABS&date=Sep+22%2C+2009 That same month, the CEO of a hospital in the state of Washington was reprimanded after a claim of sexual harassment was brought against him, and he was also fired for unspecified reasons (Mehaffey, 2009).Mehaffey, K. C. (2009, September 15). Chelan hospital board fires CEO. *The Wenatchee World*. Retrieved from http://www.wenatcheeworld.com/news/2009/sep/15/chelan-hospital-board-fires-ceo

Women of Color: A Triple Burden

Earlier we mentioned multicultural feminism, which stresses that women of color face difficulties for three reasons: their gender, their race, and, often, their social class, which is frequently near the bottom of the socioeconomic ladder. They thus face a triple burden that manifests itself in many ways.

For example, women of color experience "extra" income inequality. Earlier we discussed the gender gap in earnings, with women earning 79.4% of what men earn, but women of color face both a gender gap *and* a racial/ethnic gap. Table 2.4.4.3: "The Race/Ethnicity and Gender Gap in Annual Earnings for Full-Time, Year-Round Workers, 2009" depicts this double gap for full-time workers. We see a racial/ethnic gap among both women and men, as African Americans and Latinos of either gender earn less than whites, and we also see a gender gap between men and women, as women earn less than men within any race/ethnicity. These two gaps combine to produce an especially high gap between African American and Latina women and white men: African American women earn only 63.0% of what white men earn, and Latina women earn only 54.6% of what white men earn.

Table 2.4.4.3: The Race/Ethnicity and Gender Gap in Annual Earnings for Full-Time, Year-Round Workers, 2009
Source: Data from U.S. Census Bureau. (2010). Current population survey: Annual social and economic supplement. Retrieved from http://www.census.gov/hhes/www/cpstables/032010/perinc/new03_127.htm.

	Annual earnings ($)	Percentage of white male earnings
Men		
White (non-Latino)	52,350	—
Black	40,133	76.7
Latino	32,372	61.8
Women		
White (non-Latina)	37,948	72.5
Black	32,993	63.0
Latina	28,567	54.6

These differences in income mean that African American and Latina women are poorer than white women. We noted earlier that about 31% of all female-headed families are poor. This figure masks race/ethnic differences among such families: 21.5% of families headed by non-Latina white women are poor, compared to 40.5% of families headed by African American women and also 40.5% of families headed by Latina women (Denavas-Walt, Proctor, & Smith, 2010).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2010). *Income, poverty, and health insurance coverage in the United States: 2009* (Current Population Report P60-238). Washington, DC: U.S. Census Bureau. While white women are poorer than white men, African American and Latina women are clearly poorer than white women.

Sexual Orientation and Inequality

A recent report by a task force of the American Psychological Association stated that "same-sex sexual and romantic attractions, feelings, and behaviors are normal and positive variations of human sexuality" (Glassgold et al., 2009, p. v).Glassgold, J. M., Beckstead, L., Drescher, J., Greene, B., Miller, R. L., & Worthington, R. L. (2009). Report of the American Psychological Association task force on appropriate therapeutic responses to sexual orientation. Washington, DC: American Psychological Association. A majority of Americans do not share this opinion. In the 2008 General Social Survey, 52% of respondents said that "sexual relations between two adults of the same sex" is "always wrong." Although this figure represents a substantial decline from the survey's 1973 finding of 74%, it is clear that many Americans remain sharply opposed to homosexuality. Not surprisingly, then, sexual orientation continues to be the source of much controversy and no small amount of abuse and discrimination directed toward members of the gay, lesbian, bisexual, and transgendered community.

These individuals experience various forms of abuse, mistreatment, and discrimination that their heterosexual counterparts do not experience. In this respect, their sexuality is the source of a good deal of inequality. For example, gay teenagers are very often the targets of taunting, bullying, physical assault, and other abuse in schools and elsewhere that sometimes drives them to suicide or at least to experience severe emotional distress (Denizet-Lewis, 2009).Denizet-Lewis, B. (2009, September 27). Coming out in middle school. *The New York Times Magazine* MM36. In 38 states, individuals can be denied employment or fired from a job because of their sexual orientation, even though federal and state laws prohibit employment discrimination for reasons related to race and ethnicity, gender, age, religious belief, and national origin. And in 45 states as of April 2010, same-sex couples are legally prohibited from marrying. In most of these states, this prohibition means that same-sex couples lack hundreds of rights, responsibilities, and benefits that spouses enjoy, including certain income tax and inheritance benefits, spousal insurance coverage, and the right to make medical decisions for a partner who can no longer communicate because of disease or traumatic injury (Gerstmann, 2008).Gerstmann, E. (2008). *Same-sex marriage and the Constitution* (2nd ed.). New York, NY: Cambridge University Press.

Household Inequality

We will talk more about the family in Chapter 2.4 "Gender and Gender Inequality", but for now the discussion will center on housework. Someone has to do housework, and that someone is usually a woman. It takes many hours a week to clean the bathrooms, cook, shop in the grocery store, vacuum, and do everything else that needs to be done. The best evidence indicates that women married to or living with men spend two to three times as many hours per work on housework as men spend (Gupta & Ash, 2008).Gupta, S., & Ash, M. (2008). Whose money, whose time? A nonparametric approach to modeling time spent on housework in the United States. *Feminist Economics, 14*(1), 93–120. This disparity holds true even when women work outside the home, leading sociologist Arlie Hochschild (1989)Hochschild, A. (1989). *The second shift: Working parents and the revolution at home*. New York, NY: Viking. to observe in a widely cited book that women engage in a "second shift" of unpaid work when they come home from their paying job.

The good news is that gender differences in housework time are smaller than a generation ago. The bad news is that a large gender difference remains. As one study summarized the evidence on this issue, "women invest significantly more hours in household labor than do men despite the narrowing of gender differences in recent years" (Bianchi, Milkie, Sayer, & Robinson, 2000, p. 196).Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2000). Is anyone doing the Housework? Trends in the gender division of household labor. *Social Forces, 79*(1), 191–228. In the realm of household work, then, gender inequality persists.

KEY TAKEAWAYS

- Among full-time workers, women earn about 79.4% of men's earnings. This gender gap in earnings stems from several factors, including sex segregation in the workplace and the lower wages and salaries found in occupations that involve mostly women.
- Sexual harassment results partly from women's subordinate status in the workplace and may involve up to two-thirds of women employees.
- Women of color may face a "triple burden" of difficulties based on their gender, their race/ethnicity, and their social class.
- Sexual orientation continues to be another source of inequality in today's world. Among other examples of this inequality, gays and lesbians are prohibited from marrying in most states in the nation.

FOR YOUR REVIEW

1. Do you think it is fair for occupations dominated by women to have lower wages and salaries than those dominated by men? Explain your answer.
2. If you know a woman who works in a male-dominated occupation, interview her about any difficulties she might be experiencing as a result of being in this sort of situation.
3. Write a short essay in which you indicate whether you think same-sex marriage should be legal, and provide the reasoning for the position you hold on this issue.

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2.4.5: Violence Against Women- Rape and Pornography

LEARNING OBJECTIVES

1. Describe the extent of rape and the reasons for it.
2. Discuss the debate over pornography.

When we consider interpersonal violence of all kinds—homicide, assault, robbery, and rape and sexual assault—men are more likely than women to be victims of violence. While true, this fact obscures another fact: women are far more likely than men to be raped and sexually assaulted. They are also much more likely to be portrayed as victims of pornographic violence on the Internet and in videos, magazines, and other outlets. Finally, women are more likely than men to be victims of *domestic violence*, or violence between spouses and others with intimate relationships. The gendered nature of these acts against women distinguishes them from the violence men suffer. Violence is directed against men not because they are men per se, but because of anger, jealousy, and the sociological reasons discussed of deviance and crime. But rape and sexual assault, domestic violence, and pornographic portrayals of violence are directed against women precisely because they are women. These acts are thus an extreme extension of the gender inequality women face in other areas of life. We discuss rape and pornography here but will leave domestic violence for Chapter 2.4 "Gender and Gender Inequality".

Rape

Susan Griffin (1971, p. 26)Griffin, S. (1971, September). Rape: The all-American crime. *Ramparts*, *10*, 26–35. began a classic essay on rape in 1971 with this startling statement:

> I have never been free of the fear of rape. From a very early age I, like most women, have thought of rape as a part of my natural environment—something to be feared and prayed against like fire or lightning. I never asked why men raped; I simply thought it one of the many mysteries of human nature.

What do we know about rape? Why do men rape? Our knowledge about the extent and nature of rape and reasons for it comes from three sources: the FBI Uniform Crime Reports and the National Crime Victimization Survey (NCVS), and surveys of and interviews with women and men conducted by academic researchers. From these sources we have a fairly good if not perfect idea of how much rape occurs, the context in which it occurs, and the reasons for it. What do we know?

The Extent and Context of Rape

According to the Uniform Crime Reports, about 88,100 reported rapes (including attempts) occurred in the United States in 2009 (Federal Bureau of Investigation, 2010).Federal Bureau of Investigation. (2010). *Crime in the United States, 2009*. Washington, DC: Author. Because women often do not tell police they were raped, the NCVS probably yields a better estimate of rape. According to the NCVS, almost 126,000 rapes and sexual assaults occurred in 2009 (Truman & Rand, 2010).Truman, J. L., & Rand, M. R. (2010). *Criminal victimization, 2009*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice. Other research indicates that up to one-third of U.S. women will experience a rape or sexual assault, including attempts, at least once in their lives (Barkan, 2012).Barkan, S. E. (2012). *Criminology: A sociological understanding* (5th ed.). Upper Saddle River, NJ: Prentice Hall. A study of a random sample of 420 Toronto women involving intensive interviews yielded even higher figures: 56% said they had experienced at least one rape or attempted rape, and two-thirds said they had experienced at least one rape or sexual assault, including attempts. The researchers, Melanie Randall and Lori Haskell (1995, p. 22),Randall, M., & Haskell, L. (1995). Sexual violence in women's lives: Findings from the Women's Safety Project, a community-based survey. *Violence Against Women*, 1, 6–31. concluded that "it is more common than not for a woman to have an experience of sexual assault during their lifetime."



Figure 2.4.5.1: *Up to one-third of U.S. women experience a rape or sexual assault, including attempts, at least once in their lives. © Thinkstock*

These figures apply not just to the general public but also to college students. About 20%–30% of women students in anonymous surveys report being raped or sexually assaulted (including attempts), usually by a male student they knew beforehand (Fisher, Cullen, & Turner, 2000; Gross, Winslett, Roberts, & Gohm, 2006).Fisher, B. S., Cullen, F. T., & Turner, M. G. (2000). *The sexual victimization of college women*. Washington, DC: National Institute of Justice and Bureau of Justice Statistics, U.S. Department of Justice; Gross, A. M., Winslett, A., Roberts, M., & Gohm, C. L. (2006). An examination of sexual violence against college women. *Violence Against Women, 12*, 288–300. Thus at a campus of 10,000 students of whom 5,000 are women, about 1,000–1,500 will be raped or sexually assaulted over a period of 4 years, or about 10 per week in a 4-year academic calendar.

The public image of rape is of the proverbial stranger attacking a woman in an alleyway. While such rapes do occur, most rapes actually happen between people who know each other. A wide body of research finds that 60%–80% of all rapes and sexual assaults are committed by someone the woman knows, including husbands, ex-husbands, boyfriends, and ex-boyfriends, and only 20%–35% by strangers (Barkan, 2012).Barkan, S. E. (2012). *Criminology: A sociological understanding* (5th ed.). Upper Saddle River, NJ: Prentice Hall. A woman is thus 2 to 4 times more likely to be raped by someone she knows than by a stranger.

Explaining Rape

Sociological explanations of rape fall into cultural and structural categories similar to those presented earlier for sexual harassment. Various "rape myths" in our culture support the absurd notion that women somehow enjoy being raped, want to be raped, or are "asking for it" (Franiuk, Seefelt, & Vandello, 2008).Franiuk, R., Seefelt, J., & Vandello, J. (2008). Prevalence of rape myths in headlines and their effects on attitudes toward rape. *Sex Roles, 58*(11/12), 790–801. doi:10.1007/s11199-007-9372-4. One of the most famous scenes in movie history occurs in the classic film *Gone with the Wind*, when Rhett Butler carries a struggling Scarlett O'Hara up the stairs. She is struggling because she does not want to have sex with him. The next scene shows Scarlett waking up the next morning with a satisfied, loving look on her face. The not-so-subtle message is that she enjoyed being raped (or, to be more charitable to the film, was just playing hard to get).

A related cultural belief is that women somehow ask or deserve to be raped by the way they dress or behave. If she dresses attractively or walks into a bar by herself, she wants to have sex, and if a rape occurs, well, then, what did she expect? In the award-winning film *The Accused*, based on a true story, actress Jodie Foster plays a woman who was raped by several men on top of a pool table in a bar. The film recounts how members of the public questioned why she was in the bar by herself if she did not want to have sex and blamed her for being raped.

A third cultural belief is that a man who is sexually active with a lot of women is a stud. Although this belief is less common in this day of AIDS and other STDs, it is still with us. A man with multiple sex partners continues to be the source of envy among many of his peers. At a minimum, men are still the ones who have to "make the first move" and then continue making more moves. There is a thin line between being sexually assertive and sexually aggressive (Kassing, Beesley, & Frey, 2005).Kassing, L. R., Beesley, D., & Frey, L. L. (2005). Gender-role conflict, homophobia, age, and education as predictors of male rape myth acceptance. *Journal of Mental Health Counseling, 27*(4), 311–328.

These three cultural beliefs—that women enjoy being forced to have sex, that they ask or deserve to be raped, and that men should be sexually assertive or even aggressive—combine to produce a cultural recipe for rape. Although most men do not rape, the cultural beliefs and myths just described help account for the rapes that do occur. Recognizing this, the contemporary women's movement began attacking these myths back in the 1970s, and the public is much more conscious of the true nature of rape than a generation ago. That said, much of the public still accepts these cultural beliefs and myths, and prosecutors continue to find it difficult to win jury convictions in rape trials unless the woman who was raped had suffered visible injuries, had not known the man who raped her, and/or was not dressed attractively (Levine, 2006).Levine, K. L. (2006). The intimacy discount: Prosecutorial discretion, privacy, and equality in the statutory rape caseload. *Emory Law Journal, 55*(4), 691–749.

Structural explanations for rape emphasize the power differences between women and men similar to those outlined earlier for sexual harassment. In societies that are male dominated, rape and other violence against women is a likely outcome, as they allow men to demonstrate and maintain their power over women. Supporting this view, studies of preindustrial societies and of the 50 states of the United States find that rape is more common in societies where women have less economic and political power (Baron & Straus, 1989; Sanday, 1981).Baron, L., & Straus, M. A. (1989). *Four theories of rape in American society: A state-level analysis*. New Haven, CT: Yale University Press; Sanday, P. R. (1981). The socio-cultural context of rape: A cross-cultural study. *Journal of Social Issues, 37*, 5–27. Poverty is also a predictor of rape: although rape in the United States transcends social class boundaries, it does seem more common among poorer segments of the population than among wealthier segments, as is true for other types of violence (Rand, 2009).Rand, M. R. (2009). *Criminal victimization, 2008*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice. Scholars think the higher rape rates among the poor stem from poor men trying to prove their "masculinity"

by taking out their economic frustration on women (Martin, Vieraitis, & Britto, 2006).Martin, K., Vieraitis, L. M., & Britto, S. (2006). Gender equality and women's absolute status: A test of the feminist models of rape. *Violence Against Women, 12*(4), 321–339.

Reducing Rape

In sum, a sociological perspective tells us that cultural myths and economic and gender inequality help lead to rape, and that the rape problem goes far beyond a few psychopathic men who rape women. A sociological perspective thus tells us that our society cannot just stop at doing something about these men. Instead it must make more far-reaching changes by changing people's beliefs about rape and by making every effort to reduce poverty and to empower women. This last task is especially important, for, as Randall and Haskell (1995, p. 22),Randall, M., & Haskell, L. (1995). Sexual violence in women's lives: Findings from the Women's Safety Project, a community-based survey. *Violence Against Women, 1*, 6–31. the authors of the Toronto study cited earlier, observed, a sociological perspective on rape "means calling into question the organization of sexual inequality in our society."

Aside from this fundamental change, other remedies, such as additional and better funded rape-crisis centers, would help women who experience rape and sexual assault. Yet even here women of color face an additional barrier. Because the anti-rape movement was begun by white, middle-class feminists, the rape-crisis centers they founded tended to be near where they live, such as college campuses, and not in the areas where women of color live, such as inner cities and Native American reservations. This meant that women of color who experienced sexual violence lacked the kinds of help available to their white, middle-class counterparts (Matthews, 1989),Matthews, N. A. (1989). Surmounting a legacy: The expansion of racial diversity in a local anti-rape movement. *Gender & Society, 3*, 518–532. and, despite some progress, this is still true today.

Pornography

Back in the 1950s, young boys in the United States would page through *National Geographic* magazine to peek at photos of native women who were partially nude. Those photos, of course, were not put there to excite boys across the country; instead they were there simply to depict native people in their natural habitat. Another magazine began about the same time that also contained photos of nude women. Its name was *Playboy*, and its photos obviously had a much different purpose: to excite teenage boys and older men alike. Other, more graphic magazines grew in its wake, and today television shows and PG-13 and R-rated movies show more nudity and sex than were ever imaginable in the days when *National Geographic* was a boy's secret pleasure. Beyond these movies and television shows, a powerful pornography industry now exists on the Internet, in porn stores, and elsewhere. Although *Playboy* quickly became very controversial, it is now considered tame compared to what else is available.

If things as different as *National Geographic*, *Playboy*, R-rated movies, and hard-core pornography show nudity and can be sexually arousing, what, then, should be considered pornography? Are at least some of the tamer pictures in *Playboy* really that different from the great paintings in art history that depict nude women? This question is not necessarily meant to defend *Playboy*; rather it is meant to stimulate your thinking over what exactly is and is not pornography and over what, if anything, our society can and should do about it.

Many people obviously oppose pornography, but two very different groups have been especially outspoken over the years. One of these groups, religious moralists, condemns pornography as a violation of religious values and as an offense to society's moral order. The other group, feminists, condemns pornography for its sexual objectification of women and especially condemns the hard-core pornography that glorifies horrible sexual violence against women. Many feminists also charge that pornography promotes rape by reinforcing the cultural myths discussed earlier. As one writer put it in a famous phrase some 30 years ago, "Pornography is the theory, and rape the practice" (Morgan, 1980, p. 139).Morgan, R. (1980). Theory and practice: Pornography and rape. In L. Lederer (Ed.), *Take back the night* (pp. 134–140). New York, NY: William Morrow.

This charge raises an important question: to what extent does pornography cause rape or other violence against women? The fairest answer might be that we do not really know. Many studies do conclude that pornography indeed causes rape. For example, male students who watch violent pornography in experiments later exhibit more hostile attitudes toward women than those watching consensual sex or nonsexual interaction. However, it remains unclear whether viewing pornography has a longer-term effect that lasts beyond the laboratory setting, and scholars and other observers continue to disagree over pornography's effects on the rape rate (Ferguson & Hartley, 2009).Ferguson, C. J., & Hartley, R. D. (2009). The pleasure is momentary…the expense damnable? The influence of pornography on rape and sexual assault. *Aggression & Violent Behavior, 14*(5), 323–329. doi:10.1016/j.avb.2009.04.008 Even if pornography does cause rape, efforts to stop it run smack into the issue of censorship. In a free society, civil liberties advocates say, we must proceed very cautiously. Once we ban some forms of pornography, they ask,

where do we stop (Strossen, 2000)?Strossen, N. (2000). *Defending pornography: Free speech, sex, and the fight for women's rights*. New York, NY: New York University Press.

This issue aside, much of what we call pornography still degrades women by depicting them as objects that exist for men's sexual pleasure and by portraying them as legitimate targets of men's sexual violence. These images should be troubling for any society that values gender equality. The extent of pornography in the United States may, for better or worse, reflect our historical commitment to freedom of speech, but it may also reflect our lack of commitment to full equality between women and men. Even if, as we have seen, the survey evidence shows growing disapproval of traditional gender roles, the persistence of pornography shows that our society has a long way to go toward viewing women as equally human as men.

KEY TAKEAWAYS

- Rape and sexual assault result from a combination of structural and cultural factors. Up to one-third of U.S. women experience a rape or sexual assault, including attempts, in their lifetime.
- Pornography is another form of violence against women. Important questions remain regarding whether pornography leads to further violence against women and whether freedom of speech standards protect the production and distribution of pornography.

FOR YOUR REVIEW

- What evidence and reasoning indicate that rape and sexual assault are not just the result of psychological problems affecting the men who engage in these crimes?
- Is pornography protected by freedom of speech? Write an essay in which you answer this question and explain the reasoning behind your answer.

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2.4.6: The Benefits and Costs of Being Male

LEARNING OBJECTIVES

1. List some of the benefits of being male.
2. List some of the costs of being male.

Most of the discussion so far has been about women, and with good reason: in a sexist society such as our own, women are the subordinate, unequal sex. But *gender* means more than *female*, and a few comments about men are in order.

Benefits

In Chapter 1.4 "Deviance, Crime, and Social Control", we talked about "white privilege," the advantages that whites automatically have in a racist society whether or not they realize they have these advantages. Many scholars also talk about **male privilege**, or the advantages that males automatically have in a patriarchal society whether or not they realize they have these advantages (McIntosh, 2007).McIntosh, P. (2007). White privilege and male privilege: A personal account of coming to see correspondence through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (6th ed.). Belmont, CA: Wadsworth.

A few examples illustrate male privilege. Men can usually walk anywhere they want or go into any bar they want without having to worry about being raped or sexually harassed. Susan Griffin was able to write "I have never been free of the fear of rape" because she was a woman: it is no exaggeration to say that few men could write the same thing and mean it. Although some men are sexually harassed, most men can work at any job they want without having to worry about sexual harassment. Men can walk down the street without having strangers make crude remarks about their looks, dress, and sexual behavior. Men can apply for most jobs without worrying about being rejected or, if hired, not being promoted because of their gender. We could go on with many other examples, but the fact remains that in a patriarchal society, men automatically have advantages just because they are men, even if race, social class, and sexual orientation affect the degree to which they are able to enjoy these advantages.

Costs

Yet it is also true that men pay a price for living in a patriarchy. Without trying to claim that men have it as bad as women, scholars are increasingly pointing to the problems men face in a society that promotes male domination and traditional standards of masculinity such as assertiveness, competitiveness, and toughness (Kimmel & Messner, 2010).Kimmel, M. S., & Messner, M. A. (Eds.). (2010). *Men's lives* (8th ed.). Boston, MA: Allyn & Bacon. Socialization into masculinity is thought to underlie many of the emotional problems men experience, which stem from a combination of their emotional inexpressiveness and reluctance to admit to, and seek help for, various personal problems (Wong & Rochlen, 2005).Wong, Y. J., & Rochlen, A. B. (2005). Demystifying men's emotional behavior: New directions and implications for counseling and research. *Psychology of Men & Masculinity*, *6*, 62–72. Sometimes these emotional problems build up and explode, as mass shootings by males at schools and elsewhere indicate, or express themselves in other ways. Compared to girls, for example, boys are much more likely to be diagnosed with emotional disorders, learning disabilities, and attention deficit disorder, and they are also more likely to commit suicide and to drop out of high school.

Men experience other problems that put themselves at a disadvantage compared to women. They commit much more violence than women do and, apart from rape, also suffer a much higher rate of violent victimization. They die earlier than women and are injured more often. Because men are less involved than women in child-rearing, they also miss out on the joy of parenting that women are much more likely to experience.

Growing recognition of the problems males experience because of their socialization into masculinity has led to increased concern over what is happening to American boys. Citing the strong linkage between masculinity and violence, some writers urge parents to raise their sons differently in order to help our society reduce its violent behavior (Miedzian, 2002).Miedzian, M. (2002). *Boys will be boys: Breaking the link between masculinity and violence*. New York, NY: Lantern Books. In all of these respects, boys and men —and our nation as a whole—are paying a very real price for being male in a patriarchal society.

KEY TAKEAWAYS

- In a patriarchal society, males automatically have certain advantages, including a general freedom from fear of being raped and sexually assaulted and from experiencing job discrimination on the basis of their gender.
- Men also suffer certain disadvantages from being male, including higher rates of injury, violence, and death and a lower likelihood of experiencing the joy that parenting often brings.

FOR YOUR REVIEW

1. What do you think is the most important advantage, privilege, or benefit that men enjoy in the United States? Explain your answer.
2. What do you think is the most significant cost or disadvantage that men experience? Again, explain your answer.

Reducing Gender Inequality: What Sociology Suggests

Gender inequality is found in varying degrees in most societies around the world, and the United States is no exception. Just as racial/ethnic stereotyping and prejudice underlie racial/ethnic inequality, so do stereotypes and false beliefs underlie gender inequality. Although these stereotypes and beliefs have weakened considerably since the 1970s thanks in large part to the contemporary women's movement and the gay and lesbian rights movements, they obviously persist and hamper efforts to achieve full gender equality.

A sociological perspective reminds us that gender inequality stems from a complex mixture of cultural and structural factors that must be addressed if gender inequality is to be reduced further than it already has been since the 1970s. Despite changes during this period, children are still socialized from birth into traditional notions of femininity and masculinity, and gender-based stereotyping incorporating these notions still continues. Although people should generally be free to pursue whatever family and career responsibilities they desire, socialization and stereotyping still combine to limit the ability of girls and boys and women and men alike to imagine less traditional possibilities. Meanwhile, structural obstacles in the workplace and elsewhere continue to keep women in a subordinate social and economic status relative to men. Cultural and structural factors also continue to produce inequality based on sexual orientation, an inequality that is reinforced both by the presence of certain laws directed at gays and lesbians (such as laws in many states that prohibit same-sex marriage) and by the absence of other laws prohibiting discrimination based on sexual orientation (such as laws prohibiting employment discrimination).

To reduce gender inequality, then, a sociological perspective suggests various policies and measures to address the cultural and structural factors that help produce gender inequality. These might include, but are not limited to, the following:

1. Reduce socialization by parents and other adults of girls and boys into traditional gender roles.
2. Confront gender stereotyping and sexual orientation stereotyping by the popular and news media.
3. Increase public consciousness of the reasons for, extent of, and consequences of rape and sexual assault, sexual harassment, and pornography.
4. Increase enforcement of existing laws against gender-based employment discrimination and against sexual harassment.
5. Increase funding of rape-crisis centers and other services for girls and women who have been raped and/or sexually assaulted.
6. Increase government funding of high-quality day-care options to enable parents, and especially mothers, to work outside the home if they so desire, and to do so without fear that their finances or their children's well-being will be compromised.
7. Pass federal and state legislation banning employment discrimination based on sexual orientation and allowing same-sex couples to marry and enjoy all the rights, responsibilities, and benefits of heterosexual married couples.
8. Increase mentorship and other efforts to boost the number of women in traditionally male occupations and in positions of political leadership.

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2.4.7: End-of-Chapter Material

Summary

1. *Sex* is a concept that refers to biological differences between females and males, while *gender* is a concept that refers to a society's expectations of how females and males should think and behave. To the extent that women and men and girls and boys are different, it's essential to determine how much of these differences stems from the biological differences between the sexes.
2. In understanding gender differences, scholars continue to debate the value of biological explanations. Biological explanations centering on evolution, natural selection, and hormonal differences are provocative but ultimately imply that gender differences are inevitable and that the status quo must be maintained. In contrast, cultural and socialization explanations imply some hope for changing gender roles and for reducing gender inequality. Anthropologists find gender similarities across cultures that probably reflect the biological differences between the sexes, but they also find much cultural variation in gender roles that underscores the importance of culture and socialization for understanding gender.
3. Many studies emphasize that socialization leads children in the United States to adopt the gender roles associated with femininity and masculinity. Parents view and interact with their daughters and sons differently, and children continue to learn their gender roles from their peers, schools, the mass media, and religion.
4. Feminism refers to the belief that women should be equal to men. With feminism defined in this way, many more people hold feminist beliefs than might be willing to admit to it. The feminist movement began during the pre–Civil War abolitionist period and eventually won women the right to vote. Its reemergence in the late 1960s has changed many aspects of American life. Since then support for traditional gender roles has declined dramatically in national surveys. Several variables, including education, are associated with a feminist outlook, but, surprisingly, women are not consistently more likely than men to support feminist beliefs.
5. Gender inequality in the workplace is manifested through the gender gap in earnings and through sexual harassment. Women earn less than 75% of what men earn. Several reasons account for this gap, including sex segregation in the workplace, the devaluing of women's work, and outright sex discrimination by employers. Sexual harassment against women is quite common and stems from cultural beliefs about women's and men's roles and structural differences in the workplace in power between women and men.
6. Gender inequality also exists in the household in the extent to which women and men perform housework. Women perform much more housework than men, even when they also work outside the home. Although some studies show that men perform more housework than they used to, recent evidence suggests that men are merely exaggerating the amount of housework they now perform by giving socially desirable responses to questions about their housework.
7. Although women have made great gains in the world of politics in the United States, they still lag behind men in the extent to which they occupy legislative seats. This extent is higher in the United States than in many other countries, but lower than in many nations in Europe and elsewhere.
8. Women of color experience a triple burden based on their gender, race/ethnicity, and social class. Even though white women earn less money and are poorer than white men, women of color earn less money and are poorer than white women.
9. Violence against women is another manifestation of gender inequality. Research shows that up to one-third of U.S. women will be raped or sexually assaulted and that about 70%–80% of their assailants will be men they know. Cultural beliefs and structural differences in power explain why rape occurs. Pornography is often considered another type of violence against women, but questions continue over the definition of pornography and over whether it does indeed promote rape and other forms of antiwoman violence. Efforts to combat pornography may run afoul of First Amendment protections for freedom of speech.
10. In a patriarchal society men enjoy privileges just for being male, whether or not they recognize these privileges. At the same time, men also experience disadvantages, including violent behavior and victimization and higher rates of certain emotional problems than those experienced by women.

USING SOCIOLOGY

You are helping to organize a Take Back the Night march similar to the one mentioned in the news story about the University of Missouri-Columbia that began this chapter. Naturally you tell all your friends about it and urge them to participate in the march. But two of them, one woman and one man, say they don't really think there is a need for the march. When you ask them why, they say that many women who claim to have been raped were dressed too provocatively or really wanted to have sex but then changed their minds. How do you respond to your friends?

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3.1: Groups and Organizations

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3.1.1: Chapter Introduction

Social Issues in the News

“Arrests Made in Vandalism Spree,” the headline said. In March 2010, three high school students, two juveniles and one 18-year-old, allegedly spray-painted obscenities on cars, homes, and an elementary school in Muncie, Indiana. A police captain said, “I think they just started out to do a friend’s house. The thing kind of carried away after that and went nuts through the rest of the neighborhood.” The estimated damage was in the thousands of dollars and was so extensive that the 18-year-old suspect was charged with a felony. The police captain said the boys felt sorry for their vandalism. “They probably wish they could take it back, but it happened and it’s a lot of damage.” (Werner, 2010)Werner, N. (2010, April 2). Arrests made in vandalism spree. *The Star Press*. Retrieved from http://pqasb.pqarchiver.com/thestarpress/access/2000011861.html?FMT=ABS&date=Apr+02%2C+2010

This news story depicts an unusual group activity, spray-painting. It is likely that none of these teens would have done the spray-painting by himself. If so, this news story reminds us of the importance of the many groups to which people typically belong. To recall Chapter 1.3 "Social Structure and Social Interaction", the English poet John Donne (1573–1631) once wrote, “No man is an island, entire of itself; Every man is a piece of the continent, a part of the main” (Donne, 1839, pp. 574–575).Donne, J. (1839). Meditation XVII. In H. Alford (Ed.), *The works of John Donne* (Vol. III, pp. 574–575). London, England: John W. Parker. Obviously meant to apply to both sexes, Donne’s passage reminds us that we are all members of society. At the more micro level, we are all members of social groups and categories. As we have seen in previous chapters, sociologists look at us more as members of groups and less as individuals, and they try to explain our attitudes and behavior in terms of the many groups and social backgrounds from which we come. For these reasons, sociology is often considered the study of group life, group behavior, and group processes. This chapter discusses the importance of many types of groups for understanding our behavior and attitudes and for understanding society itself. We will see that groups are necessary for many of our needs and for society’s functioning but at the same time can often lead to several negative consequences, as the story of vandalism in Muncie illustrates.

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3.1.2: Social Groups

LEARNING OBJECTIVES

1. Describe how a social group differs from a social category or social aggregate.
2. Distinguish a primary group from a secondary group.
3. Define a reference group and provide one example of such a group.
4. Explain the importance of networks in a modern society.

A **social group** consists of two or more people who regularly interact on the basis of mutual expectations and who share a common identity. It is easy to see from this definition that we all belong to many types of social groups: our families, our different friendship groups, the sociology class and other courses we attend, our workplaces, the clubs and organizations to which we belong, and so forth. Except in rare cases, it is difficult to imagine any of us living totally alone. Even people who live by themselves still interact with family members, coworkers, and friends and to this extent still have several group memberships.

It is important here to distinguish social groups from two related concepts: social categories and social aggregates. A **social category** is a collection of individuals who have at least one attribute in common but otherwise do not necessarily interact. *Women* is an example of a social category. All women have at least one thing in common, their biological sex, even though they do not interact. *Asian Americans* is another example of a social category, as all Asian Americans have two things in common, their ethnic background and their residence in the United States, even if they do not interact or share any other similarities. As these examples suggest, gender, race, and ethnicity are the basis for several social categories. Other common social categories are based on our religious preference, geographical residence, and social class.

Falling between a social category and a social group is the **social aggregate**, which is a collection of people who are in the same place at the same time but who otherwise do not necessarily interact, except in the most superficial of ways, or have anything else in common. The crowd at a sporting event and the audience at a movie or play are common examples of social aggregates. These collections of people are not a social category, because the people are together physically, and they are also not a group, because they do not really interact and do not have a common identity unrelated to being in the crowd or audience at that moment.



Figure 3.1.2.1: *A social aggregate is a collection of people who are in the same place at the same time but who otherwise have nothing else in common. A crowd at a sporting event and the audience at a movie or play are examples of social aggregates. © Thinkstock*

With these distinctions laid out, let's return to our study of groups by looking at the different types of groups sociologists have delineated.

Primary and Secondary Groups

A common distinction is made between primary groups and secondary groups. A **primary group** is usually small, is characterized by extensive interaction and strong emotional ties, and endures over time. Members of such groups care a lot about each other and identify strongly with the group. Indeed, their membership in a primary group gives them much of their social identity. Charles Horton Cooley, whose looking-glass-self concept was discussed in Chapter 1.3 "Social Structure and Social Interaction", called these groups *primary*, because they are the first groups we belong to and because they are so important for social life. The family is

the primary group that comes most readily to mind, but small peer friendship groups, whether they are your high school friends, an urban street gang, or middle-aged adults who get together regularly, are also primary groups.

Although a primary group is usually small, somewhat larger groups can also act much like primary groups. Here athletic teams, fraternities, and sororities come to mind. Although these groups are larger than the typical family or small circle of friends, the emotional bonds their members form are often quite intense. In some workplaces, coworkers can get to know each other very well and become a friendship group in which the members discuss personal concerns and interact outside the workplace. To the extent this happens, small groups of coworkers can become primary groups (Elsesser & Peplau, 2006; Marks, 1994).Elsesser, K., & Peplau L. A. (2006). The glass partition: Obstacles to cross-sex friendships at work. *Human Relations, 59*, 1077–1100; Marks, S. R. (1994). Intimacy in the public realm: The case of co-workers. *Social Forces, 72*, 843–858.

Our primary groups play significant roles in so much that we do. Survey evidence bears this out for the family. Figure 3.1.2.2 "Percentage of Americans Who Say Their Family Is Very Important, Quite Important, Not Too Important, or Not at All Important in Their Lives" shows that an overwhelming majority of Americans say their family is “very important” in their lives. Would you say the same for your family?

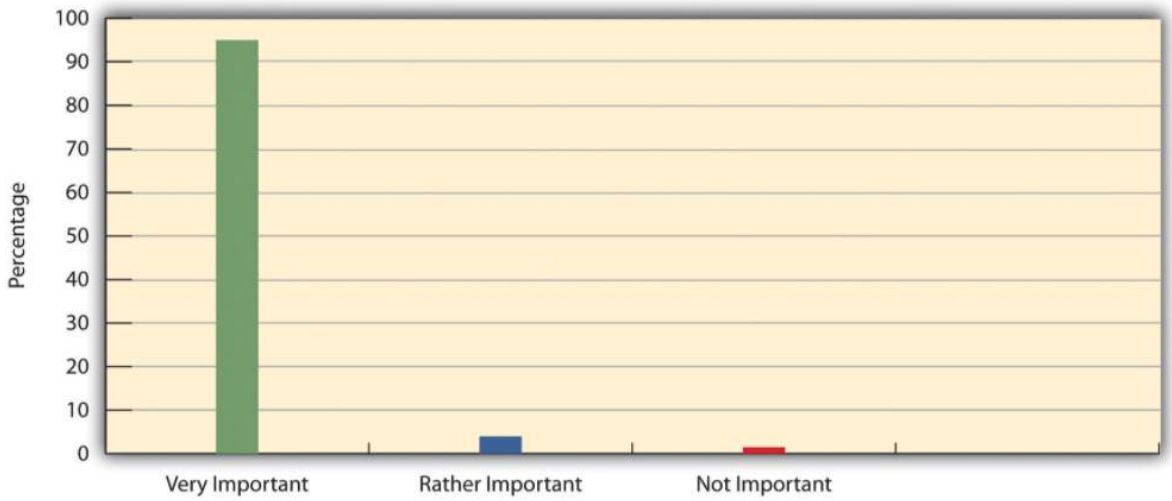


Figure 3.1.2.2: *Percentage of Americans Who Say Their Family Is Very Important, Quite Important, Not Too Important, or Not at All Important in Their Lives*

Source: Data from World Values Survey, 2002.

Ideally, our primary groups give us emotional warmth and comfort in good times and bad and provide us an identity and a strong sense of loyalty and belonging. Our primary group memberships are thus important for such things as our happiness and mental health. Much research, for example, shows rates of suicide and emotional problems are lower among people involved with social support networks such as their families and friends than among people who are pretty much alone (Maimon & Kuhl, 2008).Maimon, D., & Kuhl, D. C. (2008). Social control and youth suicidality: Situating Durkheim’s ideas in a multilevel framework. *American Sociological Review, 73*, 921–943. However, our primary group relationships may also not be ideal, and, if they are negative ones, they may cause us much mental and emotional distress. In this regard, the family as a primary group is the setting for much physical and sexual violence committed against women and children (Gosselin, 2010)Gosselin, D. K. (2010). *Heavy hands: An introduction to the crimes of family violence* (4th ed.). Upper Saddle River, NJ: Prentice Hall. (see Chapter 2.4 "Gender and Gender Inequality").



Figure 3.1.2.3: *A secondary group is larger and more impersonal than a primary group and may exist for a relatively short time to achieve a specific purpose. The students in any one of your college courses constitute a secondary group. © Thinkstock*

Although primary groups are the most important ones in our lives, we belong to many more **secondary groups**, which are groups that are larger and more impersonal and exist, often for a relatively short time, to achieve a specific purpose. Secondary group members feel less emotionally attached to each other than do primary group members and do not identify as much with their group nor feel as loyal to it. This does not mean secondary groups are unimportant, as society could not exist without them, but they still do not provide the potential emotional benefits for their members that primary groups ideally do. The sociology class for which you are reading this book is an example of a secondary group, as are the clubs and organizations on your campus to which you might belong. Other secondary groups include religious, business, governmental, and civic organizations. In some of these groups, members get to know each other better than in other secondary groups, but their emotional ties and intensity of interaction generally remain much weaker than in primary groups.

Reference Groups

Primary and secondary groups can act both as our **reference groups** or as groups that set a standard for guiding our own behavior and attitudes. The family we belong to obviously affects our actions and views, as, for example, there were probably times during your adolescence when you decided not to do certain things with your friends to avoid disappointing or upsetting your parents. On the other hand, your friends regularly acted during your adolescence as a reference group, and you probably dressed the way they did or did things with them, even against your parents' wishes, precisely because they were your reference group. Some of our reference groups are groups to which we do not belong but to which we nonetheless *want* to belong. A small child, for example, may dream of becoming an astronaut and dress like one and play like one. Some high school students may not belong to the "cool" clique in school but may still dress like the members of this clique, either in hopes of being accepted as a member or simply because they admire the dress and style of its members.

Samuel Stouffer and colleagues (Stouffer, Suchman, DeVinney, Star, & Williams, 1949)Stouffer, S. A., Suchman, E. A., DeVinney, L. C., Star, S. A., & Williams, R. M., Jr. (1949). *The American soldier: Adjustment during army life* (Studies in Social Psychology in World War II, Vol. 1). Princeton, NJ: Princeton University Press. demonstrated the importance of reference groups in a well-known study of American soldiers during World War II. This study sought to determine why some soldiers were more likely than others to have low morale. Surprisingly, Stouffer found that the actual, "objective" nature of their living conditions affected their morale less than whether they felt other soldiers were better or worse off than they were. Even if their own living conditions were fairly good, they were likely to have low morale if they thought other soldiers were doing better. Another factor affecting their morale was whether they thought they had a good chance of being promoted. Soldiers in units with high promotion rates were, paradoxically, more pessimistic about their own chances of promotion than soldiers in units with low promotion rates. Evidently the former soldiers were dismayed by seeing so many other men in their unit getting promoted and felt worse off as a result. In each case, Stouffer concluded, the soldiers' views were shaped by their perceptions of what was happening in their reference group of other soldiers. They *felt* deprived relative to the experiences of the members of their reference group and adjusted their views accordingly. The concept of *relative deprivation* captures this process.

In-Groups and Out-Groups

Members of primary and some secondary groups feel loyal to those groups and take pride in belonging to them. We call such groups **in-groups**. Fraternities, sororities, sports teams, and juvenile gangs are examples of in-groups. Members of an in-group often end up competing with members of another group for various kinds of rewards. This other group is called an **out-group**. The competition between in-groups and out-groups is often friendly, as among members of intramural teams during the academic year when they vie in athletic events. Sometimes, however, in-group members look down their noses at out-group members and even act very hostilely toward them. Rival fraternity members at several campuses have been known to get into fights and trash each other's houses. More seriously, street gangs attack each other, and hate groups such as skinheads and the Ku Klux Klan have committed

violence against people of color, Jews, and other individuals they consider members of out-groups. As these examples make clear, in-group membership can promote very negative attitudes toward the out-groups with which the in-groups feel they are competing. These attitudes are especially likely to develop in times of rising unemployment and other types of economic distress, as in-group members are apt to blame out-group members for their economic problems (Olzak, 1992).Olzak, S. (1992). *The dynamics of ethnic competition and conflict*. Stanford, CA: Stanford University Press.

Social Networks

These days in the job world we often hear of "networking," or taking advantage of your connections with people who have connections to other people who can help you land a job. You do not necessarily know these "other people" who ultimately can help you, but you *do* know the people who know them. Your ties to the other people are weak or nonexistent, but your involvement in this network may nonetheless help you find a job.

Modern life is increasingly characterized by such **social networks**, or the totality of relationships that link us to other people and groups and through them to still other people and groups. Some of these relationships involve strong bonds, while other relationships involve weak bonds (Granovetter, 1983).Granovetter, M. (1983). The strength of weak ties: A network theory revisited. *Sociological Theory, 1*, 201–233. Facebook and other Web sites have made possible networks of a size unimaginable just a decade ago. Social networks are important for many things, including getting advice, borrowing small amounts of money, and finding a job. When you need advice or want to borrow $5 or $10, to whom do you turn? The answer is undoubtedly certain members of your social networks—your friends, family, and so forth.

The indirect links you have to people through your social networks can help you find a job or even receive better medical care. For example, if you come down with a serious condition such as cancer, you would probably first talk with your primary care physician, who would refer you to one or more specialists whom you do not know and who have no connections to you through other people you know. That is, they are not part of your social network. Because the specialists do not know you and do not know anyone else who knows you, they are likely to treat you very professionally, which means, for better or worse, impersonally.



Figure 3.1.2.4: *A social network is the totality of relationships that link us to other people and groups and through them to still other people and groups. Our involvement in certain networks can bring certain advantages, including better medical care if one's network includes a physician or two. © Thinkstock*

Now suppose you have some nearby friends or relatives who are physicians. Because of their connections with other nearby physicians, they can recommend certain specialists to you and perhaps even get you an earlier appointment than your primary physician could. Because these specialists realize you know physicians they know, they may treat you more personally than otherwise. In the long run, you may well get better medical care from your network through the physicians you know. People lucky enough to have such connections may thus be better off medically than people who do not.

But let's look at this last sentence. What kinds of people have such connections? What kinds of people have friends or relatives who are physicians? All other things being equal, if you had two people standing before you, one employed as a vice president in a large corporation and the other working part time at a fast-food restaurant, which person do you think would be more likely to know a physician or two personally? Your answer is probably the corporate vice president. The point is that factors such as our social class and occupational status, our race and ethnicity, and our gender affect how likely we are to have social networks that can help us get jobs, good medical care, and other advantages. As just one example, a study of three working-class neighborhoods in New York City—one white, one African American, and one Latino—found that white youths were more involved through their parents and peers in job-referral networks than youths in the other two neighborhoods and thus were better able to find jobs, even if they had been arrested for delinquency (Sullivan, 1989).Sullivan, M. (1989). *Getting paid: Youth crime and work in the inner city*. Ithaca, NY: Cornell University Press. This study suggests that even if we look at people of different races and ethnicities in roughly the same social class, whites have an advantage over people of color in the employment world.

Gender also matters in the employment world. In many businesses, there still exists an “old boys’ network,” in which male executives with job openings hear about male applicants from male colleagues and friends. Male employees already on the job tend to spend more social time with their male bosses than do their female counterparts. These related processes make it more difficult for females than for males to be hired and promoted (Barreto, Ryan, & Schmitt, 2009).Barreto, M., Ryan, M. K., & Schmitt, M. T. (Eds.). (2009). *The glass ceiling in the 21st century: Understanding barriers to gender equality*. Washington, DC: American Psychological Association. To counter these effects and to help support each other, some women form networks where they meet, talk about mutual problems, and discuss ways of dealing with these problems. An example of such a network is The Links, Inc., a community service group of 12,000 professional African American women whose name underscores the importance of networking (http://www.linksinc.org/index.shtml). Its members participate in 270 chapters in 42 states; Washington, DC; and the Bahamas. Every two years, more than 2,000 Links members convene for a national assembly at which they network, discuss the problems they face as professional women of color, and consider fund-raising strategies for the causes they support.

KEY TAKEAWAYS

- Groups are a key building block of social life but can also have negative consequences.
- Primary groups are generally small and include intimate relationships, while secondary groups are larger and more impersonal.
- Reference groups provide a standard for guiding and evaluating our attitudes and behaviors.
- Social networks are increasingly important in modern life, and involvement in such networks may have favorable consequences for many aspects of one’s life.

FOR YOUR REVIEW

- Briefly describe one reference group that has influenced your attitudes or behavior, and explain why it had this influence on you.
- Briefly describe an example of when one of your social networks proved helpful to you (or describe an example when a social network helped someone you know).
- List at least five secondary groups to which you now belong and/or to which you previously belonged.

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3.1.3: Group Dynamics and Behavior

LEARNING OBJECTIVES

1. Explain how and why group dynamics change as groups grow in size.
2. Describe the different types of leaders and leadership styles.
3. Be familiar with experimental evidence on group conformity.
4. Explain how groupthink develops and why its development may lead to negative consequences.

Social scientists have studied how people behave in groups and how groups affect people's behavior, attitudes, and perceptions (Gastil, 2009).Gastil, J. (2009). *The group in society*. Thousand Oaks, CA: Sage. Their research underscores the importance of groups for social life, but it also points to the dangerous influence groups can sometimes have on their members.

The Importance of Group Size

The distinction made earlier between small primary groups and larger secondary groups reflects the importance of group size for the functioning of a group, the nature of its members' attachments, and the group's stability. If you have ever taken a very small class, say fewer than 15 students, you probably noticed that the class atmosphere differed markedly from that of a large lecture class you may have been in. In the small class, you were able to know the professor better, and the students in the room were able to know each other better. Attendance in the small class was probably more regular than in the large lecture class.

Over the years, sociologists and other scholars have studied the effects of group size on group dynamics. One of the first to do so was German sociologist Georg Simmel (1858–1918), who discussed the effects of groups of different sizes. The smallest group, of course, is the two-person group, or **dyad**, such as a married couple or two people engaged to be married or at least dating steadily. In this smallest of groups, Simmel noted, relationships can be very intense emotionally (as you might know from personal experience) but also very unstable and short lived: if one person ends the relationship, the dyad ends as well.



Figure 3.1.3.1: *The smallest group is the two-person group, or dyad. Dyad relationships can be very intense emotionally but also unstable and short lived. Why is this so? © Thinkstock*

A **triad**, or three-person group, involves relationships that are still fairly intense, but it is also more stable than a dyad. A major reason for this, said Simmel, is that if two people in a triad have a dispute, the third member can help them reach some compromise that will satisfy all the triad members. The downside of a triad is that two of its members may become very close and increasingly disregard the third member, reflecting the old saying that "three's a crowd." As one example, some overcrowded college dorms are forced to house students in triples, or three to a room. In such a situation, suppose that two of the roommates are night owls and like to stay up very late, while the third wants lights out by 11:00 p.m. If majority rules, as well it might, the third roommate will feel very dissatisfied and may decide to try to find other roommates.

As groups become larger, the intensity of their interaction and bonding decreases, but their stability increases. The major reason for this is the sheer number of relationships that can exist in a larger group. For example, in a dyad only one relationship exists, that between the two members of the dyad. In a triad (say composed of members A, B, and C), three relationships exist: A-B, A-C, and B-C. In a four-person group, the number of relationships rises to six: A-B, A-C, A-D, B-C, B-D, and C-D. In a five-person group, 10 relationships exist, and in a seven-person group, 21 exist (see Figure 3.1.3.2 "Number of Two-Person Relationships in Groups of Different Sizes"). As the number of possible relationships rises, the amount of time a group member can spend with any other group member must decline, and with this decline comes less intense interaction and weaker emotional bonds. But as group size increases, the group also becomes more stable because it is large enough to survive any one member's departure from the group. When you graduate from your college or university, any clubs, organizations, or sports teams to which you belong will continue despite your exit, no matter how important you were to the group, as the remaining members of the group and new recruits will carry on in your absence.

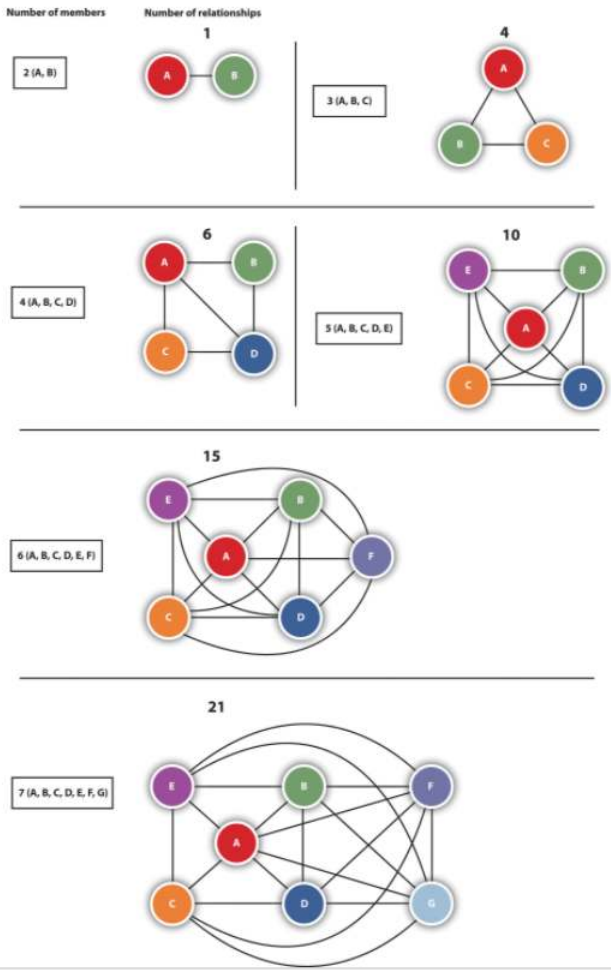


Figure 3.1.3.2: *Number of Two-Person Relationships in Groups of Different Sizes*

Group Leadership and Decision Making

Most groups have leaders. In the family, of course, the parents are the leaders, as much as their children sometimes might not like that. Even some close friendship groups have a leader or two who emerge over time. Virtually all secondary groups have leaders. These groups often have a charter, operations manual, or similar document that stipulates how leaders are appointed or elected and what their duties are.

Sociologists commonly distinguish two types of leaders, instrumental and expressive. An **instrumental leader** is a leader whose main focus is to achieve group goals and accomplish group tasks. Often instrumental leaders try to carry out their role even if they alienate other members of the group. The second type is the **expressive leader**, whose main focus is to maintain and improve the quality of relationships among group members and more generally to ensure group harmony. Some groups may have both types of leaders.

Related to the leader types is leadership *style*. Three such styles are commonly distinguished. The first, **authoritarian leadership**, involves a primary focus on achieving group goals and on rigorous compliance with group rules and penalties for noncompliance. Authoritarian leaders typically make decisions on their own and tell other group members what to do and how to do it. The second style, **democratic leadership**, involves extensive consultation with group members on decisions and less emphasis on rule compliance. Democratic leaders still make the final decision but do so only after carefully considering what other group members have said, and usually their decision will agree with the views of a majority of the members. The final style is **laissez-faire leadership**. Here the leader more or less sits back and lets the group function on its own and really exerts no leadership role.

When a decision must be reached, laissez-faire leadership is less effective than the other two in helping a group get things done. Whether authoritarian or democratic leadership is better for a group depends on the group's priorities. If the group values task

accomplishment more than anything else, including how well group members get along and how much they like their leader, then authoritarian leadership is preferable to democratic leadership, as it is better able to achieve group goals quickly and efficiently. But if group members place their highest priority on their satisfaction with decisions and decision making in the group, then they would want to have a lot of input in decisions. In this case, democratic leadership is preferable to authoritarian leadership.

Some small groups shun leadership and instead try to operate by *consensus*. In this model of decision making popularized by Quakers (T. S. Brown, 2009),Brown, T. S. (2009). *When friends attend to business*. Philadelphia, PA: Philadelphia Yearly Meeting. Retrieved from http://www.pym.org/pm/comments.php?id=1121_0_178_0_C no decision is made unless all group members agree with it. If even one member disagrees, the group keeps discussing the issue until it reaches a compromise that satisfies everyone. If the person disagreeing does not feel very strongly about the issue or does not wish to prolong the discussion, she or he may agree to "stand aside" and let the group make the decision despite the lack of total consensus. But if this person refuses to stand aside, no decision may be possible.



Figure 3.1.3.3: *Some small groups operate by consensus instead of having a leader guiding or mandating their decision making. This model of decision making was popularized by the Society of Friends (Quakers).*

Source: Photo courtesy of Guy Noir, http://flickr.com/photos/16698255@N00/25305949.

A major advantage of the consensus style of decision making is psychic. Because everyone has a chance to voice an opinion about a potential decision, and no decisions are reached unless everyone agrees with them, group members will ordinarily feel good about the eventual decision and also about being in the group. The major disadvantage has to do with time and efficiency. When groups operate by consensus, their discussions may become long and tedious, as no voting is allowed and discussion must continue until everyone is satisfied with the outcome. This means the group may well be unable to make decisions quickly and efficiently.

One final issue is how gender influences leadership styles. Although the evidence indicates that women and men are equally capable of being good leaders, their leadership styles do tend to differ. Women are more likely to be democratic leaders, while men are more likely to be authoritarian leaders (Eagly & Carli, 2007).Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press. Because of this difference, women leaders sometimes have trouble securing respect from their subordinates and are criticized for being too soft. Yet if they respond with a more masculine, or authoritarian, style, they may be charged with acting too much like a man and be criticized in ways a man would not be.

Groups, Roles, and Conformity

We have seen in this and previous chapters that groups are essential for social life, in large part because they play an important part in the socialization process and provide emotional and other support for their members. As sociologists have emphasized since the origins of the discipline during the 19th century, the influence of groups on individuals is essential for social stability. This influence operates through many mechanisms, including the roles that group members are expected to play. Secondary groups such as business organizations are also fundamental to complex industrial societies such as our own.

Social stability results because groups induce their members to conform to the norms, values, and attitudes of the groups themselves and of the larger society to which they belong. As the chapter-opening news story about teenage vandalism reminds us, however, conformity to the group, or peer pressure, has a downside if it means that people might adopt group norms, attitudes, or values that are bad for some reason to hold and may even result in harm to others. Conformity is thus a double-edged sword. Unfortunately, bad conformity happens all too often, as several social-psychological experiments, to which we now turn, remind us.

Solomon Asch and Perceptions of Line Lengths

Several decades ago Solomon Asch (1958)Asch, S. E. (1958). Effects of group pressure upon the modification and distortion of judgments. In E. E. Maccoby, T. M. Newcomb, & E. L. Hartley (Eds.), *Readings in social psychology*. New York, NY: Holt,

Rinehart and Winston. conducted one of the first of these experiments. Consider the pair of cards in Figure 3.1.3.4 "Examples of Cards Used in Asch's Experiment". One of the lines (A, B, or C) on the right card is identical in length to the single line in the left card. Which is it? If your vision is up to par, you undoubtedly answered Line B. Asch showed several students pairs of cards similar to the pair in Figure 3.1.3.4 to confirm that it was very clear which of the three lines was the same length as the single line.

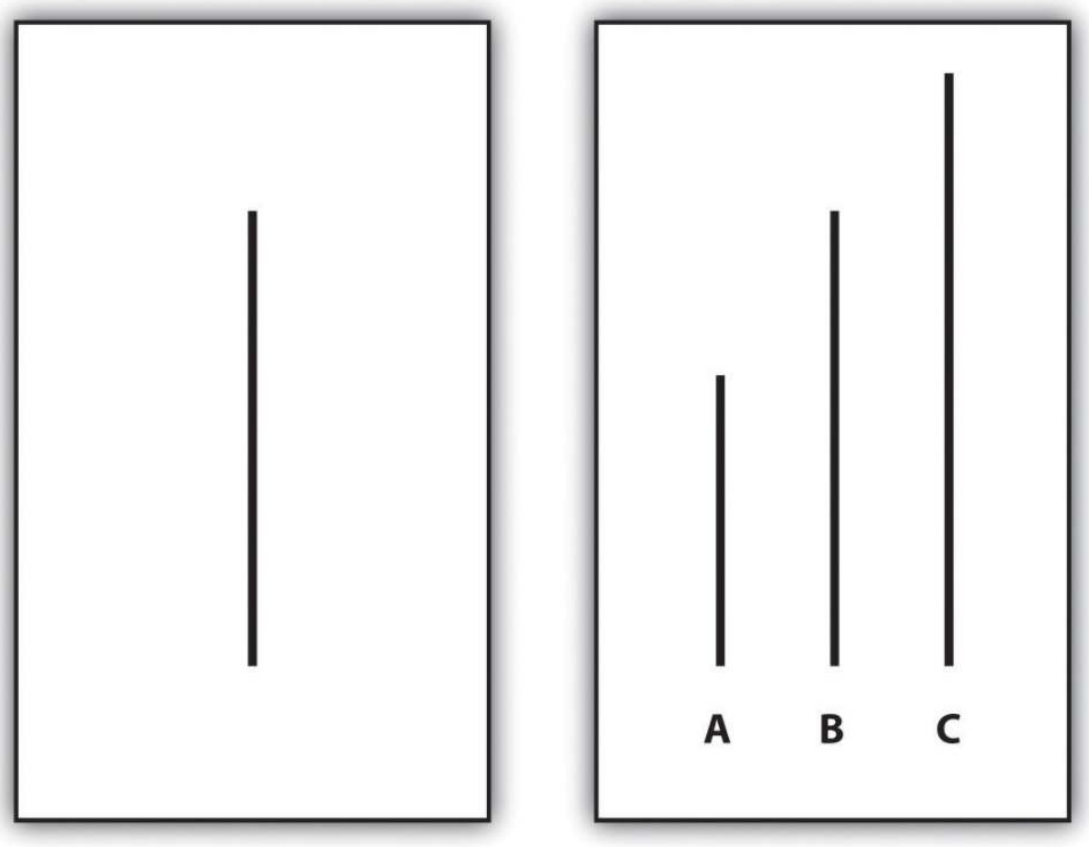


Figure 3.1.3.4: *Examples of Cards Used in Asch's Experiment*

Next, he had students meet in groups of at least six members and told them he was testing their visual ability. One by one he asked each member of the group to identify which of the three lines was the same length as the single line. One by one each student gave a wrong answer. Finally, the last student had to answer, and about one-third of the time the final student in each group also gave the wrong answer that everyone else was giving.

Unknown to these final students, all the other students were confederates or accomplices, to use some experimental jargon, as Asch had told them to give a wrong answer on purpose. The final student in each group was thus a naive subject, and Asch's purpose was to see how often the naive subjects in all the groups would give the wrong answer that everyone else was giving, even though it was *very* clear it was a wrong answer.

After each group ended its deliberations, Asch asked the naive subjects who gave the wrong answers why they did so. Some replied that they knew the answer was wrong but they did not want to look different from the other people in the group, even though they were strangers before the experiment began. But other naive subjects said *they had begun to doubt their own visual perception*: they decided that if everyone else was giving a different answer, then somehow they were seeing the cards incorrectly.

Asch's experiment indicated that groups induce conformity for at least two reasons. First, members feel pressured to conform so as not to alienate other members. Second, members may decide their own perceptions or views are wrong because they see other group members perceiving things differently and begin to doubt their own perceptive abilities. For either or both reasons, then, groups can, for better or worse, affect our judgments and our actions.

Stanley Milgram and Electric Shock

Although the type of influence Asch's experiment involved was benign, other experiments indicate that individuals can conform in a very harmful way. One such very famous experiment was conducted by Yale University psychologist Stanley Milgram (1974),Milgram, S. (1974). *Obedience to authority*. New York, NY: Harper and Row. who designed it to address an important question that arose after World War II and the revelation of the murders of millions of people during the Nazi Holocaust. This question was, "How was the Holocaust possible?" Many people blamed the authoritarian nature of German culture and the so-called authoritarian personality that it inspired among German residents, who, it was thought, would be quite ready to obey rules and demands from authority figures.

Milgram wanted to see whether Germans would indeed be more likely than Americans to obey unjust authority. He devised a series of experiments and found that his American subjects were quite likely to give potentially lethal electric shocks to other people. During the experiment, a subject, or "teacher," would come into a laboratory and be told by a man wearing a white lab coat to sit down at a table housing a machine that sent electric shocks to a "learner." Depending on the type of experiment, this was either a person whom the teacher never saw and heard only over a loudspeaker, a person sitting in an adjoining room whom the teacher could see through a window and hear over the loudspeaker, or a person sitting right next to the teacher.

The teacher was then told to read the learner a list of word pairs, such as mother-father, cat-dog, and sun-moon. At the end of the list, the teacher was then asked to read the first word of the first word pair—for example, "mother" in our list—and to read several possible matches. If the learner got the right answer ("father"), the teacher would move on to the next word pair, but if the learner gave the wrong answer, the teacher was to administer an electric shock to the learner. The initial shock was 15 volts (V), and each time a wrong answer was given, the shock would be increased, finally going up to 450 V, which was marked on the machine as "Danger: Severe Shock." The learners often gave wrong answers and would cry out in pain as the voltage increased. In the 200-V range, they would scream, and in the 400-V range, they would say nothing at all. As far as the teachers knew, the learners had lapsed into unconsciousness from the electric shocks and even died. In reality, the learners were not actually being shocked. Instead, the voice and screams heard through the loudspeaker were from a tape recorder, and the learners that some teachers saw were only pretending to be in agony.

Before his study began, Milgram consulted several psychologists, who assured him that no sane person would be willing to administer lethal shock in his experiments. He thus was shocked (pun intended) to find that more than half the teachers went all the way to 450 V in the experiments, where they could only hear the learner over a loudspeaker and not see him. Even in the experiments where the learner was sitting next to the teacher, some teachers still went to 450 V by forcing a hand of the screaming, resisting, but tied-down learner onto a metal plate that completed the electric circuit.

Milgram concluded that people are quite willing, however reluctantly, to obey authority even if it means inflicting great harm on others. If that could happen in his artificial experiment situation, he thought, then perhaps the Holocaust was not so incomprehensible after all, and it would be too simplistic to blame the Holocaust just on the authoritarianism of German culture. Instead, perhaps its roots lay in the very conformity to roles and group norms that makes society possible in the first place. The same processes that make society possible may also make tragedies like the Holocaust possible.

The Third Wave

In 1969, concern about the Holocaust prompted Ron Jones, a high school teacher from Palo Alto, California, to conduct a real-life experiment that reinforced Milgram's findings by creating a Nazi-like environment in the school in just a few short days (Jones, 1979).Jones, R. (1979). The third wave: A classroom experiment in fascism. In J. J. Bonsignore, E. Karsh, P. d'Errico, R. M. Pipkin, S. Arons, & J. Rifkin (Eds.), *Before the law: An introduction to the legal process* (pp. 503–511). Dallas, TX: Houghton Mifflin. He began by telling his sophomore history class about the importance of discipline and self-control. He had his students sit at attention and repeatedly stand up and sit down in quiet unison and saw their pride as they accomplished this task efficiently. All of a sudden everyone in the class seemed to be paying rapt attention to what was going on.

The next day, Jones began his class by talking about the importance of community and of being a member of a team or a cause. He had his class say over and over, "Strength through discipline, strength through community." Then he showed them a new class salute, made by bringing the right hand near the right shoulder in a curled position. He called it the Third Wave salute, because a hand in this position resembled a wave about to topple over. Jones then told the students they had to salute each other outside the classroom, which they did so during the next few days. As word of what was happening in Jones's class spread, students from other classes asked if they could come into his classroom.

On the third day of the experiment, Jones gave membership cards to every student in his class, which had now gained several new members. He told them they had to turn in the name of any student who was disobeying the class's rules. He then talked to them about the importance of action and hard work, both of which enhanced discipline and community. Jones told his students to recruit new members and to prevent any student who was not a Third Wave member from entering the classroom. During the rest of the day, students came to him with reports of other students not saluting the right way or of some students criticizing the experiment. Meanwhile, more than 200 students had joined the Third Wave.

On the fourth day of the experiment, more than 80 students squeezed into Jones's classroom. Jones informed them that the Third Wave was in fact a new political movement in the United States that would bring discipline, order, and pride to the country and that his students were among the first in the movement. The next day, Jones said, the Third Wave's national leader, whose identity was still not public, would be announcing a grand plan for action on national television at noon.

At noon the next day, more than 200 students crowded into the school auditorium to see the television speech. When Jones gave them the Third Wave salute, they saluted back. They chanted, "Strength through discipline, strength through community," over and over, and then sat in silent anticipation as Jones turned on a large television in front of the auditorium. The television remained blank. Suddenly Jones turned on a movie projector and showed scenes from a Nazi rally and the Nazi death camps. As the crowd in the auditorium reacted with shocked silence, the teacher told them there was no Third Wave movement and that almost overnight they had developed a Nazi-like society by allowing their regard for discipline, community, and action to warp their better judgment. Many students in the auditorium sobbed as they heard his words.



Figure 3.1.3.5: *The Third Wave experiment was designed to help high school students in Palo Alto, California, understand how the Nazi Holocaust (represented by this photo of the Auschwitz concentration camp) could have happened. The experiment illustrated that normal group processes that make social life possible can also lead people to conform to objectionable standards. © Thinkstock*

The Third Wave experiment once again indicates that the normal group processes that make social life possible also can lead people to conform to standards—in this case fascism—that most of us would reject. It also helps us understand further how the Holocaust could have happened. As Jones (1979, pp. 509–10)Jones, R. (1979). The third wave: A classroom experiment in fascism. In J. J. Bonsignore, E. Karsh, P. d'Errico, R. M. Pipkin, S. Arons, & J. Rifkin (Eds.), *Before the law: An introduction to the legal process* (pp. 503–511). Dallas, TX: Houghton Mifflin. told his students in the auditorium, "You thought that you were the elect. That you were better than those outside this room. You bargained your freedom for the comfort of discipline and superiority. You chose to accept the group's will and the big lie over your own conviction.…Yes, we would all have made good Germans."

Zimbardo's Prison Experiment

In 1971, Stanford University psychologist Philip Zimbardo (1972)Zimbardo, P. G. (1972). Pathology of imprisonment. *Society, 9*, 4–8. conducted an experiment to see what accounts for the extreme behaviors often seen in prisons: does this behavior stem from abnormal personalities of guards and prisoners or, instead, from the social structure of prisons, including the roles their members are expected to play? His experiment remains a compelling illustration of how roles and group processes can prompt extreme behavior.

Zimbardo advertised for male students to take part in a prison experiment and screened them out for histories of mental illness, violent behavior, and drug use. He then assigned them randomly to be either guards or prisoners in the experiment to ensure that any behavioral differences later seen between the two groups would have to stem from their different roles and not from any preexisting personality differences had they been allowed to volunteer.

The guards were told that they needed to keep order. They carried no weapons but did dress in khaki uniforms and wore reflector sunglasses to make eye contact impossible. On the first day of the experiment, the guards had the prisoners, who wore gowns and stocking caps to remove their individuality, stand in front of their cells (converted laboratory rooms) for the traditional prison "count." They made the prisoners stand for hours on end and verbally abused those who complained. A day later the prisoners refused to come out for the count, prompting the guards to respond by forcibly removing them from their cells and sometimes

spraying them with an ice-cold fire extinguisher to expedite the process. Some prisoners were put into solitary confinement. The guards also intensified their verbal abuse of the prisoners.

By the third day of the experiment, the prisoners had become very passive. The guards, several of whom indicated before the experiment that they would have trouble taking their role seriously, now were quite serious. They continued their verbal abuse of the prisoners and became quite hostile if their orders were not followed exactly. What had begun as somewhat of a lark for both guards and prisoners had now become, as far as they were concerned, a real prison.

Shortly thereafter, first one prisoner and then a few more came down with symptoms of a nervous breakdown. Zimbardo and his assistants could not believe this was possible, as they had planned for the experiment to last for two weeks, but they allowed the prisoners to quit the experiment. When the first one was being "released," the guards had the prisoners chant over and over that this prisoner was a bad prisoner and that they would be punished for his weakness. When this prisoner heard the chants, he refused to leave the area because he felt so humiliated. The researchers had to remind him that this was only an experiment and that he was not a real prisoner. Zimbardo had to shut down the experiment after only six days.

Zimbardo (1972)Zimbardo, P. G. (1972). Pathology of imprisonment. *Society, 9*, 4–8. later observed that if psychologists had viewed the behaviors just described in a real prison, they would likely have attributed them to preexisting personality problems in both guards and prisoners. As already noted, however, his random assignment procedure invalidated this possibility. Zimbardo thus concluded that the guards' and prisoners' behavioral problems must have stemmed from the social structure of the prison experience and the roles each group was expected to play. Zimbardo (2008)Zimbardo, P. G. (2008). *The Lucifer effect: Understanding how good people turn evil*. New York, NY: Random House Trade Paperbacks. later wrote that these same processes help us understand "how good people turn evil," to cite the subtitle of his book, and thus help explain the torture and abuse committed by American forces at the Abu Ghraib prison in Iraq after the United States invaded and occupied that country in 2003. Once again we see how two of the building blocks of social life—groups and roles—contain within them the seeds of regrettable behavior and attitudes.

Groupthink



Figure 3.1.3.6: *Groupthink may prompt people to conform with the judgments or behavior of a group because they do not want to appear different. Because of pressures to reach a quick verdict, jurors may go along with the majority opinion even if they believe otherwise. Have you ever been in a situation where groupthink occurred? © Thinkstock*

As these examples suggest, sometimes people go along with the desires and views of a group against their better judgments, either because they do not want to appear different or because they have come to believe that the group's course of action may be the best one after all. Psychologist Irving Janis (1972)Janis, I. L. (1972). *Victims of groupthink*. Boston, MA: Houghton Mifflin. called this process **groupthink** and noted it has often affected national and foreign policy decisions in the United States and elsewhere. Group members often quickly agree on some course of action without thinking completely of alternatives. A well-known example here was the decision by President John F. Kennedy and his advisers in 1961 to aid the invasion of the Bay of Pigs in Cuba by Cuban exiles who hoped to overthrow the government of Fidel Castro. Although several advisers thought the plan ill advised, they kept quiet, and the invasion was an embarrassing failure (Hart, Stern, & Sundelius, 1997).Hart, P. T., Stern E. K., & Sundelius B., (Eds.). (1997). *Beyond groupthink: Political group dynamics and foreign policy-making*. Ann Arbor, MI: University of Michigan Press.

Groupthink is also seen in jury decision making. Because of the pressures to reach a verdict quickly, some jurors may go along with a verdict even if they believe otherwise. In juries and other small groups, groupthink is less likely to occur if at least one person expresses a dissenting view. Once that happens, other dissenters feel more comfortable voicing their own objections (Gastil, 2009).Gastil, J. (2009). *The group in society*. Thousand Oaks, CA: Sage.

KEY TAKEAWAYS

- Leadership in groups and organizations involves instrumental and expressive leaders and several styles of leadership.
- Several social-psychological experiments illustrate how groups can influence the attitudes, behavior, and perceptions of their members. The Milgram and Zimbardo experiments showed that group processes can produce injurious behavior.

FOR YOUR REVIEW

- Think of any two groups to which you now belong or to which you previously belonged. Now think of the leader(s) of each group. Were these leaders more instrumental or more expressive? Provide evidence to support your answer.
- Have you ever been in a group where you or another member was pressured to behave in a way that you considered improper? Explain what finally happened.

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3.1.4: Formal Organizations

LEARNING OBJECTIVES

1. Describe the three types of formal organizations.
2. List the defining characteristics of bureaucracies.
3. Discuss any two disadvantages of bureaucracies.
4. Explain Michels's iron law of oligarchy.

Modern societies are filled with **formal organizations**, or large secondary groups that follow explicit rules and procedures to achieve specific goals and tasks. Max Weber (1864–1920), one of the founders of sociology, recognized long ago that as societies become more complex, their procedures for accomplishing tasks rely less on traditional customs and beliefs and more on *rational* (which is to say rule-guided and impersonal) methods of decision making. The development of formal organizations, he emphasized, allowed complex societies to accomplish their tasks in the most efficient way possible (Weber, 1921/1978).Weber, M. (1978). *Economy and society: An outline of interpretive sociology* (G. Roth & C. Wittich, Eds.). Berkeley: University of California Press. (Original work published 1921) Today we cannot imagine how any modern, complex society could run without formal organizations such as businesses and health-care institutions.

Types of Formal Organizations

Sociologist Amitai Etzioni (1975)Etzioni, A. (1975). *A comparative analysis of complex organizations*. New York, NY: Free Press. developed a popular typology of organizations based on how they induce people to join them and keep them as members once they do join. His three types are utilitarian, normative, and coercive organizations.

Utilitarian organizations (also called *remunerative organizations*) provide an income or some other personal benefit. Business organizations, ranging from large corporations to small Mom-and-Pop grocery stores, are familiar examples of utilitarian organizations. Colleges and universities are utilitarian organizations not only for the people who work at them but also for their students, who certainly see education and a diploma as important tangible benefits they can gain from higher education.

SOCIOLOGY MAKING A DIFFERENCE

Big-Box Stores and the McDonaldization of Society

In many towns across the country during the last decade or so, activists have opposed the building of Wal-Mart and other "big-box" stores. They have had many reasons for doing so: the stores hurt local businesses; they do not treat their workers well; they are environmentally unfriendly. No doubt some activists also think the stores are all the same and are a sign of a distressing trend in the retail world.

Sociologist George Ritzer (2008)Ritzer, G. (2008). *The McDonaldization of society*. Thousand Oaks, CA: Pine Forge Press. coined the term *McDonaldization* to describe this trend involving certain kinds of utilitarian organizations, to use a term from the chapter. His insights help us understand its advantages and disadvantages and thus help us to evaluate the arguments of big-box critics and the counterarguments of their proponents.

You have certainly eaten, probably too many times, at McDonald's, Burger King, Subway, KFC, and other fast-food restaurants. Ritzer says that these establishments share several characteristics that account for their popularity but that also represent a disturbing trend.

First, the food at all McDonald's restaurants is the same, as is the food at all Burger King restaurants or at any other fast-food chain. If you go to McDonald's in Maine, you can be very sure that you will find the same food that you would find at a McDonald's in San Diego on the other side of the country. You can also be sure that the food will taste the same, even though the two McDonald's are more than 3,000 miles apart. Ritzer uses the terms *predictability* and *uniformity* to refer to this similarity of McDonald's restaurants across the country.

Second, at any McDonald's the food is exactly the same size and weight. Before it was cooked, the burger you just bought was the same size and weight as the burger the person in front of you bought. This ensures that all McDonald's customers receive the identical value for their money. Ritzer calls this identical measurement of food *calculability*.

Third, McDonald's and other restaurants like it are fast. They are fast because they are efficient. As your order is taken, it is often already waiting for you while keeping warm. Moreover, everyone working at McDonald's has a specific role to play, and

this division of labor contributes to the *efficiency* of McDonald's, as Ritzer characterized its operations.

Fourth and last, McDonald's is *automated* as much as possible. Machines help McDonald's employees make and serve shakes, fries, and the other food. If McDonald's could use a robot to cook its burgers and fries, it probably would.

To Ritzer, McDonald's is a metaphor for the overrationalization of society, and he fears that *the McDonaldization of society*, as he calls it, is occurring. This means that society is becoming increasingly uniform, predictable, calculable, efficient, and automated beyond the fast-food industry. For example, just 50 years ago there were no shopping malls and few national chain stores other than Sears, JCPenney, and a few others. Now we have malls across the country, and many of them have the same stores. We also have national drugstore chains, such as Rite Aid or Walgreens, that look fairly similar across the country.

This uniformity has its advantages. For example, if you are traveling and enter a McDonald's or Rite Aid, you already know exactly what you will find and probably even where to find it. But uniformity also has its disadvantages. To take just one problem, the national chains have driven out small, locally owned businesses that are apt to offer more personal attention. And if you want to buy a product that a national chain does not carry, it might be difficult to find it.

The McDonaldization of society, then, has come at a cost of originality and creativity. Ritzer says that we have paid a price for our devotion to uniformity, calculability, efficiency, and automation. Like Max Weber before him, he fears that the increasing rationalization of society will deprive us of human individuality and also reduce the diversity of our material culture. What do you think? Does his analysis change what you thought about fast-food restaurants and big-box stores?

In contrast, **normative organizations** (also called **voluntary organizations** or voluntary associations) allow people to pursue their moral goals and commitments. Their members do not get paid and instead contribute their time or money because they like or admire what the organization does. The many examples of normative organizations include churches and synagogues, Boy and Girl Scouts, the Kiwanis Club and other civic groups, and groups with political objectives, such as the National Council of La Raza, the largest advocacy organization for Latino civil rights. Alexis de Tocqueville (1835/1994)Tocqueville, A. (1994). *Democracy in America*. New York, NY: Knopf. (Original work published 1835) observed some 175 years ago that the United States was a nation of joiners, and contemporary research finds that Americans indeed rank above average among democratic nations in membership in voluntary associations (Curtis, Baer, & Grabb, 2001).Curtis, J. E., Baer, D. E., & Grabb, E. G. (2001). Nations of joiners: Explaining voluntary association membership in democratic societies. *American Sociological Review, 66,* 783–805.

Some people end up in organizations involuntarily because they have violated the law or been judged to be mentally ill. Prisons and state mental institutions are examples of such **coercive organizations**, which, as total institutions (see Chapter 1.1 "Culture"), seek to control all phases of their members' lives. Our chances of ending up in coercive organizations depend on various aspects of our social backgrounds. For prisons one of these aspects is geographical. Figure 3.1.4.1 "Census Regions and Imprisonment Rates, 2009 (Number of Inmates per 100,000 Residents)" examines the distribution of imprisonment in the United States and shows the imprisonment rate (number of inmates per 100,000 residents) for each of the four major census regions. This rate tends to be highest in the South and in the West. Do you think this pattern exists because crime rates are highest in these regions or instead because these regions are more likely than other parts of the United States to send convicted criminals to prisons?

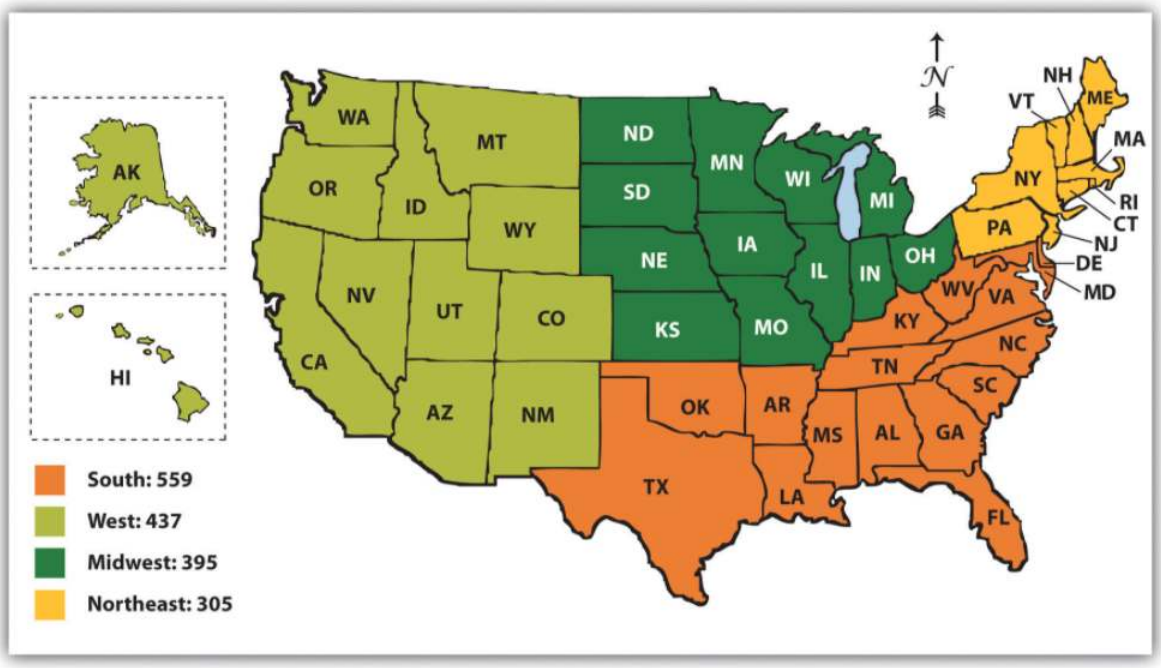


Figure 3.1.4.1: *Census Regions and Imprisonment Rates, 2009 (Number of Inmates per 100,000 Residents)*

Source: Data from H. C. West (2010). Prison inmates at midyear 2009—Statistical tables. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.

Bureaucracies: The Good, the Bad, and the Ugly

As discussed earlier, Max Weber emphasized that modern societies increasingly depend on formal organizations to accomplish key tasks. He particularly had in mind **bureaucracies**, or formal organizations with certain organizational features designed to achieve goals in the most efficient way possible. He said that the ideal type of bureaucracy is characterized by several features that together maximize the efficiency and effectiveness of organizational decision making and goal accomplishment:



Figure 3.1.4.2: *Max Weber emphasized bureaucracies as a feature of modern life. Key aspects of bureaucracies include specialization, hierarchy, written rules and regulations, impartiality and impersonality, and record keeping. © Thinkstock*

1. **Specialization.** By specialization Weber meant a division of labor in which specific people have certain tasks—and only those tasks—to do. Presumably they are most skilled at these tasks and less skilled at others. With such specialization, the people who are best suited to do various tasks are the ones who work on them, maximizing the ability of the organization to have these tasks accomplished.
2. **Hierarchy.** Equality does not exist in a bureaucracy. Instead its structure resembles a pyramid, with a few positions at the top and many more lower down. The chain of command runs from the top to the bottom, with the persons occupying the positions at the top supervising those below them. The higher you are in the hierarchy, the fewer people to whom you have to report. Weber thought a hierarchical structure maximizes efficiency because it reduces decision-making time and puts the authority to make the most important decisions in the hands of the people at the top of the pyramid who presumably are the best qualified to make them.

3. **Written rules and regulations.** For an organization to work efficiently, everyone must know what to do and when to do it. This means their actions must be predictable. To ensure predictability, their roles and the organization's operating procedures must be written in a manual or handbook, with everyone in the organization expected to be familiar with its rules. Much of the communication among members of bureaucracies is written in the form of memos and e-mail rather than being verbal. This written communication leaves a paper trail so that accountability for individual behavior can later be determined.
4. **Impartiality and impersonality.** The head of a small, nonbureaucratic organization might prefer to hire people she or he knows and promote them on the same basis. Weber thought that impartiality in hiring, promotion, and firing would be much better for a large organization, as it guarantees people will advance through a firm based on their skills and knowledge, not on whom they know. Clients should also be treated impersonally, as an organization in the long run would be less effective if it gave favorable treatment to clients based on whom they know or on their nice personalities. As Weber recognized, the danger is that employees and clients alike become treated like numbers or cogs in a machine, with their individual needs and circumstances ignored in the name of organizational efficiency.
5. **Record keeping.** As you probably know from personal experience, bureaucracies keep all kinds of records, especially in today's computer age. A small enterprise, say a Mom-and-Pop store, might keep track of its merchandise and the bills its customers owe with some notes scribbled here and there, even in the information technology age, but a large organization must have much more extensive record keeping to keep track of everything.

The Disadvantages of Bureaucracy

Taking all of these features into account, Weber (1921/1978)Weber, M. (1978). *Economy and society: An outline of interpretive sociology* (G. Roth & C. Wittich, Eds.). Berkeley: University of California Press. (Original work published 1921) thought bureaucracies were the most efficient and effective type of organization in a large, complex society. At the same time, he despaired over their impersonality, which he saw reflecting the growing dehumanization that accompanies growing societies. As social scientists have found since his time, bureaucracies have other problems that undermine their efficiency and effectiveness:

1. **Impersonality and alienation.** The first problem is the one just mentioned: bureaucracies can be very alienating experiences for their employees and clients alike. A worker without any sick leave left who needs to take some time off to care for a sick child might find a supervisor saying no, because the rules prohibit it. A client who stands in a long line might find herself turned away when she gets to the front because she forgot to fill out every single box in a form. We all have stories of impersonal, alienating experiences in today's large bureaucracies.
2. **Red tape.** A second disadvantage of bureaucracy is "red tape," or, as sociologist Robert Merton (1968)Merton, R. K. (1968). *Social theory and social structure*. New York, NY: Free Press. called it, **bureaucratic ritualism**, a greater devotion to rules and regulations than to organizational goals. Bureaucracies often operate by slavish attention to even the pickiest of rules and regulations. If every *t* isn't crossed and every *i* isn't dotted, then someone gets into trouble, and perhaps a client is not served. Such bureaucratic ritualism contributes to the alienation already described.
3. **Trained incapacity.** If an overabundance of rules and regulations and overattention to them lead to bureaucratic ritualism, they also lead to an inability of people in an organization to think creatively and to act independently. In the late 1800s, Thorstein Veblen (1899/1953)Veblen, T. (1953). *The theory of the leisure class: An economic study of institutions*. New York, NY: New American Library. (Original work published 1899) called this problem *trained incapacity*. When unforeseen problems arise, trained incapacity may prevent organizational members from being able to handle them.
4. **Bureaucratic incompetence.** Two popular writers have humorously pointed to special problems in bureaucracies that undermine their effectiveness. The first of these, popularly known as Parkinson's law after its coiner, English historian C. Northcote Parkinson (1957),Parkinson, C. N. (1957). *Parkinson's law and other studies in administration*. New York, NY: Ballantine Books. says that work expands to fill the time available for it. To put it another way, the more time you have to do something, the longer it takes. The second problem is called the Peter Principle, also named after its founder, Canadian author Laurence J. Peter (1969),Peter, L. J., & Hull R. (1969). *The Peter principle: Why things always go wrong*. New York, NY: William Morrow. and says that people will eventually be promoted to their level of incompetence. In this way of thinking, someone who does a good job will get promoted and then get promoted again if she or he continues doing a good job. Eventually such people will be promoted to a job for which they are not well qualified, impeding organizational efficiency and effectiveness. Have you ever worked for someone who illustrated the Peter Principle?
5. **Goal displacement and self-perpetuation.** Sometimes bureaucracies become so swollen with rules and personnel that they take on a life of their own and lose sight of the goals they were originally designed to achieve. People in the bureaucracy become more concerned with their job comfort and security than with helping the organization accomplish its objectives. To the extent this happens, the bureaucracy's efficiency and effectiveness are again weakened.

Michels's Iron Law of Oligarchy

Several decades ago Robert Michels (1876–1936), a German activist and scholar, published his famous **iron law of oligarchy**, by which he meant that large organizations inevitably develop an oligarchy, or the undemocratic rule of many people by just a few people (Michels, 1911/1949).Michels, R. (1949). *Political parties*. Glencoe, IL: Free Press. (Original work published 1911) He said this happens as leaders increasingly monopolize knowledge because they have more access than do other organizational members to information and technology. They begin to think they are better suited than other people to lead their organizations, and they also do their best to stay in their positions of power, which they find very appealing. This latter goal becomes more important than helping the organization achieve its objectives and than serving the interests of the workers further down the organizational pyramid. Drawing on our earlier discussion of group size, it is also true that as an organization becomes larger, it becomes very difficult to continue to involve all group members in decision making, which almost inevitably becomes monopolized by the relatively few people at the top of the organization. Michels thought oligarchization happens not only in bureaucracies but also in a society's political structures and said that the inevitable tendency to oligarchy threatens democracy by concentrating political decision-making power in the hands of a few. As his use of the term *iron law* suggests, Michels thought the development of oligarchies was inevitable, and he was very pessimistic about democracy's future.

Has our society as a whole lost some of its democracy in the ways Michels predicted? Some evidence supports his prediction. For example, many large organizations, including corporations, labor unions, political parties, and colleges and universities, do resemble the types of oligarchies over which Michels despaired. In most of these organizations, at least according to their critics, decision making is indeed concentrated in the hands of a few people who often work for their own interests. On the other hand, organizational and political leaders do not work always for themselves and often have the interests of their organizations and the public in mind. Michels's law might not be so ironclad after all, but it does remind us to be on the alert for the undemocratic processes he predicted.

Gender, Race, and Formal Organizations

We previously outlined three types of organizations: utilitarian, normative, and coercive. What does the evidence indicate about the dynamics of gender and race in these organizations?

We have already seen that women in utilitarian organizations such as businesses have made striking inroads but remain thwarted by a glass ceiling and the refusal of some subordinates to accept their authority. The workforce as a whole remains segregated by sex, as many women work in a relatively few occupations such as clerical and secretarial work. This fact contributes heavily to the lower pay that women receive compared to men. Turning to race, effective federal and state laws against racial discrimination in the workplace arose in the aftermath of the Southern civil rights movement of the 1960s. Although these laws have helped greatly, people of color are still worse off than whites in hiring, promotion, and salaries, affirmative action efforts notwithstanding. Chapter 1.4 "Deviance, Crime, and Social Control" and Chapter 2.1 "Social Stratification" will further discuss the experiences of people of color and of women, respectively, in the workplace.

LEARNING FROM OTHER SOCIETIES

Japan's Formal Organizations: Benefits and Disadvantages of Traditional Ways

Although Japan possesses one of the world's most productive industrial economies, its culture remains very traditional in several ways. As we saw in the previous two chapters, for example, the Japanese culture continues to value harmony and cooperation and to frown on public kissing. Interestingly, Japan's traditional ways are reflected in its formal (utilitarian) organizations even as they produce much of the world's output of cars, electronics, and other products and provide some lessons for our own society.

One of these lessons concerns the experiences of women in the Japanese workplace, as this experience reflects Japan's very traditional views on women's social roles (Schneider & Silverman, 2010).Schneider, L., & Silverman, A. (2010). *Global sociology: Introducing five contemporary societies* (5th ed.). New York, NY: McGraw-Hill. Japan continues to think a woman's place is first and foremost in the home and with her children. Accordingly, women there have much fewer job opportunities than do men and in fact have few job prospects beyond clerical work and other blue-collar positions. Many young women seek to become "office ladies," whose main role in a business is to look pretty, do some filing and photocopying, and be friendly to visitors. They are supposed to live at home before marrying and typically must quit their jobs when they do marry. Women occupy only about 10% of managerial positions in Japan's business and government, compared to

43% of their U.S. counterparts (Fackler, 2007).Fackler, M. (2007, August 6). Career women in Japan find a blocked path. *The New York Times*, p. A1.

For these reasons, men are the primary subjects of studies on life in Japanese corporations. Here we see some striking differences from how U.S. corporations operate (Jackson & Tomioka, 2004).Jackson, K., & Tomioka, M. (2004). *The changing face of Japanese management*. New York, NY: Routledge. For example, the emphasis on the group in Japanese schools (see Chapter 3 "Culture") also characterizes corporate life. Individuals hired at roughly the same time by a Japanese corporation are evaluated and promoted collectively, not individually, although some corporations have tried to conduct more individual assessment. Just as Japanese schools have their children engage in certain activities to foster group spirit, so do Japanese corporations have their workers engage in group exercises and other activities to foster a community feeling in the workplace. The companies sponsor many recreational activities outside the workplace for the same reason. In another difference from their American counterparts, Japanese companies have their workers learn several different jobs within the same companies so that they can discover how the various jobs relate to each other. Perhaps most important, leadership in Japanese corporations is more democratic and less authoritarian than in their American counterparts. Japanese workers meet at least weekly in small groups to discuss various aspects of their jobs and of corporate goals and to give their input to corporate managers.

Japan's traditional organizational culture, then, has certain benefits but also one very important disadvantage, at least from an American perspective (Levin, 2006).Levin, H. M. (2006). Worker democracy and worker productivity. *Social Justice Research, 19*, 109–121. Its traditional, group-oriented model seems to generate higher productivity and morale than the more individualistic American model. On the other hand, its exclusion of women from positions above the clerical level deprives Japanese corporations of women's knowledge and talents and would no doubt dismay many Americans. As the United States tries to boost its own economy, it may well make sense to adopt some elements of Japan's traditional organizational model, as some U.S. information technology companies have done, but it would certainly not make sense to incorporate its views of women and the workplace.



Figure 3.1.4.3: *The church has been a significant type of normative organization for many African Americans. During the 1960s, black churches served as an important venue for the civil rights movement's organizing and fund-raising. © Thinkstock*

Much less research exists on gender and race in normative organizations. But we do know that many women are involved in many types of these voluntary associations, especially those having to do with children and education and related matters. These associations allow them to contribute to society and are a source of self-esteem and, more practically, networking (Blackstone, 2004; Daniels, 1988).Blackstone, A. (2004). "It's just about being fair": Activism and the politics of volunteering in the breast cancer movement. *Gender and Society, 18*, 350–368; Daniels, A. K. (1988). *Invisible careers: Women civic leaders from the volunteer world*. Chicago, IL: University of Chicago Press. Many people of color have also been involved in normative organizations, especially those serving various needs of their communities. One significant type of normative organization is the church, which has been extraordinarily important in the African-American community over the decades and was a key locus of civil rights activism in the South during the 1960s (Morris, 1984).Morris, A. (1984). *The origins of the civil rights movement: Black communities organizing for change*. New York, NY: Free Press.

Turning to coercive organizations, we know much about prisons and the race and gender composition of their inmates. Men, African Americans, and Latinos are overrepresented in prisons and jails. This means that they constitute much higher percentages of all inmates than their numbers in the national population would suggest. Although men make up about 50% of the national population, for example, they account for more than 90% of all prisoners. Similarly, although African Americans are about 13% of the population, they account for more than 40% of all prisoners. The corresponding percentages for Latinos are about 15% and almost 20%, respectively (Federal Bureau of Investigation, 2010).Federal Bureau of Investigation. (2010). *Crime in the United States, 2009*. Washington, DC: Author.

Why these patterns exist is unclear. Do they reflect discrimination against African Americans, Latinos, and men, or do they reflect higher offending rates by these groups? Chapter 1.4 "Deviance, Crime, and Social Control" explores this issue as part of its broader treatment of deviance and crime.

KEY TAKEAWAYS

- The major types of formal organizations include those that are utilitarian, normative, and coercive.
- As one type of formal organization, the bureaucracy has several defining characteristics, including specialization, hierarchy, written rules and regulations, impartiality and impersonality, and record keeping.
- Bureaucracies also include some negative characteristics, such as alienation and red tape.
- Michels's iron law of oligarchy assumes that large organizations inevitably develop undemocratic rule.

FOR YOUR REVIEW

1. Think of any bureaucracy with which you have had some experience. Describe evidence that it was characterized by any three of the defining characteristics of bureaucracies.
2. Do you share Max Weber's view that bureaucracies must be impersonal and alienating? Explain your answer.

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3.1.5: Groups, Organizations, and Social Change

LEARNING OBJECTIVES

1. Describe the two ways in which groups and organizations play an important role in social change.
2. Discuss how whistle-blowing is relevant to a discussion of groups, organizations, and social change.

As we consider ways to try to improve our society, the role of groups and organizations becomes very important. This section briefly considers this importance.

Vehicles for Social Change

One individual can certainly make a difference, but it is much more common for any difference to be made by individuals acting together—that is, by a group. In this regard, it is very clear that groups of many types have been and will continue to be vehicles for social reform and social change of many kinds. Many of the rights and freedoms Americans enjoy today were the result of committed efforts by social reform groups and social movements of years past: the abolitionist movement, the women's suffrage movement and contemporary women's movement, the labor movement, the civil rights movement, the gay rights movement, and the environmental movement, to name just a few (see Chapter 3.4 "Politics and Government"). Their experience reflects the wisdom of anthropologist Margaret Mead's famous quote that we should "never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."



Figure 3.1.5.1: *Groups have often served as vehicles for many types of social reform and social change. Many of the rights and freedoms Americans enjoy today are the result of efforts by social reform groups of years past.*

Source: Photo courtesy of U.S. Library of Congress, http://memory.loc.gov/service/pnp/cph/3g00000/3g05000/3g05500/3g05585v.jpg.

In today's world, there are innumerable social service and social advocacy groups that are attempting to bring about changes to benefit a particular constituency or the greater society, and you might well belong to one of these groups on your campus or in your home community. All such groups, past, present, and future, are vehicles for social reform and social change, or at least have the potential for becoming such vehicles.

Obstacles to Social Change

Groups can bring about social reform and social change, but they can also thwart efforts to achieve a just society. For every social change and social reform effort that so many groups and organizations undertake, other groups and organizations try to block such efforts. Groups may be the building blocks of social reform and social change, but they are also the building blocks for the status quo. If the study of sociology can be said to be the study of group life, as noted earlier, the study of social reform and social change can also be said to be the study of what groups and organizations do to try to bring about social reform or to maintain the status quo.

Changing Groups and Organizations From Within

Groups and organizations are typically set in their ways and do not often change their dynamics, goals, or other key aspects. This is especially true of the formal organizations we call bureaucracies, which, as we saw, are so committed and even "stuck" to certain procedures that they become inefficient and even alienating. Groupthink can also set in and stifle creativity and keep group and organizational members from raising concerns about certain practices and/or goals.

Whistle-blowing is now the common term for raising such concerns, especially when the concern involves illegal and/or potentially harmful behavior (Alford, 2007; Schwartz, 2009).Alford, C. F. (2007). Whistle-blower narratives: The experience of

choiceless choice. *Social Research, 74*, 223–248; Schwartz, J. (2009, July 9). Justice dept. whistle-blower in Alabama case is fired. *The New York Times*, p. A20. It is not easy to be a whistle-blower, and several individuals who have "blown the whistle" have been harassed, fired, or sued for doing so. In response to such reprisals, various federal and state laws have been passed to protect whistle-blowers (http://whistleblowerlaws.com/index.php). Still, it takes a certain amount of courage and no small amount of perseverance to be a whistle-blower. It is almost certain that some readers of this book will one day find themselves in a position where they, too, might have to decide whether to become a whistle-blower when they perceive some violation of the law and/or harmful behavior to be occurring. If so, they will have great potential for changing a group or an organization from within while performing a social good for the larger society.

KEY TAKEAWAYS

- Groups can be vehicles for social change and social reform, but they can also be vehicles for thwarting social change and social reform.
- Whistle-blowing aims at exposing illegal and/or harmful behavior of corporations and other groups and organizations.

FOR YOUR REVIEW

- Have you ever disapproved of a policy, behavior, or goal of a group to which you belonged? If so what, if anything, did you do? Explain your answer.
- Do you think an employee for a corporation has the responsibility to become a whistle-blower if the corporation is engaging in illegal and/or harmful behavior? Explain your answer.

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3.1.6: End-of-Chapter Material

Summary

1. Social groups are the building blocks of social life, and it is virtually impossible to imagine a society without groups and difficult to imagine individuals not being involved with many types of groups. They are distinguished from social categories and social aggregates by the degree of interaction among their members and the identification of their members with the group.
2. Primary groups are small and involve strong emotional attachments, while secondary groups are larger and more impersonal. Some groups become in-groups and vie, sometimes hostilely, with people they identify as belonging to out-groups. Reference groups provide standards by which we judge our attitudes and behavior and can influence how we think and act.
3. Social networks connect us through the people we know to other people they know. They are increasingly influential for successful employment but are also helpful for high-quality health care and other social advantages.
4. The size of groups is a critical variable for their internal dynamics. Compared to large groups, small groups involve more intense emotional bonds but are also more unstable. These differences stem from the larger number of relationships that can exist in a larger group than in a smaller one.
5. Instrumental and expressive leaders take different approaches in exercising leadership. Instrumental leaders focus more on solving tasks, even at the risk of alienating group members, while expressive leaders focus more on group relations. Of the three major styles of leadership—authoritarian, democratic, and laissez-faire—laissez-faire leadership seems the least effective in helping a group achieve its goals.
6. Women and men are equally effective as leaders but exhibit different leadership styles. Women tend to be expressive leaders, while men tend to be more authoritarian leaders. Women leaders still face problems in securing the respect of the group members they seek to lead.
7. Processes of group conformity are essential for any society and for the well-being of its many individuals but also can lead to reprehensible norms and values. People can be influenced by their group membership and the roles they're expected to play to engage in behaviors most of us would condemn. Laboratory experiments by Asch, Milgram, and Zimbardo illustrate how this can happen, while a real-life classroom experiment called the Third Wave dramatized how a fascist atmosphere could develop from everyday group processes.
8. Formal organizations are commonly delineated according to the motivations of the people who join them. According to Etzioni's popular typology, three types of formal organizations exist: utilitarian, normative, and coercive.
9. Max Weber outlined several characteristics of bureaucracy that he felt make them the most efficient and effective type of large formal organization possible. At the same time, other scholars have pointed to several disadvantages of bureaucracies that limit their efficiency and effectiveness and thus thwart organizational goals.
10. Robert Michels hypothesized that the development of oligarchies in formal organizations and political structures is inevitable. History shows that such "oligarchization" does occur but that society remains more democratic than Michels foresaw.
11. Women and people of color have long been involved in normative organizations and continue to expand their numbers in utilitarian organizations, but in the latter they lag behind white men in rank and salary. In a major type of coercive organization, prisons, people of color and men are overrepresented. The chapter closes with the question of whether the reason for this overrepresentation is the offending rates of these two groups or, instead, discrimination against them in criminal justice processing.

USING SOCIOLOGY

Suppose that in 2025 you are working as a middle-level manager at a U.S. corporation that makes baby products. You and four other managers in your unit begin to hear reports from parents that two of your company's products, one particular crib and one particular stroller, have apparently caused injuries to their children after both products collapsed as toddlers were bouncing in them. There have been a dozen reports so far, eight for the stroller and four for the crib. The other four managers and you suspect that a hinge in both products might be to blame, but you also realize that several thousand cribs and strollers have been sold in the last year with this particular hinge, with only a dozen apparent injuries resulting. The other four managers decide to keep quiet about the parents' reports for two reasons. First, the number of reports is very few compared to the number of cribs and strollers that have been sold. Second, they worry that if they bring the reports to the attention of upper management, their jobs may be at risk.

Having learned about groupthink in your introduction to sociology course, you recognize that groupthink may be operating in your present situation in a way that could lead to further injuries of toddlers across the country. Yet you also think the two

reasons the other managers have for remaining silent make some sense. What, if anything, do you do? Explain your answer.

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3.2: The Family

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3.2.1: Chapter Introduction

Social Issues in the News

“Stabbing Conviction Upheld,” the headline said. In January 2010, the North Carolina Court of Appeals upheld the conviction of a man who had attempted to kill his wife in December 2007 by stabbing her repeatedly in the face and back with a butcher knife. The victim was on her way to deliver Christmas presents to her parents, but her husband attacked her because he thought she was having an affair. With a sentence of almost 21 years, the husband is due to be released from prison 3 days before Christmas in 2027. (Schulman, 2010)Schulman, M. (2010, January 7). Stabbing conviction upheld. *Hendersonville [NC] Times-News*. Retrieved from http://www.blueridgenow.com/article/20100107/SERVICES03/1071032

Once upon a time, domestic violence did not exist, or so the popular television shows of the 1950s would have had us believe. Neither did single-parent households, gay couples, interracial couples, mothers working outside the home, heterosexual spouses deciding not to have children, or other family forms and situations that are increasingly common today. Domestic violence existed, of course, but it was not something that television shows and other popular media back then depicted. The other family forms and situations also existed to some degree but have become much more common today.

The 1950s gave us *Leave It to Beaver* and other television shows that depicted loving, happy, “traditional” families living in the suburbs. The father worked outside the home, the mother stayed at home to take care of the kids and do housework, and their children were wholesome youngsters who rarely got into trouble and certainly did not use drugs or have sex. Today we have ABC’s *Modern Family*, which features one traditional family (two heterosexual parents and their three children) and two nontraditional families (one with an older white man and a younger Latina woman and her child, and another with two gay men and their adopted child). Many other television shows today and in recent decades have featured divorced couples or individuals, domestic violence, and teenagers doing drugs or committing crime.

In the real world, we hear that parents are too busy working at their jobs to raise their kids properly. We hear of domestic violence like the sad story from North Carolina described at the start of this chapter. We hear of kids living without fathers, because their parents either are divorced or never were married in the first place. We hear of young people having babies, using drugs, and committing violence. We hear that the breakdown of the nuclear family, the entrance of women into the labor force, and the growth of single-parent households are responsible for these problems. Some observers urge women to work only part time or not at all so they can spend more time with their children. Some yearn wistfully for a return to the 1950s, when everything seemed so much easier and better. Children had what they needed back then: one parent to earn the money, and another parent to take care of them full time until they started kindergarten, when this parent would be there for them when they came home from school.

Families have indeed changed, but this yearning for the 1950s falls into what historian Stephanie Coontz (2000)Coontz, S. (2000). *The way we never were: American families and the nostalgia trap*. New York, NY: Basic Books. once called the “nostalgia trap.” The 1950s television shows did depict what some families were like back then, but they failed to show what many other families were like. Moreover, the changes in families since that time have probably not had the harmful effects that many observers allege. Historical and cross-cultural evidence even suggests that the *Leave It to Beaver*–style family of the 1950s was a relatively recent and atypical phenomenon and that many other types of families can thrive just as well as the 1950s television families did.

This chapter expands on these points and looks at today’s families and the changes they have undergone. It also examines some of the controversies now surrounding families and relationships. We start with a cross-cultural and historical look at the family.

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3.2.2: The Family in Cross-Cultural and Historical Perspectives

LEARNING OBJECTIVES

1. Describe the different family arrangements that have existed throughout history.
2. Understand how the family has changed in the United States since the colonial period.
3. Describe why the typical family in the United States during the 1950s was historically atypical.

A **family** is a group of two or more people who are related by blood, marriage, adoption, or a mutual commitment and who care for one another. Defined in this way, the family is universal or nearly universal: some form of the family has existed in every society, or nearly every society, that we know about (Starbuck, 2010).Starbuck, G. H. (2010). *Families in context* (2nd ed.). Boulder, CO: Paradigm. Yet it is also true that many types of families have existed, and the cross-cultural and historical record indicates that these different forms of the family can all "work": they provide practical and emotional support for their members and they socialize their children.

Types of Families and Family Arrangements

It is important to keep this last statement in mind, because Americans until recently thought of only one type of family when they thought of the family at all, and that is the **nuclear family**: a married heterosexual couple and their young children living by themselves under one roof. The nuclear family has existed in most societies with which scholars are familiar, and several of the other family types we will discuss stem from a nuclear family. **Extended families**, for example, which consist of parents, their children, and other relatives, have a nuclear family at their core and were quite common in the preindustrial societies studied by George Murdock (Murdock & White, 1969)Murdock, G. P., & White, D. R. (1969). Standard cross-cultural sample. *Ethnology, 8*, 329–369. that make up the Standard Cross-Cultural Sample (see Figure 3.2.2.1 "Types of Families in Preindustrial Societies").

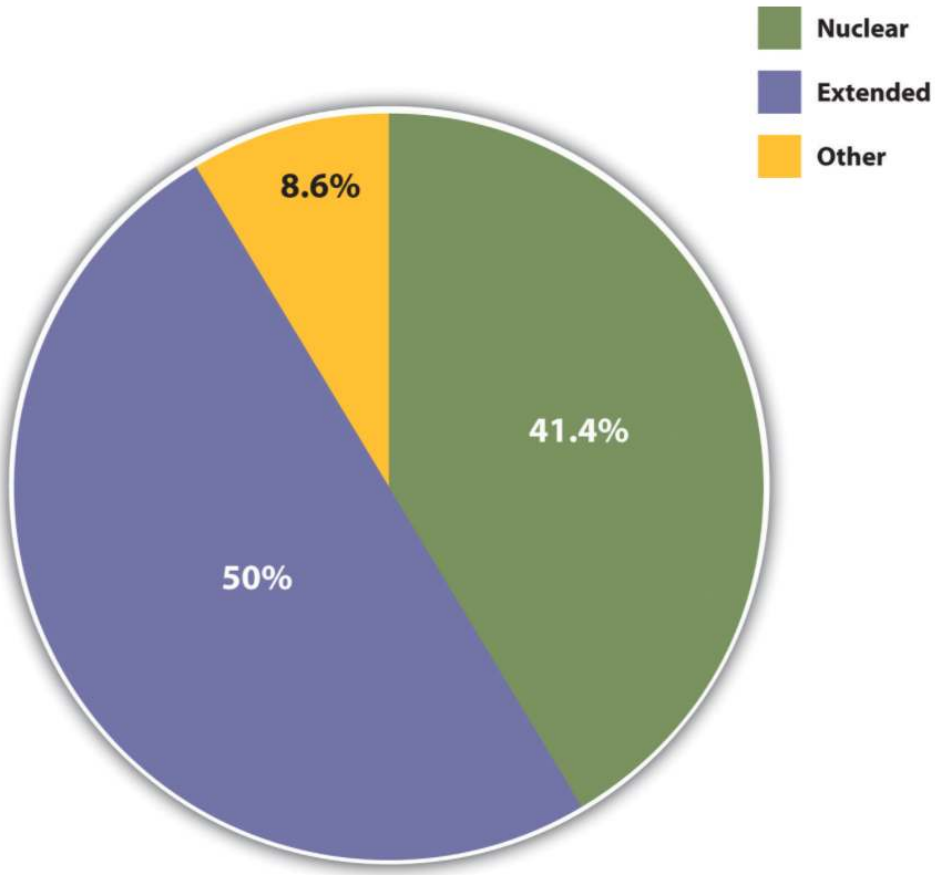


Figure 3.2.2.1: *Types of Families in Preindustrial Societies*

The nuclear family that was so popular on television shows during the 1950s remains common today but is certainly less common than during that decade.

Source: Data from Standard Cross-Cultural Sample.

Similarly, many *one-parent* families begin as (two-parent) nuclear families that dissolve upon divorce/separation or, more rarely, the death of one of the parents. In recent decades, one-parent families have become more common in the United States because of divorce and births out of wedlock, but they were actually very common throughout most of human history because many spouses died early in life and because many babies were born out of wedlock. We return to this theme shortly.

When Americans think of the family, they also think of a *monogamous* family. *Monogamy* refers to a marriage in which one man and one woman are married only to each other. That is certainly the most common type of marriage in the United States and other Western societies, but in some societies *polygamy*—the marriage of one person to two or more people at a time—is more common. In the societies where polygamy has prevailed, it has been much more common for one man to have many wives (*polygyny*) than for one woman to have many husbands (*polyandry*).

The selection of spouses also differs across societies but also to some degree within societies. The United States and many other societies primarily practice **endogamy**, in which marriage occurs within one's own social category or social group: people marry others of the same race, same religion, same social class, and so forth. Endogamy helps reinforce the social status of the two people marrying and to pass it on to any children they may have. Consciously or not, people tend to select spouses and mates (boyfriends or girlfriends) who resemble them not only in race, social class, and other aspects of their social backgrounds but also in appearance. Attractive people marry attractive people, ordinary-looking people marry ordinary-looking people, and those of us in between marry other in-betweeners. This tendency to choose and marry mates who resemble us in all of these ways is called *homogamy*.

Some societies and individuals within societies practice **exogamy**, in which marriage occurs across social categories or social groups. Historically exogamy has helped strengthen alliances among villages or even whole nations, when we think of the royalty

of Europe, but it can also lead to difficulties. Sometimes these difficulties are humorous, and some of filmdom's best romantic comedies involve romances between people of very different backgrounds. As Shakespeare's great tragedy *Romeo and Juliet* reminds us, however, sometimes exogamous romances and marriages can provoke hostility among friends and relatives of the couple and even among complete strangers. Racial intermarriages, for example, are exogamous marriages, and in the United States they often continue to evoke strong feelings and were even illegal in some states until a 1967 Supreme Court decision (*Loving v. Virginia*, 388 U.S. 1) overturned laws prohibiting them.

Families also differ in how they trace their descent and in how children inherit wealth from their parents. *Bilateral descent* prevails in the United States and many other Western societies: we consider ourselves related to people on both parents' sides of the family, and our parents pass along their wealth, meager or ample, to their children. In some societies, though, descent and inheritance are **patrilineal** (children are thought to be related only to their father's relatives, and wealth is passed down only to sons), while in others they are **matrilineal** (children are thought to be related only to their mother's relatives, and wealth is passed down only to daughters).

Another way in which families differ is in their patterns of authority. In **patriarchal families**, fathers are the major authority figure in the family (just as in patriarchal societies men have power over women; see Chapter 2.4 "Gender and Gender Inequality"). Patriarchal families and societies have been very common. In **matriarchal families**, mothers are the family's major authority figure. Although this type of family exists on an individual basis, no known society has had matriarchal families as its primary family type. In **egalitarian families**, fathers and mothers share authority equally. Although this type of family has become more common in the United States and other Western societies, patriarchal families are still more common.

The Family Before Industrialization

Now that we are familiar with the basic types of family structures and patterns, let's take a quick look at the cross-cultural and historical development of the family. We will start with the family in preindustrial times, drawing on research by anthropologists and other scholars, and then move on to the development of the family in Western societies.

People in hunting-and-gathering societies probably lived in small groups composed of two or three nuclear families. These groupings helped ensure that enough food would be found for everyone to eat. While men tended to hunt and women tended to gather food and take care of the children, both sexes' activities were considered fairly equally important for a family's survival. In horticultural and pastoral societies, food was more abundant, and families' wealth depended on the size of their herds. Because men were more involved than women in herding, they acquired more authority in the family, and the family became more patriarchal than previously (Quale, 1992).Quale, G. R. (1992). *Families in context: A world history of population*. New York, NY: Greenwood Press. Still, the family continued to be the primary economic unit of society until industrialization.

Societies Without Nuclear Families

Although many preindustrial societies featured nuclear families, a few societies studied by anthropologists have not had them. One of these was the Nayar in southwestern India, who lacked marriage and the nuclear family. A woman would have several sexual partners during her lifetime, but any man with whom she had children had no responsibilities toward them. Despite the absence of a father, this type of family arrangement seems to have worked well for the Nayar (Fuller, 1976).Fuller, C. J. (1976). *The Nayars today*. Cambridge, England: Cambridge University Press. Nuclear families are also mostly absent among many people in the West Indies. When a woman and man have a child, the mother takes care of the child almost entirely; the father provides for the household but usually lives elsewhere. As with the Nayar, this fatherless arrangement seems to have worked well in the parts of the West Indies where it is practiced (Smith, 1996).Smith, R. T. (1996). *The matrifocal family: Power, pluralism and politics*. New York, NY: Routledge.

A more contemporary setting in which the nuclear family is largely absent is the Israeli *kibbutz*, a cooperative agricultural community where all property is collectively owned. In the early years of the *kibbutzim* (plural of kibbutz), married couples worked for the whole kibbutz and not just for themselves. Kibbutz members would eat together and not as separate families. Children lived in dormitories from infancy on and were raised by nurses and teachers, although they were able to spend a fair amount of time with their birth parents. The children in a particular kibbutz grew up thinking of each other as siblings and thus tended to fall in love with people from outside the kibbutz (Garber-Talmon, 1972).Garber-Talmon, Y. (1972). *Family and community in the kibbutz*. Cambridge, MA: Harvard University Press. Although the traditional family has assumed more importance in kibbutz life in recent years, extended families continue to be very important, with different generations of a particular family having daily contact (Lavee, Katz, & Ben-Dror, 2004).Lavee, Y., Katz, R., & Ben-Dror, T. (2004). Parent-child relationships in childhood and adulthood

and their effect on marital quality: A comparison of children who remained in close proximity to their parents and those who moved away. *Marriage & Family Review, 36*(3/4), 95–113.

These examples do not invalidate the fact that nuclear families are almost universal and important for several reasons we explore shortly. But they do indicate that the functions of the nuclear family can be achieved through other family arrangements. If that is true, perhaps the oft-cited concern over the "breakdown" of the 1950s-style nuclear family in modern America is at least somewhat undeserved. As indicated by the examples just given, children can and do thrive without two parents. To say this is meant neither to extol divorce, births out of wedlock, and fatherless families nor to minimize the problems they may involve. Rather, it is meant simply to indicate that the nuclear family is not the only viable form of family organization (Eshleman & Bulcroft, 2010).Eshleman, J. R., & Bulcroft, R. A. (2010). *The family* (12th ed.). Boston, MA: Allyn & Bacon.

In fact, although nuclear families remain the norm in most societies, in practice they are something of a historical rarity: many spouses used to die by their mid-40s, and many babies were born out of wedlock. In medieval Europe, for example, people died early from disease, malnutrition, and other problems. One consequence of early mortality was that many children could expect to outlive at least one of their parents and thus essentially were raised in one-parent families or in stepfamilies (Gottlieb, 1993).Gottlieb, B. (1993). *The family in the Western world from the Black Death to the industrial age*. New York, NY: Oxford University Press.

The Family in the American Colonial Period

Moving quite a bit forward in history, different family types abounded in the colonial period in what later became the United States, and the nuclear family was by no means the only type. Nomadic Native American groups had relatively small nuclear families, while nonnomadic groups had larger extended families; in either type of society, though, "a much larger network of marital alliances and kin obligations [meant that]…no single family was forced to go it alone" (Coontz, 1995, p. 11).Coontz, S. (1995, Summer). The way we weren't: The myth and reality of the "traditional" family. *National Forum: The Phi Kappa Phi Journal*, 11–14. Nuclear families among African Americans slaves were very difficult to achieve, and slaves adapted by developing extended families, adopting orphans, and taking in other people not related by blood or marriage. Many European parents of colonial children died because average life expectancy was only 45 years. The one-third to one-half of children who outlived at least one of their parents lived in stepfamilies or with just their surviving parent. Mothers were so busy working the land and doing other tasks that they devoted relatively little time to child care, which instead was entrusted to older children or servants.

American Families During and After Industrialization

During industrialization, people began to move into cities to be near factories. A new division of labor emerged in many families: men worked in factories and elsewhere outside the home, while many women stayed at home to take care of children and do housework, including the production of clothing, bread, and other necessities, for which they were paid nothing (Gottlieb, 1993).Gottlieb, B. (1993). *The family in the Western world from the Black Death to the industrial age*. New York, NY: Oxford University Press. For this reason, men's incomes increased their patriarchal hold over their families. In some families, however, women continued to work outside the home. Economic necessity dictated this: because families now had to buy much of their food and other products instead of producing them themselves, the standard of living actually declined for many families.

But even when women did work outside the home, men out-earned them because of discriminatory pay scales and brought more money into the family, again reinforcing their patriarchal hold. Over time, moreover, work outside the home came to be seen primarily as men's work, and keeping house and raising children came to be seen primarily as women's work. As Coontz (1997, pp. 55–56)Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York, NY: Basic Books. summarizes this development,

The resulting identification of masculinity with economic activities and femininity with nurturing care, now often seen as the "natural" way of organizing the nuclear family, was in fact a historical product of this 19th-century transition from an agricultural household economy to an industrial wage economy.

This marital division of labor began to change during the early 20th century. Many women entered the workforce in the 1920s because of a growing number of office jobs, and the Great Depression of the 1930s led even more women to work outside the home. During the 1940s, a shortage of men in shipyards, factories, and other workplaces because of World War II led to a national call for women to join the labor force to support the war effort and the national economy. They did so in large numbers, and many continued to work after the war ended. But as men came home from Europe and Japan, books, magazines, and newspapers exhorted women to have babies, and babies they did have: people got married at younger ages and the birth rate soared, resulting in

the now famous *baby boom generation*. Meanwhile, divorce rates dropped. The national economy thrived as auto and other factory jobs multiplied, and many families for the first time could dream of owning their own homes. Suburbs sprang up, and many families moved to them. Many families during the 1950s did indeed fit the *Leave It to Beaver* model of the breadwinner-homemaker suburban nuclear family. Following the Depression of the 1930s and the war of the 1940s, the 1950s seemed an almost idyllic decade.



Figure 3.2.2.2: *The Women in Military Service for America Memorial at the Arlington National Cemetery honors the service of women in the U.S. military. During World War II, many women served in the military, and many other women joined the labor force to support the war effort and the national economy.*

Source: Photo courtesy of Rudi Williams, U.S. Department of Defense, http://www.defense.gov/news/newsarticle.aspx?id=45081.

Even so, less than 60% of American children during the 1950s lived in breadwinner-homemaker nuclear families. Moreover, many lived in poverty, as the poverty rate then was almost twice as high as it is today. Teenage pregnancy rates were about twice as high as today, even if most pregnant teens were already married or decided to get married because of the pregnancy. Although not publicized back then, alcoholism and violence in families were common. Historians have found that many women in this era were unhappy with their homemaker roles, Mrs. Cleaver (Beaver's mother) to the contrary, suffering from what Betty Friedan (1963)Friedan, B. (1963). *The feminine mystique*. New York, NY: W. W. Norton. famously called the "feminine mystique."

In the 1970s, the economy finally worsened. Home prices and college tuition soared much faster than family incomes, and women began to enter the labor force as much out of economic necessity as out of simple desire for fulfillment. More than 60% of married women with children under 6 years of age are now in the labor force, compared to less than 19% in 1960. Working mothers are no longer a rarity.

In sum, the cross-cultural and historical record shows that many types of families and family arrangements have existed. Two themes relevant to contemporary life emerge from our review of this record. First, although nuclear families and extended families with a nuclear core have dominated social life, many children throughout history have not lived in nuclear families because of the death of a parent, divorce, or birth out of wedlock. The few societies that have not featured nuclear families seem to have succeeded in socializing their children and in accomplishing the other functions that nuclear families serve. In the United States, the nuclear family has historically been the norm, but, again, many children have been raised in stepfamilies or by one parent.

Second, the nuclear family model popularized in the 1950s, in which the male was the breadwinner and the female the homemaker, must be considered a blip in U.S. history rather than a long-term model. At least up to the beginning of industrialization and, for many families, after industrialization, women as well as men worked to sustain the family. Breadwinner-homemaker families did increase during the 1950s and have decreased since, but their appearance during that decade was more of a historical aberration than a historical norm. As Coontz (1995, p. 11)Coontz, S. (1995, Summer). The way we weren't: The myth and reality of the "traditional" family. *National Forum: The Phi Kappa Phi Journal*, 11–14. summarized the U.S. historical record, "American families always have been diverse, and the male breadwinner-female homemaker, nuclear ideal that most people associate with 'the' traditional family has predominated for only a small portion of our history." Commenting specifically on the 1950s, sociologist Arlene Skolnick (1991, pp. 51–52)Skolnick, A. (1991). *Embattled paradise: The American family in an age of uncertainty*. New York, NY: Basic Books. similarly observed, "Far from being the last era of family normality from which current trends are a deviation, it is the family patterns of the 1950s that are deviant."

KEY TAKEAWAYS

- Although the nuclear family has been very common, several types of family arrangements have existed throughout time and from culture to culture.
- Industrialization changed the family in several ways. In particular, it increased the power that men held within their families because of the earnings they brought home from their jobs.
- The male breadwinner–female homemaker family model popularized in the 1950s must be considered a temporary blip in U.S. history rather than a long-term model.

FOR YOUR REVIEW

1. Write a brief essay in which you describe the advantages and disadvantages of the 1950s-type nuclear family in which the father works outside the home and the mother stays at home.
2. The text discusses changes in the family that accompanied economic development over the centuries. How do these changes reinforce the idea that the family is a social institution?

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3.2.3: Sociological Perspectives on the Family

LEARNING OBJECTIVE

Summarize understandings of the family as presented by functional, conflict, and social interactionist theories.

Sociological views on today's families generally fall into the functional, conflict, and social interactionist approaches introduced earlier in this book. Let's review these views, which are summarized in Table 3.2.3.1 "Theory Snapshot".

Table 3.2.3.1: Theory Snapshot

Theoretical perspective	Major assumptions
Functionalism	The family performs several essential functions for society. It socializes children, it provides emotional and practical support for its members, it helps regulate sexual activity and sexual reproduction, and it provides its members with a social identity. In addition, sudden or far-reaching changes in the family's structure or processes threaten its stability and weaken society.
Conflict	The family contributes to social inequality by reinforcing economic inequality and by reinforcing patriarchy. The family can also be a source of conflict, including physical violence and emotional cruelty, for its own members.
Symbolic interactionism	The interaction of family members and intimate couples involves shared understandings of their situations. Wives and husbands have different styles of communication, and social class affects the expectations that spouses have of their marriages and of each other. Romantic love is the common basis for American marriages and dating relationships, but it is much less common in several other contemporary nations.

Social Functions of the Family

Recall that the functional perspective emphasizes that social institutions perform several important functions to help preserve social stability and otherwise keep a society working. A functional understanding of the family thus stresses the ways in which the family as a social institution helps make society possible. As such, the family performs several important functions.

First, the family is the primary unit for *socializing children*. As previous chapters indicated, no society is possible without adequate socialization of its young. In most societies, the family is the major unit in which socialization happens. Parents, siblings, and, if the family is extended rather than nuclear, other relatives all help socialize children from the time they are born.



Figure 3.2.3.1: *One of the most important functions of the family is the socialization of children. In most societies the family is the major unit through which socialization occurs. © Thinkstock*

Second, the family is ideally a major source of *practical and emotional support* for its members. It provides them food, clothing, shelter, and other essentials, and it also provides them love, comfort, help in times of emotional distress, and other types of intangible support that we all need.

Third, the family helps *regulate sexual activity and sexual reproduction*. All societies have norms governing with whom and how often a person should have sex. The family is the major unit for teaching these norms and the major unit through which sexual reproduction occurs. One reason for this is to ensure that infants have adequate emotional and practical care when they are born. The *incest taboo* that most societies have, which prohibits sex between certain relatives, helps minimize conflict within the family if sex occurred among its members and to establish social ties among different families and thus among society as a whole.

Fourth, the family provides its members with a *social identity*. Children are born into their parents' social class, race and ethnicity, religion, and so forth. As we have seen in earlier chapters, social identity is important for our life chances. Some children have

advantages throughout life because of the social identity they acquire from their parents, while others face many obstacles because the social class or race/ethnicity into which they are born is at the bottom of the social hierarchy.

Beyond discussing the family's functions, the functional perspective on the family maintains that sudden or far-reaching changes in conventional family structure and processes threaten the family's stability and thus that of society. For example, most sociology and marriage-and-family textbooks during the 1950s maintained that the male breadwinner–female homemaker nuclear family was the best arrangement for children, as it provided for a family's economic and child-rearing needs. Any shift in this arrangement, they warned, would harm children and by extension the family as a social institution and even society itself. Textbooks no longer contain this warning, but many conservative observers continue to worry about the impact on children of working mothers and one-parent families. We return to their concerns shortly.

The Family and Conflict

Conflict theorists agree that the family serves the important functions just listed, but they also point to problems within the family that the functional perspective minimizes or overlooks altogether.

First, the family as a social institution contributes to social inequality in several ways. The social identity it gives to its children does affect their life chances, but it also reinforces a society's system of stratification. Because families pass along their wealth to their children, and because families differ greatly in the amount of wealth they have, the family helps reinforce existing inequality. As it developed through the centuries, and especially during industrialization, the family also became more and more of a patriarchal unit (see earlier discussion), helping to ensure men's status at the top of the social hierarchy.

Second, the family can also be a source of conflict for its own members. Although the functional perspective assumes the family provides its members emotional comfort and support, many families do just the opposite and are far from the harmonious, happy groups depicted in the 1950s television shows. Instead, and as the news story that began this chapter tragically illustrated, they argue, shout, and use emotional cruelty and physical violence. We return to family violence later in this chapter.

Families and Social Interaction

Social interactionist perspectives on the family examine how family members and intimate couples interact on a daily basis and arrive at shared understandings of their situations. Studies grounded in social interactionism give us a keen understanding of how and why families operate the way they do.

Some studies, for example, focus on how husbands and wives communicate and the degree to which they communicate successfully (Tannen, 2001).Tannen, D. (2001). *You just don't understand: Women and men in conversation*. New York, NY: Quill. A classic study by Mirra Komarovsky (1964)Komarovsky, M. (1964). *Blue-collar marriage*. New York, NY: Random House. found that wives in blue-collar marriages liked to talk with their husbands about problems they were having, while husbands tended to be quiet when problems occurred. Such gender differences seem less common in middle-class families, where men are better educated and more emotionally expressive than their working-class counterparts. Another classic study by Lillian Rubin (1976)Rubin, L. B. (1976). *Worlds of pain: Life in the working-class family*. New York, NY: Basic Books. found that wives in middle-class families say that ideal husbands are ones who communicate well and share their feelings, while wives in working-class families are more apt to say that ideal husbands are ones who do not drink too much and who go to work every day.

Other studies explore the role played by romantic love in courtship and marriage. *Romantic love*, the feeling of deep emotional and sexual passion for someone, is the basis for many American marriages and dating relationships, but it is actually uncommon in many parts of the contemporary world today and in many of the societies anthropologists and historians have studied. In these societies, marriages are arranged by parents and other kin for economic reasons or to build alliances, and young people are simply expected to marry whoever is chosen for them. This is the situation today in parts of India, Pakistan, and other developing nations and was the norm for much of the Western world until the late 18th and early 19th centuries (Lystra, 1989).Lystra, K. (1989). *Searching the heart: Women, men, and romantic love in nineteenth-century America*. New York, NY: Oxford University Press.

KEY TAKEAWAYS

- The family ideally serves several functions for society. It socializes children, provides practical and emotional support for its members, regulates sexual reproduction, and provides its members with a social identity.
- Reflecting conflict theory's emphases, the family may also produce several problems. In particular, it may contribute for several reasons to social inequality, and it may subject its members to violence, arguments, and other forms of conflict.

- Social interactionist understandings of the family emphasize how family members interact on a daily basis. In this regard, several studies find that husbands and wives communicate differently in certain ways that sometimes impede effective communication.

FOR YOUR REVIEW

1. As you think how best to understand the family, do you favor the views and assumptions of functional theory, conflict theory, or social interactionist theory? Explain your answer.
2. Do you think the family continues to serve the function of regulating sexual behavior and sexual reproduction? Why or why not?

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3.2.4: Family Patterns in the United States Today

LEARNING OBJECTIVES

1. Describe the major marriage and family arrangements in the United States today.
2. Discuss racial and ethnic differences in marriage and family arrangements.

It is time now to take a closer look at families in the United States today. Using U.S. census data (U.S. Census Bureau, 2010),U.S. Census Bureau. (2010). *Statistical abstract of the United States: 2010*. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab we first sketch the major types of family arrangements that now exist.

Marriage

The census defines a household as being all the people who live together in a dwelling unit, whether or not they are related by blood, marriage, or adoption. About 117 million households exist in the United States. Of this number, about 67% are family households and 33% are nonfamily households. Most of the nonfamily households consist of only one person. About half of all households involve a married couple, and half do not involve a married couple.

This last figure should not suggest that marriage is unimportant. Only 26% of all adults (18 or older) have never been married, about 57% are currently married, 10% are divorced, and 6% are widowed (see Figure 3.2.4.1 "Marital Status of the U.S. Population, 2008, Persons 18 Years of Age or Older"). Because more than half of the never-married people are under 30, it is fair to say that many of them will be getting married sometime in the future. When we look just at people aged 45–54, about 88% are currently married or had been married at some point in their lives. These figures all indicate that marriage remains an important ideal in American life, even if not all marriages succeed.

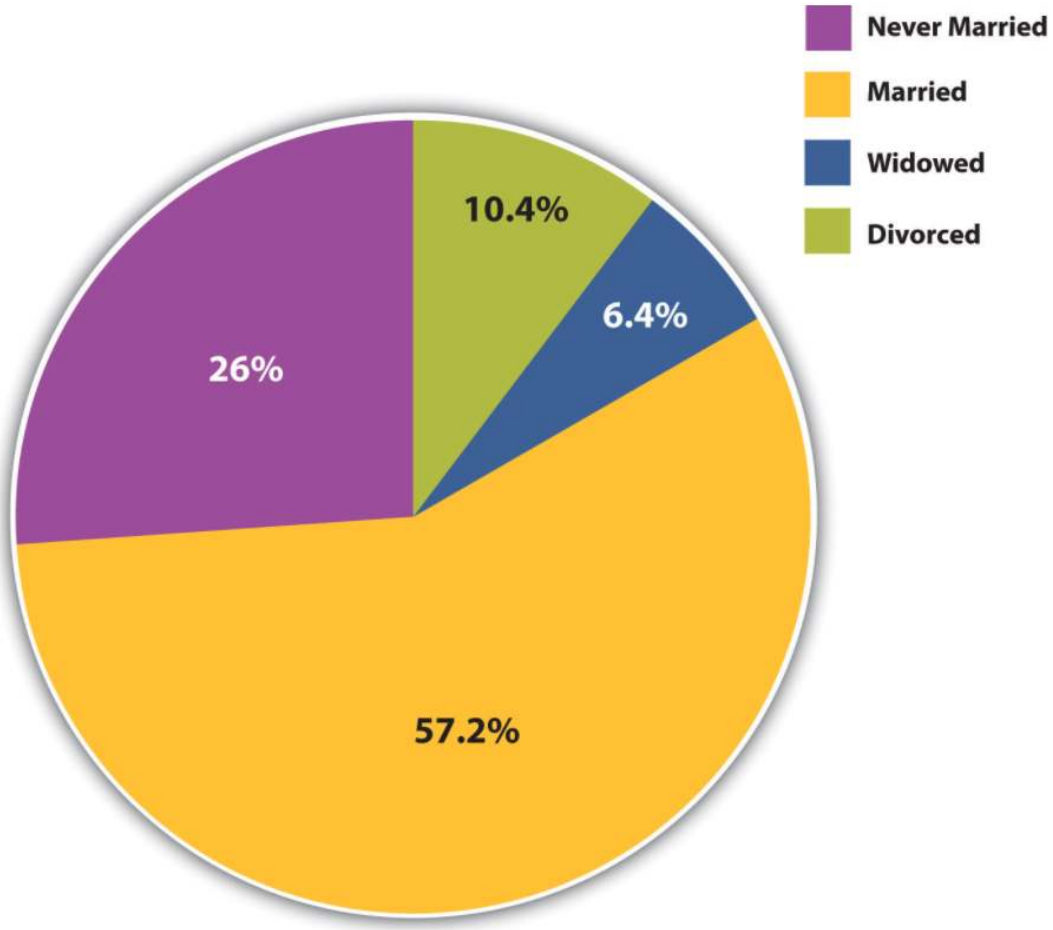


Figure 3.2.4.1: *Marital Status of the U.S. Population, 2008, Persons 18 Years of Age or Older*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

Most marriages (96.1%) are *intraracial*, or between people of the same race, with only 3.9% of marriages between people of different races. As small as it is, this figure is 3 times greater than the 1.3% of marriages in 1980 that were *interracial*. Moreover, almost 15% of new marriages in 2008 were interracial. This increase (Chen, 2010)Chen, S. (2010, June 4). Interracial marriages at an all-time high, study says. *CNN*. Retrieved from http://articles.cnn.com/2010-06-04/living/pew.interracial.marriage_1_interracial-marriages-millennial-generation-race-and-ethnicity-matter?_s=PM:LIVING is reflected in dating patterns, as more than half of African American, Latino, and Asian adults have dated someone from a different racial/ethnic group (Qian, 2005).Qian, Z. (2005). Breaking the last taboo: Interracial marriage in America. *Contexts*, *4*(4), 33–37. More than half of married Asians and Native Americans are in an interracial marriage, compared to about 40% of Latinos, 10% of African Americans, and 4% of whites. These percentages heavily reflect the numbers of people in these groups, because mathematically it is easiest to end up in an interracial relationship and marriage if there are relatively few people in one's own racial/ethnic group. Because there are so many whites compared to the other groups, more than 90% of all interracial marriages have a white spouse.



Figure 3.2.4.2: *Although only 3.9% of marriages are between people of different races, this figure is 3 times greater than the proportion of marriages in 1980 that were interracial. © Thinkstock*

It is interesting to see how the age at which people first get married has changed. Figure 3.2.4.3 "Median Age at First Marriage for Men and Women, 1890–2009" shows that age at first marriage declined gradually during the first half of the 20th century, before dropping more sharply between 1940 and 1950 because of World War II. It then rose after 1970 and today stands at almost 28 years for men and 26 years for women.

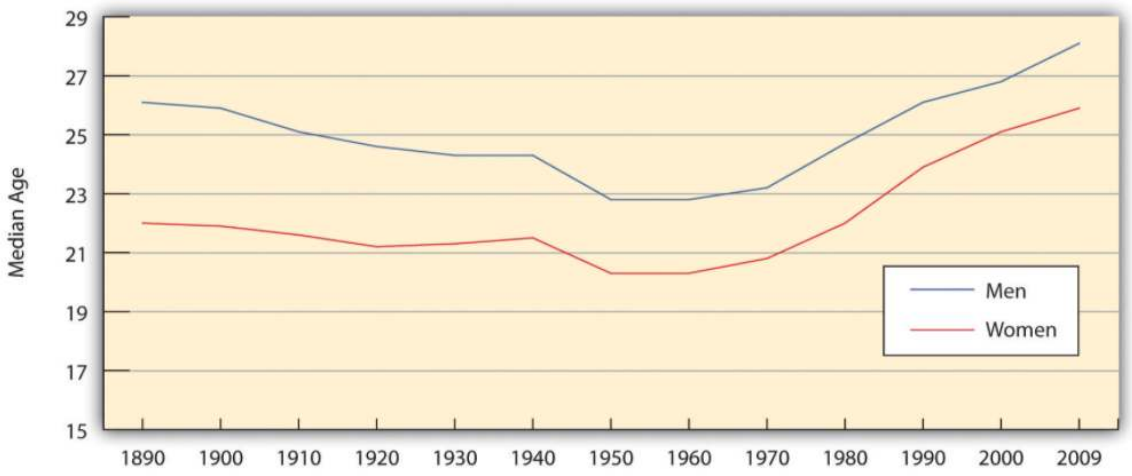


Figure 3.2.4.3: *Median Age at First Marriage for Men and Women, 1890–2009*

Source: Data from U.S. Census Bureau. (2010). Estimated median age at first marriage, by sex: 1890 to the present. Retrieved from http://www.census.gov/population/socdemo/hh-fam/ms2.xls.

The United States Compared With Other Western Nations

In many ways, the United States differs from other Western democracies in its view of marriage and in its behavior involving marriage and other intimate relationships (Cherlin, 2010; Hull, Meier, & Ortyl, 2010).Cherlin, A. J. (2010). *The marriage-go-round: The state of marriage and the family in America today*. New York, NY: Vintage; Hull, K. E., Meier, A., & Ortyl, T. (2010). The changing landscape of love and marriage. *Contexts, 9*(2), 32–37. First, Americans place more emphasis than their Western counterparts on the ideal of romantic love as a basis for marriage and other intimate relationships and on the cultural importance of marriage. Second, the United States has higher rates of marriage than other Western nations. Third, the United States also has higher rates of divorce than other Western nations; for example, 42% of American marriages end in divorce after 15 years, compared to only 8% in Italy and Spain. Fourth, Americans are much more likely than other Western citizens to remarry once they

are divorced, to cohabit in short-term relationships, and, in general, to move from one intimate relationship to another, a practice called *serial monogamy*. This practice leads to instability that can have negative impacts on any children that may be involved and also on the adults involved.

The U.S. emphasis on romantic love helps account for its high rates of marriage, divorce, and serial monogamy. It leads people to want to be in an intimate relationship, marital or cohabiting. Then, when couples get married because they are in love, many quickly find that passionate romantic love can quickly fade; because their expectations of romantic love were so high, they become more disenchanted once this happens and unhappy in their marriage. The American emphasis on independence and individualism also makes divorce more likely than in other nations; if a marriage is not good for us, we do what is best for us as individuals and end the marriage. As Andrew J. Cherlin (2010, p. 4)Cherlin, A. J. (2010). *The marriage-go-round: The state of marriage and the family in America today*. New York, NY: Vintage. observes, “Americans are conflicted about lifelong marriage: they value the stability and security of marriage, but they tend to believe that individuals who are unhappy with their marriages should be allowed to end them.” Still, the ideal of romantic love persists even after divorce, leading to remarriage and/or other intimate relationships.

Families and Children in the United States

The United States has about 36 million families with children under 18. About 70% of these are married-couple families, while 30% (up from about 14% in the 1950s) are one-parent families. Most of these latter families are headed by the mother (see Figure 3.2.4.4 "Family Households With Children Under 18 Years of Age, 2008").

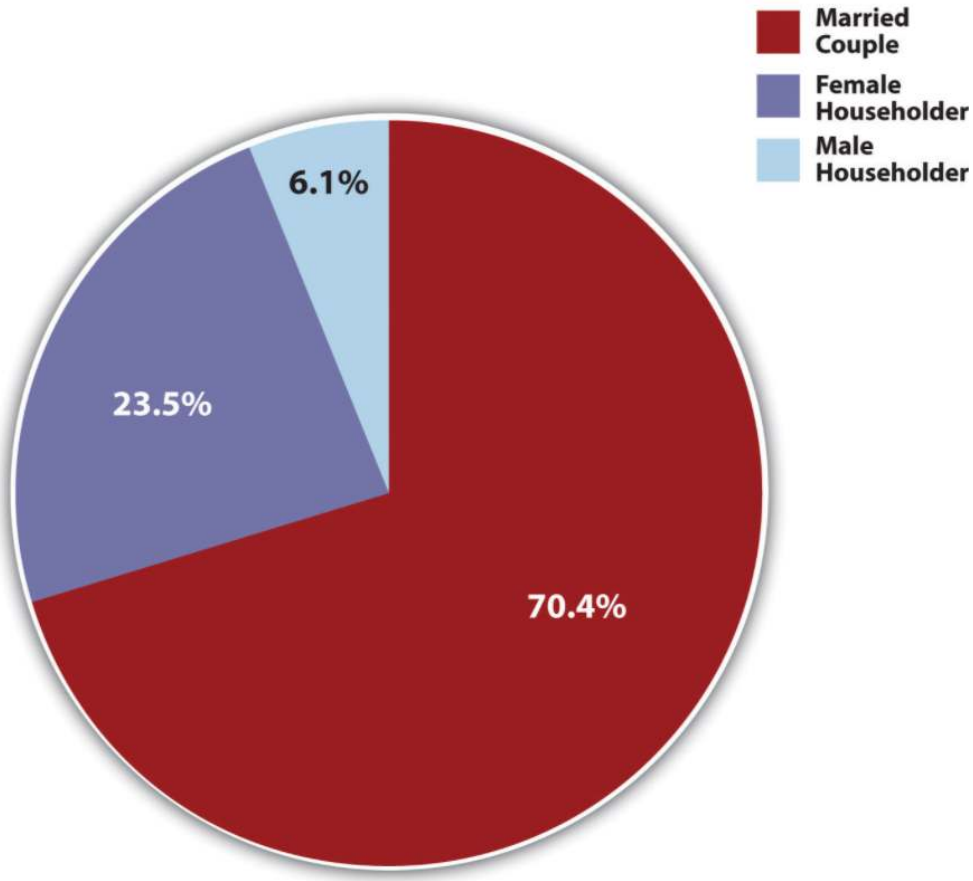


Figure 3.2.4.4: *Family Households With Children Under 18 Years of Age, 2008*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

The proportion of families with children under 18 that have only one parent varies significantly by race and ethnicity: Latino and African American families are more likely than white and Asian American households to have only one parent (see Figure 3.2.4.5 "Race, Ethnicity, and Percentage of Family Groups With Only One Parent, 2008"). Similarly, whereas 30% of all children do not

live with both their biological parents, this figure, too, varies by race and ethnicity: 22% for non-Latino white children, compared to 15% of Asian children, 30% of Latino children, and 62.5% of African American children.

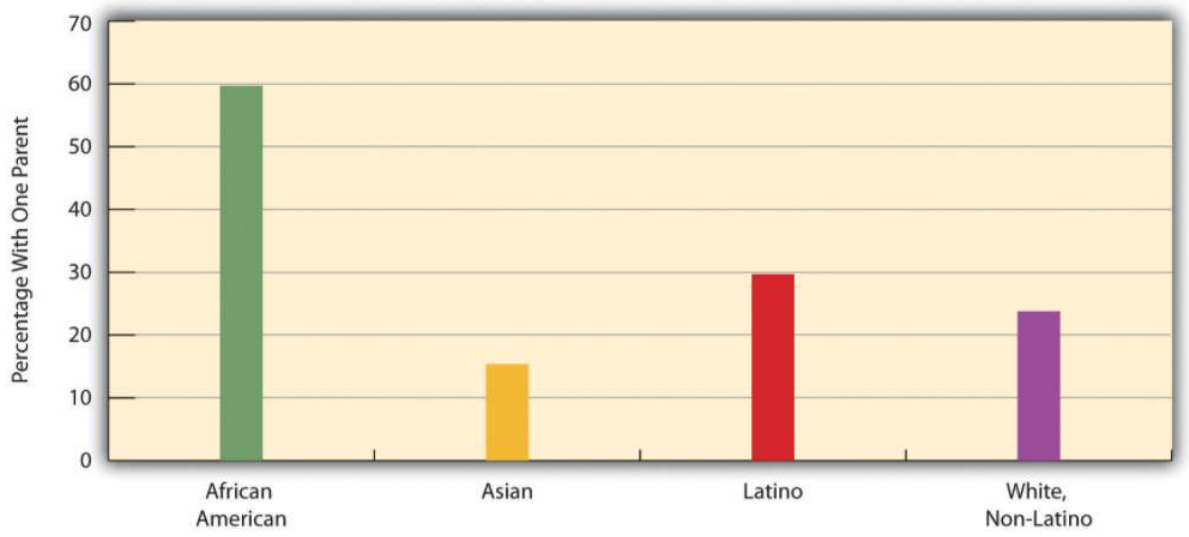


Figure 3.2.4.5: *Race, Ethnicity, and Percentage of Family Groups With Only One Parent, 2008*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

We discuss single-parent families and racial and ethnic differences in family arrangements at greater length a little later, and we will also discuss several other issues affecting children. But before we leave the topic of children, it is worth noting that children, despite all the joy and fulfillment they so often bring to parents, also tend to reduce parents' emotional well-being. As a recent review summarized the evidence, "Parents in the United States experience depression and emotional distress more often than their childless adult counterparts. Parents of young children report far more depression, emotional distress and other negative emotions than non-parents, and parents of grown children have no better well-being than adults who never had children" (Simon, 2008, p. 41).Simon, R. W. (2008). The joys of parenthood, reconsidered. *Contexts*, *7*(2), 40–45.

Children have these effects because raising them can be both stressful and expensive. Depending on household income, the average child costs parents between $134,000 and $270,000 from birth until age 18. College education obviously can cost tens of thousands of dollars beyond that. Robin W. Simon (2008)Simon, R. W. (2008). The joys of parenthood, reconsidered. *Contexts*, *7*(2), 40–45. argues that American parents' stress would be reduced if the government provided better and more affordable day care and after-school options, flexible work schedules, and tax credits for various parenting costs. She also thinks that the expectations Americans have of the joy of parenthood are unrealistically positive and that parental stress would be reduced if expectations became more realistic.

KEY TAKEAWAYS

- Most people eventually marry. This fact means that marriage remains an important ideal in American life, even if not all marriages succeed.
- About 30% of children live with only one parent, almost always their mother.

FOR YOUR REVIEW

1. The text notes that most people eventually marry. In view of the fact that so many marriages end in divorce, why do you think that so many people continue to marry?
2. Some of the children who live only with their mothers were born out of wedlock. Do you think the parents should have married for the sake of their child? Why or why not?

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3.2.5: Changes and Issues Affecting American Families

LEARNING OBJECTIVES

1. Discuss why the U.S. divorce rate rose during the 1960s and 1970s and summarize the major individual-level factors accounting for divorce today.
2. Describe the effects of divorce for spouses and children.
3. Summarize the evidence on how children fare when their mothers work outside the home.
4. Discuss how children of same-sex couples fare compared to children of heterosexual couples.
5. Discuss evidence concerning the continuing debate over the absence of fathers in many African American families.

American families have undergone many changes since the 1950s. Scholars, politicians, and the public have strong and often conflicting views on the reasons for these changes and on their consequences. We now look at some of the most important changes and issues affecting U.S. families.

Cohabitation

Some people who are not currently married nonetheless *cohabit*, or live together with someone of the opposite sex in a romantic relationship. The census reports that almost 7 million opposite-sex couples are currently cohabiting; these couples constitute about 10% of all opposite-sex couples (married plus unmarried). The average cohabitation lasts less than 2 years and ends when the couple either splits up or gets married; about half of cohabiting couples do marry, and half split up. More than half of people in their 20s and 30s have cohabited, and roughly one-fourth of this age group is currently cohabiting (Brown, 2005).Brown, S. I. (2005). How cohabitation is reshaping American families. *Contexts*, *4*(3), 33–37. Roughly 55% of cohabiting couples have no biological children, about 45% live with a biological child of one of the partners, and 21% live with their own biological child. (These figures add to more than 100% because many couples live with their own child and a child of just one of the partners.) About 5% of children live with biological parents who are cohabiting.

Interestingly, married couples who have cohabited with each other before getting married are *more* likely to divorce than married couples who did not cohabit. As Susan I. Brown (2005, p. 34)Brown, S. I. (2005). How cohabitation is reshaping American families. *Contexts*, *4*(3), 33–37. notes, this apparent consequence is ironic: “The primary reason people cohabit is to test their relationship’s viability for marriage. Sorting out bad relationships through cohabitation is how many people think they can avoid divorce. Yet living together before marriage actually increases a couple’s risk of divorce.” Two possible reasons may account for this result. First, cohabitation may change the relationship between a couple and increase the chance they will divorce if they get married anyway. Second, individuals who are willing to live together without being married may not be very committed to the idea of marriage and thus may be more willing to divorce if they are unhappy in their eventual marriage.

Recent work has begun to compare the psychological well-being of cohabiting and married adults and also the behavior of children whose biological parent or parents are cohabiting rather than married (Apel & Kaukinen, 2008; Brown, 2005).Apel, R., & Kaukinen, C. (2008). On the relationship between family structure and antisocial behavior: Parental cohabitation and blended households. *Criminology*, *46*(1), 35–70; Brown, S. I. (2005). How cohabitation is reshaping American families. *Contexts*, *4*(3), 33–37. On average, married adults are happier and otherwise have greater psychological well-being than cohabiting adults, while the latter, in turn, fare better psychologically than adults not living with anyone. Research has not yet clarified the reasons for these differences, but it seems that people with the greatest psychological and economic well-being are most likely to marry. If this is true, it is not the state of being married per se that accounts for the difference in well-being between married and cohabiting couples, but rather the extent of well-being that affects decisions to marry or not marry. Another difference between cohabitation and marriage concerns relationship violence. Among young adults (aged 18–28), this type of violence is more common among cohabiting couples than among married or dating couples. The reasons for this difference remain unknown but may again reflect differences in the types of people who choose to cohabit (Brown & Bulanda, 2008).Brown, S. L., & Bulanda, J. R. (2008). Relationship violence in young adulthood: A comparison of daters, cohabitors, and marrieds. *Social Science Research*, *37*(1), 73–87.

The children of cohabiting parents tend to exhibit lower well-being of various types than those of married parents: they are more likely to engage in delinquency and other antisocial behavior, and they have lower academic performance and worse emotional adjustment. The reasons for these differences remain to be clarified but may again stem from the types of people who choose to cohabit rather than marry.

Divorce and Single-Parent Households

The U.S. divorce rate has risen since the early 1900s, with several peaks and valleys, and is now the highest in the industrial world. It rose sharply during the Great Depression and World War II, probably because of the economic distress of the former and the family disruption caused by the latter, and fell sharply after the war as the economy thrived and as marriage and family were proclaimed as patriotic ideals. It dropped a bit more during the 1950s before rising sharply through the 1960s and 1970s (Cherlin, 2009).Cherlin, A. J. (2009). *The marriage-go-round: The state of marriage and the family in America today*. New York, NY: Knopf. The divorce rate has since declined somewhat (see Figure 3.2.5.1 "Number of Divorces per 1,000 Married Women Aged 15 or Older, 1960–2008") and today is only slightly higher than its peak at the end of World War II. Still, the best estimates say that 40%–50% of all new marriages will one day end in divorce (Teachman, 2008).Teachman, J. (2008). Complex life course patterns and the risk of divorce in second marriages. *Journal of Marriage & Family, 70*(2), 294–305. The surprising announcement in June 2010 of the separation of former vice president Al Gore and his wife, Tipper, was a poignant reminder that divorce is a common outcome of many marriages.

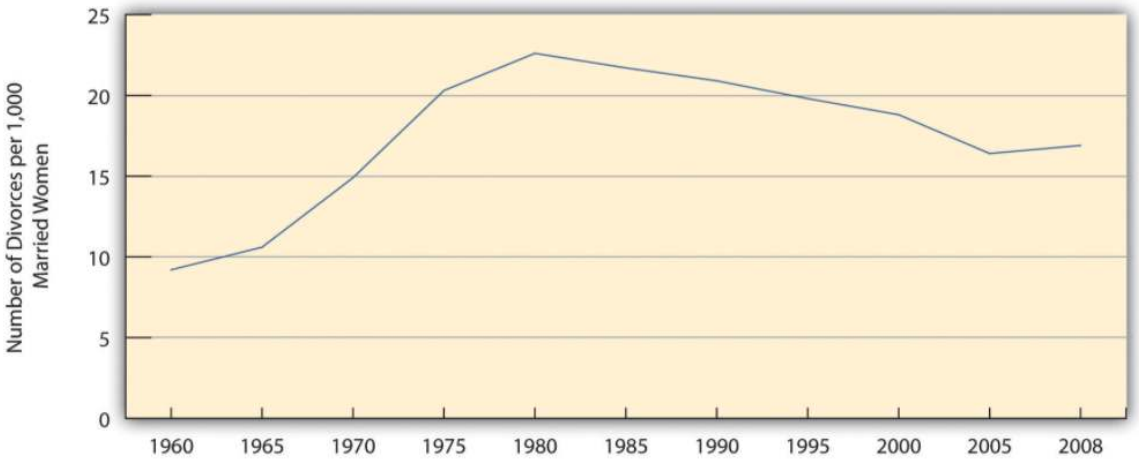


Figure 3.2.5.1: *Number of Divorces per 1,000 Married Women Aged 15 or Older, 1960–2008*

Source: Data from Wilcox, W. B. (Ed.). (2009). The state of our unions, 2009: Marriage in America. Charlottesville: The National Marriage Project, University of Virginia.

Reasons for Divorce

We cannot be certain about why the divorce rate rose so much during the 1960s and 1970s, but we can rule out two oft-cited causes. First, there is little reason to believe that marriages became any less happy during this period. We do not have good data to compare marriages then and now, but the best guess is that marital satisfaction did not decline after the 1950s ended. What did change was that people after the 1950s became more willing to seek divorces in marriages that were already unhappy.

Second, although the contemporary women's movement is sometimes blamed for the divorce rate by making women think marriage is an oppressive institution, the trends in Figure 3.2.5.1 suggest this blame is misplaced. The women's movement emerged in the late 1960s and was capturing headlines by the early 1970s. Although the divorce rate obviously rose after that time, it also started rising several years *before* the women's movement emerged and capturing headlines. If the divorce rate began rising before the women's movement started, it is illogical to blame the women's movement. Instead, other structural and cultural forces must have been at work, just as they were at other times in the last century, as just noted, when the divorce rate rose and fell.

Why, then, did divorce increase during the 1960s and 1970s? One reason is the increasing economic independence of women. As women entered the labor force in the 1960s and 1970s, they became more economically independent of their husbands, even if their jobs typically paid less than their husbands' jobs. When women in unhappy marriages do become more economically independent, they are more able to afford to get divorced than when they have to rely entirely on their husbands' earnings (Hiedemann, Suhomlinova, & O'Rand, 1998).Hiedemann, B., Suhomlinova, O., & O'Rand, A. M. (1998). Economic independence, economic status, and empty nest in midlife marital disruption. *Journal of Marriage and the Family, 60*, 219–231. When both spouses work outside the home, moreover, it is more difficult to juggle the many demands of family life, especially child care, and family life can

be more stressful. Such stress can reduce marital happiness and make divorce more likely. Spouses may also have less time for each other when both are working outside the home, making it more difficult to deal with problems they may be having.



Figure 3.2.5.2: *Disapproval of divorce has declined since the 1950s, and divorce is now considered a normal if unfortunate part of life. © Thinkstock*

It is also true that disapproval of divorce has declined since the 1950s, even if negative views of it still remain (Cherlin, 2009).Cherlin, A. J. (2009). The origins of the ambivalent acceptance of divorce. *Journal of Marriage & Family, 71*(2), 226–229. Not too long ago, divorce was considered a terrible thing; now it is considered a normal if unfortunate part of life. We no longer say a bad marriage should continue for the sake of the children. When New York Governor Nelson Rockefeller ran for president in the early 1960s, the fact that he had been divorced hurt his popularity, but when California Governor Ronald Reagan ran for president less than two decades later, the fact that he had been divorced was hardly noted. But is the growing acceptability of divorce a cause of the rising divorce rate, or is it the result of the rising divorce rate? Or is it both a cause and result? This important causal order question is difficult to resolve.

Another reason divorce rose during the 1960s and 1970s may be that divorces became easier to obtain legally. In the past, most states required couples to prove that one or both had committed actions such as mental cruelty, adultery, or other such behaviors in order to get divorced. Today almost all states have no-fault divorce laws that allow a couple to divorce if they say their marriage has failed from irreconcilable differences. Because divorce has become easier and less expensive to obtain, more divorces occur. But are no-fault divorce laws a cause or result of the post-1950s rise in the divorce rate? The divorce rate increase preceded the establishment of most states' no-fault laws, but it is probably also true that the laws helped make additional divorces more possible. Thus no-fault divorce laws are probably one reason for the rising divorce rate after the 1950s, but only one reason (Kneip & Bauer, 2009).Kneip, T., & Bauer, G. (2009). Did unilateral divorce laws raise divorce rates in Western Europe? *Journal of Marriage & Family, 71*(3), 592–607.

We have just looked at possible reasons for divorce rate trends, but we can also examine the reasons why certain marriages are more or less likely to end in divorce within a given time period. Although, as noted earlier, 40%–50% of all new marriages will probably end in divorce, it is also true that some marriages are more likely to end than others. Family scholars identify several correlates of divorce (Clarke-Stewart & Brentano, 2006; Wilcox, 2009).Clarke-Stewart, A., & Brentano, C. (2006). *Divorce: Causes and consequences*. New Haven, CT: Yale University Press; Wilcox, W. B. (Ed.). (2009). *The state of our unions, 2009: Marriage in America*. Charlottesville: The National Marriage Project, University of Virginia. An important one is age at marriage: teenagers who get married are much more likely to get divorced than people who marry well into their 20s or beyond, partly because they have financial difficulties and are not yet emotionally mature. A second correlate of divorce is social class: people who are poor at the time of their marriage are more likely to get divorced than people who begin their marriages in economic comfort, as the stress of poverty causes stress in marriage. Divorce is thus another negative life chance of people at the bottom of the socioeconomic ladder.

Effects of Divorce and Single-Parent Households

Much research exists on the effects of divorce on spouses and their children, and scholars do not always agree on what these effects are. One thing is clear: divorce plunges many women into poverty or near-poverty (Gadalla, 2008).Gadalla, T. M. (2008). Gender differences in poverty rates after marital dissolution: A longitudinal study. *Journal of Divorce & Remarriage, 49*(3/4), 225–238. Many have been working only part time or not at all outside the home, and divorce takes away their husband's economic support. Even women working full time often have trouble making ends meet, because, as we saw in earlier chapters, so many are in low-paying jobs. One-parent families headed by a woman for any reason are much poorer ($30,296 in 2008 median annual income) than those headed by a man ($44,358). Meanwhile, the median income of married-couple families is much higher ($72,589). Almost 30% of all single-parent families headed by women are officially poor.

Although the economic consequences of divorce seem clear, what are the psychological consequences for husbands, wives, and their children? Are they better off if a divorce occurs, worse off, or about the same? The research evidence is very conflicting. Many studies find that divorced spouses are, on average, less happy and have poorer mental health after their divorce, but some studies find that happiness and mental health often improve after divorce (Williams, 2003; Waite, Luo, & Lewin, 2009).Williams, K. (2003). Has the future of marriage arrived? A contemporary examination of gender, marriage, and psychological well-being. *Journal of Health & Social Behavior, 44*, 470–487; Waite, L. J., Luo, Y., & Lewin, A. C. (2009). Marital happiness and marital stability: Consequences for psychological well-being. *Social Science Research, 38*(1), 201–212. The postdivorce time period that is studied may affect what results are found: for some people psychological well-being may decline in the immediate aftermath of a divorce, given how difficult the divorce process often is, but rise over the next few years. The contentiousness of the marriage may also matter. Some marriages ending in divorce have been filled with hostility, conflict, and sometimes violence, while other marriages ending in divorce have not been very contentious at all, even if they have failed. Individuals seem to fare better psychologically after ending a very contentious marriage but fare worse after ending a less contentious marriage (Amato & Hohmann-Marriott, 2007).Amato, P. R., & Hohmann-Marriott, B. (2007). A comparison of high- and low-distress marriages that end in divorce. *Journal of Marriage & Family, 69*(3), 621–638.

What about the children? Parents used to stay together “for the sake of the children,” thinking that divorce would cause their children more harm than good. Studies of this issue generally find that children in divorced families are indeed more likely, on average, to do worse in school, to use drugs and alcohol and suffer other behavioral problems, and to experience emotional distress and other psychological problems (Sun & Li, 2009; Amato & Cheadle, 2008).Sun, Y., & Li, Y. (2009). Parental divorce, sibship size, family resources, and children’s academic performance. *Social Science Research, 38*(3), 622–634; Amato, P. R., & Cheadle, J. E. (2008). Parental divorce, marital conflict and children’s behavior problems: A comparison of adopted and biological children. *Social Forces, 86*(3), 1139–1161.

However, it is sometimes difficult in these studies to determine whether the effects on children stem from the divorce itself or, instead, from the parental conflict that led to the divorce. This problem raises the possibility that children may fare better if their parents end a troubled marriage than if their parents stay married. The evidence on this issue generally mirrors the evidence for spouses just cited: children generally fare better if their parents end a highly contentious marriage, but they fare worse if their parents end a marriage that has not been highly contentious (Booth & Amato, 2001; Hull, Meier, & Ortyl, 2010).Booth, A., & Amato, P. R. (2001). Parental predivorce relations and offspring postdivorce well-being. *Journal of Marriage & Family, 63*(1), 197; Hull, K. E., Meier, A., & Ortyl, T. (2010). The changing landscape of love and marriage. *Contexts, 9*(2), 32–37.

Children in Poverty

The statistics on children and poverty are discouraging (DeNavas-Walt, Proctor, & Smith, 2009).DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2009). *Income, poverty, and health insurance coverage in the United States: 2008* (Current Population Report P60-236). Washington, DC: U.S. Government Printing Office. Children under 18 represent 36% of all poor Americans even though they constitute only 25% of the population. About 19% of U.S. children live in poverty, a figure that rises to 44% for children living just with their mothers and to 53% for children under the age of 6 living just with their mothers. As with many things, race and ethnicity play an important role: African American and Latino children are more than three times as likely as non-Latino white children to live in poverty (see Figure 3.2.5.3 "Race, Ethnicity, and Percentage of Children Below Poverty Level, 2008").

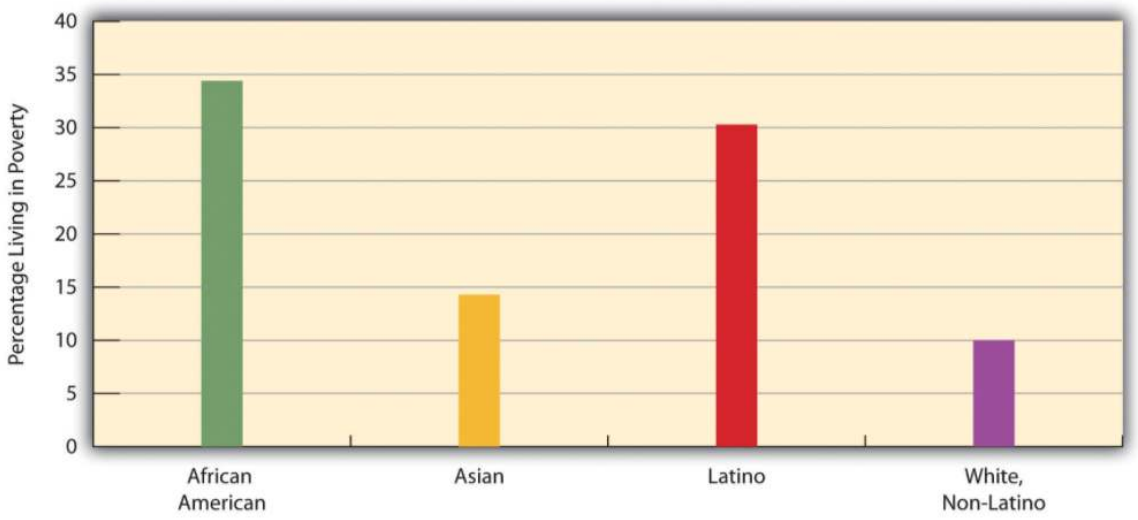


Figure 3.2.5.3: *Race, Ethnicity, and Percentage of Children Below Poverty Level, 2008*

Source: Data from U.S. Census Bureau. (2010). Current population survey: Annual social and economic supplement. Retrieved from http://www.census.gov/hhes/www/cpstables/032009/pov/new03_100.htm.

Much research finds that poor children are at increased risk for behavioral, psychological, and health problems not only during childhood and adolescence but also well into their adult years (Wagmiller & Adelman, 2009).Wagmiller, R. L., & Adelman, R. M. (2009). *Childhood and intergenerational poverty: The long-term consequences of growing up poor*. New York, NY: National Center for Children in Poverty, Columbia University. In a type of vicious cycle, children growing up in poor households are at greater risk of continuing to live in poverty after they reach adulthood.



Figure 3.2.5.4: *Poor children are at increased risk for behavioral, psychological, and health problems, not only during childhood and adolescence but also well into adulthood. © Thinkstock*

Childhood poverty is higher in the United States than in any other Western democracy, and poor children in the United States fare worse than their counterparts in other Western democracies (Jäntti, 2009).Jäntti, M. (2009). Mobility in the United States in comparative perspective. In M. Cancian & S. Danziger (Eds.), *Changing poverty, changing policies* (pp. 180–200). New York, NY: Russell Sage Foundation. A major reason for this is that the United States lacks the large, national programs other Western democracies have both for preventing poverty and for helping children and adults already living in poverty. These programs include housing allowances, free or subsidized day care and preschool programs, and some form of national health insurance. The experience of other Western democracies indicates that the number of U.S. poor children and the problems they face are much higher than they need to be (Waldfogel, 2009)Waldfogel, J. (2009). The role of family policies in antipoverty policy. In M. Cancian & S. Danziger (Eds.), *Changing poverty, changing policies* (pp. 242–265). New York, NY: Russell Sage Foundation. (see the "Learning From Other Societies" box).

LEARNING FROM OTHER SOCIETIES

Reducing Child Poverty in Great Britain

When the Labour government under Prime Minister Tony Blair took power in the United Kingdom in the late 1990s, 26.1% of British children lived in poverty. The government announced an ambitious plan to eliminate child poverty entirely by 2020, and the success of the plan so far offers some important lessons for the United States.

The government devised an antipoverty strategy that included three components, borrowed generally from policies used in the United States but implemented with greater funding and carried out more extensively (Waldfogel, 2010):Waldfogel, J. (2010). *Britain's war on poverty*. New York, NY: Russell Sage Foundation. (a) a jobs program for poor parents, coupled with government-subsidized day care for their children; (b) substantial cash supports and tax credits for poor families; and (c) greatly increased programs and services for poor children and their families, including home visitation, parenting education, and early childhood education. In all of these respects, the British government viewed its antipoverty effort as more far-reaching than the U.S. effort. As one British official explained, "We have more public funding and we have more of a focused government view that we have to eliminate child poverty, not just ameliorate it. That's a big cultural difference" (Nelson & Whalen, 2006, p. A1).Nelson, E., & Whalen, J. (2006, December 22). With U.S. methods, Britain posts gains in fighting poverty. *The Wall Street Journal*, p. A1.

The government's strategy helped reduce child poverty significantly in just a few years. From its rate of 26.1% when the Labour government took power in the later 1990s, the child poverty rate fell by half to 12.7% just 7 years later (2005–2006). Although it had risen slightly to 13.4% by 2007–2008, this rate remained significantly lower than the rate at the beginning of the government's new effort.

Some U.S. observers hailed this British success story, with one columnist noting that

there's no denying that the Blair government has done a lot for Britain's have-nots. Modern Britain isn't paradise on earth, but the Blair government has ensured that substantially fewer people are living in economic hell.…[T]he Blair years have shown that a government that seriously tries to reduce poverty can achieve a lot. (Krugman, 2006, p. A25)Krugman, P. (2006, December 25). Helping the poor, the British way. *The New York Times*, p. A25.

The British experience indicates that the United States could indeed reduce child poverty and the number of poor families significantly if it adopted policies, programs, and services similar to those Britain has used since the late 1990s. Ironically Britain's inspiration for many of these measures came from the United States, but Britain then funded and implemented them much more extensively. If the United States were to learn from Britain's example, it, too, could reduce child poverty and help poor families in other ways.

To help poor children, several U.S. states and communities have implemented prenatal and early childhood visitation programs, in which nurses, social workers, and other professionals make regular visits to the homes of low-income mothers whose children are at risk for the problems mentioned earlier (Olds, Sadler, & Kitzman, 2007).Olds, D. L., Sadler, L., & Kitzman, H. (2007). Programs for parents of infants and toddlers: Recent evidence from randomized trials. *Journal of Child Psychology and Psychiatry, 48*, 355–391. These programs have increased poor children's health and reduced their behavioral and psychological problems, not only during childhood but also into adolescence and young adulthood (Piquero, Farrington, Welsh, Tremblay, & Jennings, 2009).Piquero, A. R., Farrington, D. P., Welsh, B. C., Tremblay, R., & Jennings, W. (2009). Effects of early family/parent training programs on antisocial behavior and delinquency. *Journal of Experimental Criminology 5*, 83–120. For this reason, the programs save much more money than they cost, and continued investment in such programs promises to provide a cost-effective means of helping the many U.S. children who live in poverty.

Working Mothers and Day Care

As noted earlier, women are now much more likely to be working outside the home than a few decades ago. This is true for both married and unmarried women and also for women with and without children. As women have entered the labor force, the question of who takes care of the children has prompted much debate and controversy. Many observers have said that young children suffer if they do not have a parent, implicitly their mother, taking care of them full time until they start school and being there every day when they get home from school (Morse, 2001).Morse, J. R. (2001). *Love & economics: Why the laissez-faire family doesn't work*. Dallas, TX: Spence. What does research say about how young children fare if their mothers work? (Notice that no one seems to worry that fathers work!)

Early studies compared the degree of attachment shown to their mothers by children in day care and that shown by children who stay at home with their mothers. In one type of study, children were put in a laboratory room with their mothers and observed as the mothers left and returned. The day-care kids usually treated their mothers' departure and returning casually and acted as if they did not care that their mothers were leaving or returning. In contrast the stay-at-home kids acted very upset when their mothers left and seemed much happier and even relieved when they returned. Several researchers concluded that these findings indicated that day-care children lacked sufficient emotional attachment to their mothers (Schwartz, 1983).Schwartz, P. (1983). Length of day-care

attendance and attachment behavior in eighteen-month-old infants. *Child Development*, *54*, 1073–1078. However, other researchers reached a very different conclusion: the day-care children's apparent nonchalance when their mothers left and returned simply reflected the fact that they always saw her leave and return every day when they went to day care. The lack of concern over her behavior simply showed that they were more independent and self-confident than the stay-at-home children, who were fearful when their mothers left, and not that they were less attached to their mothers (Coontz, 1997).Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York, NY: Basic Books.

More recent research has studied children, both those who stayed at home and those who entered day care, over time starting with infancy, with some of the most notable studies examining data from a large, $200 million study funded by the National Institute of Child Health and Human Development, a branch of the National Institutes of Health (Rabin, 2008).Rabin, R. C. (2008, September 15). A consensus about day care: Quality counts. *The New York Times*, p. A1. These studies have found that day-care children exhibit better cognitive skills (reading and arithmetic) than stay-at-home children but are also slightly more likely to engage in aggressive behavior that is well within the normal range of children's behavior. This research has also yielded two other conclusions. First, the quality of parenting and other factors such as parent's education and income matter much more for children's cognitive and social development than whether or not they are in day care. Second, to the extent that day care is beneficial for children, it is high-quality day care that is beneficial, as low-quality day care can be harmful.



Figure 3.2.5.5: *Children in day care exhibit better cognitive skills than stay-at-home children but are also slightly more likely to engage in aggressive behavior that is within the normal range of children's behavior. © Thinkstock*

This latter conclusion is an important finding, because many day-care settings in the United States are not high quality. Unfortunately, many parents who use day care cannot afford high-quality care, which can cost several hundred dollars per month. This problem reflects the fact that the United States lags far behind other Western democracies in providing subsidies for day care, as noted earlier. Because working women are certainly here to stay and because high-quality day care seems at least as good for children as full-time care by a parent, it is essential that the United States make good day care available and affordable.

Marriage and Well-Being

Is marriage good for people? This is the flip side of the question addressed earlier on whether divorce is bad for people. Are people better off if they get married in the first place? Or are they better off if they stay single?

In 1972, sociologist Jessie Bernard (1972)Bernard, J. (1972). *The future of marriage*. New York, NY: Bantam. famously said that every marriage includes a "her marriage" and a "his marriage." By this she meant that husbands and wives view and define their marriages differently. When spouses from the same marriage are interviewed, they disagree on such things as how often they should have sex, how often they actually do have sex, and who does various household tasks. Women do most of the housework and child care, while men are freer to work and do other things outside the home. Citing various studies, she said that marriage is better for men than for women. Married women, she said, have poorer mental health and other aspects of psychological well-being than unmarried women, while married men have better psychological well-being than unmarried men. In short, marriage was good for men but bad for women.



Figure 3.2.5.6: *Married people are generally happier than unmarried people and score higher on other measures of psychological well-being. © Thinkstock*

Critics later said that Bernard misinterpreted her data on women and that married women are also better off than unmarried women (Glenn, 1997).Glenn, N. D. (1997). A critique of twenty family and marriage and the family textbooks. *Family Relations*, *46*, 197–208. Contemporary research generally finds that marriage does benefit both sexes: married people, women and men alike, are generally happier than unmarried people (whether never married, divorced, or widowed), score better on other measures of psychological well-being, are physically healthier, have better sex lives, and have lower death rates (Williams, 2003; Waite, Luo, & Lewin, 2009).Williams, K. (2003). Has the future of marriage arrived? A contemporary examination of gender, marriage, and psychological well-being. *Journal of Health & Social Behavior, 44*, 470–487; Waite, L. J., Luo, Y., & Lewin, A. C. (2009). Marital happiness and marital stability: Consequences for psychological well-being. *Social Science Research, 38*(1), 201–212. There is even evidence that marriage helps keep men from committing crime (Laub, 2004).Laub, J. H. (2004). The life course of criminology in the United States: The American Society of Criminology 2003 presidential address. *Criminology, 42*, 1–26. Marriage has these benefits for several reasons, including the emotional and practical support spouses give each other, their greater financial resources compared to those of unmarried people, and the sense of obligation that spouses have toward each other.

Three issues qualify the general conclusion that marriage is beneficial. First, it would be more accurate to say that good marriages are beneficial, because bad marriages certainly are not (Frech & Williams, 2007).Frech, A., & Williams, K. (2007). Depression and the psychological benefits of entering marriage. *Journal of Health and Social Behavior, 48*, 149–163. Second, although marriage is generally beneficial, its benefits seem greater for older adults than for younger adults, for whites than for African Americans, and for individuals who were psychologically depressed before marriage than for those who were not depressed (Frech & Williams, 2007).Frech, A., & Williams, K. (2007). Depression and the psychological benefits of entering marriage. *Journal of Health and Social Behavior, 48*, 149–163. Third, psychologically happy and healthy people may be the ones who get married in the first place and are less apt to get divorced once they do marry. If so, then marriage does not promote psychological well-being; rather, psychological well-being promotes marriage. Research testing this *selectivity hypothesis* finds that both processes occur: psychologically healthy people are more apt to get and stay married, but marriage also promotes psychological well-being.

SOCIOLOGY MAKING A DIFFERENCE

Gender Ideology and Marital Happiness

As the text points out, marriage seems to promote personal happiness and other aspects of psychological well-being. One reason this happens is undoubtedly the happiness that many spouses find in the marriage itself. Not surprisingly, there is a large body of research on why some marriages are happier (or unhappier) than other marriages (Kaufman & Taniguchi, 2006).Kaufman, G., & Taniguchi, H. (2006). Gender and marital happiness in later life. *Journal of Family Issues*, *27*(6), 735–757. Also not surprisingly, some of the factors discussed elsewhere in the text that promote the likelihood of divorce, such as marrying at a young age and experiencing financial strain, also contribute to marital unhappiness. When spouses have health problems, marital happiness also tends to be lower.

An additional factor that may influence marital happiness is *gender ideology*. A spouse who holds *traditional* ideology believes that the man is the ruler of the household and that the woman's primary role is to be a homemaker and caretaker of children. A spouse who holds *egalitarian* (or *nontraditional*) ideology believes that a woman's place is not necessarily in the home and that both spouses should share housework, child care, and other responsibilities. Some scholars speculate that the rise in divorce during the 1960s and 1970s was partly due to a rise in egalitarian ideology among women, which conflicted with their husbands' traditional ideology. Supporting this speculation, some studies summarized by sociologists Gayle Kaufman and Hiromi Taniguchi (2006)Kaufman, G., & Taniguchi, H. (2006). Gender and marital happiness in later life. *Journal of Family Issues*, *27*(6), 735–757. find that wives with traditional attitudes are happier in their marriages than wives with egalitarian attitudes. At the same time, studies have also found that husbands with egalitarian attitudes are happier in their marriages than husbands with traditional attitudes.

Thus gender ideology may have opposite effects by gender on marital happiness: wives are happier in their marriages when they hold traditional attitudes, while husbands are happier when they hold egalitarian attitudes. This "dual" result is perhaps not very surprising. As wives moved increasingly into the labor force during the past few decades but still found themselves having the primary responsibility for housework and child care, it makes sense to think that those with traditional attitudes would be happier with this situation and those with egalitarian attitudes would be less happy. By the same token, it makes sense to think that husbands with egalitarian attitudes would be happier with this situation and husbands with traditional attitudes less happy.

This body of research has focused on relatively young couples and neglected those past their 40s. Addressing this neglect, Kaufman and Taniguchi examined the possible effects of gender ideology and other factors on marital happiness in a sample of married couples in Iowa whose ages were between 51 and 92. Wives' gender ideology did not affect their marital happiness, but men's gender ideology did affect their marital happiness, as men with egalitarian attitudes were happier.

By extending the research on gender ideology and marital happiness to couples past their 40s, Kaufman and Taniguchi's study reinforced the conclusion of prior research that egalitarian attitudes increase husbands' marital happiness. This finding has at least two practical implications. First, if we can assume that men's gender ideology will continue to become more egalitarian as traditional gender roles decline over time, it makes sense to think that their marital happiness will increase. Second, educational campaigns and other efforts that promote egalitarian attitudes among men should increase their marital happiness and thus reduce their desire to divorce. By pointing to the importance of expanding men's egalitarian attitudes for marital happiness, the work by sociologists Kaufman and Taniguchi has helped make a difference.

Gay and Lesbian Couples and Marriages

One of the most controversial issues concerning the family today is that of gay and lesbian marriages. According to census data, about 800,000 same-sex couples now live together in the United States, and about one-fifth of these couples are raising at least one child under age 18; the number of children being raised by same-sex couples is about 270,000 (Barkan, Marks, & Milardo, 2009).Barkan, S., Marks, S., & Milardo, R. (2009, September 22). Same-sex couples are families, too. *Bangor Daily News*. Retrieved from http://www.bangordailynews.com/detail/121751.html Five states permit same-sex marriage as of July 2010—Connecticut, Massachusetts, New Hampshire, Iowa, and Vermont—along with Washington, DC. Several other states recognize civil unions or provide some legal benefits to same-sex couples, but civil union status does not afford couples the full range of rights and privileges that married couples enjoy. Thirty-two states have laws or constitutional amendments that ban same-sex marriage. Internationally, same-sex marriage is permitted in Belgium, Canada, the Netherlands, Norway, Portugal, South Africa, Spain, and Sweden.



Figure 3.2.5.7: *Same-sex marriage is one of the most controversial issues concerning the family today. Marriage between same-sex couples is currently permitted in only a handful of states and nations. © Thinkstock*

Among other arguments, opponents of same-sex marriages say that they threaten the stability of the institution of marriage and that children of same-sex couples fare worse in several respects than those raised by both their biological parents (Benne & McDermott, 2009).Benne, R., & McDermott, G. (2009). Gay marriage threatens families, children, and society. In R. Espejo (Ed.), *Gay and lesbian families* (pp. 11–15). Farmington Hills, MI: Greenhaven Press. However, the social science evidence fails to support either of these two arguments. There is no evidence that heterosexual marriages have been undermined in the five states that have legalized same-sex marriage. For example, Massachusetts, which has allowed same-sex marriage since 2004, continues to have one of the lowest divorce rates in the nation. Regarding children of same-sex couples, studies find that their psychological well-being is as high as those of children of heterosexual couples. As a review of this body of research concluded, "Because every relevant study to date shows that parental sexual orientation per se has no measurable effect on the quality of parent-child relationships or on children's mental health or social adjustment, there is no evidentiary basis for considering parental sexual orientation in decisions about children's 'best interest'" (Stacey & Biblarz, 2001, p. 176).Stacey, J., & Biblarz, T. J. (2001). (How) does the sexual orientation of parents matter? *American Sociological Review, 66*(2), 159–183.

Racial and Ethnic Diversity in Marriages and Families

Marriages and families in the United States exhibit a fair amount of racial and ethnic diversity, as we saw earlier in this chapter. Children are more likely to live with only one parent among Latino and especially African American families than among white and Asian American families. Moreover, African American, Latino, and Native American children and their families are especially likely to live in poverty. As a result, they are at much greater risk for the kinds of problems outlined earlier for children living in poverty.

Beyond these cold facts lie other racial and ethnic differences in family life (Taylor, 2002).Taylor, R. L. (2002). *Minority families in the United States: A multicultural perspective* (3rd ed.). Upper Saddle River, NJ: Prentice Hall. Studies of Latino and Asian American families find they have especially strong family bonds and loyalty. Extended families in both groups and among Native Americans are common, and these extended families have proven a valuable shield against the problems all three groups face because of their race/ethnicity and poverty.

The status of the African American family has been the source of much controversy for several decades. This controversy stems from several related statistics. Two of these we noted earlier: the large number of single-parent households among African Americans and their large number of children in such households. A third statistic concerns the number of births out of wedlock. Whereas 40% of all births are to unmarried women, such births account for 72% of all births to African American women. Many scholars attribute the high number of fatherless families among African Americans to the forcible separation of families during slavery and to the fact that so many young black males today are unemployed, in prison or jail, or facing other problems (Patterson, 1998).Patterson, O. (1998). *Rituals of blood: Consequences of slavery in two American centuries*. Washington, DC: Civitas/CounterPoint.

Many observers say this high number of fatherless families in turn contributes to African Americans' poverty, crime, and other problems (Haskins, 2009).Haskins, R. (2009). Moynihan was right: Now what? *The ANNALS of the American Academy of Political and Social Science, 621*, 281–314. But other observers argue that this blame is misplaced to at least some extent. Extended families and strong female-headed households in the African American community, they say, have compensated for the absence of fathers (Allen & James, 1998; Billingsley, 1994).Allen, W. R., & James, A. D. (1998). Comparative perspectives on black family life: Uncommon explorations of a common subject. *Journal of Comparative Family Studies, 29*, 1–11; Billingsley, A. (1994). *Climbing Jacob's ladder: The enduring legacy of African American families*. New York, NY: Touchstone. The problems African Americans face, they add, stem to a large degree from their experience of racism, segregated neighborhoods, lack of job opportunities, and other structural difficulties (Sampson, 2009).Sampson, R. J. (2009). Racial stratification and the durable tangle of neighborhood inequality. *The ANNALS of the American Academy of Political and Social Science, 621*, 260–280. Even if fatherless families contribute to these problems, these other factors play a larger role.

KEY TAKEAWAYS

- The divorce rate rose for several reasons during the 1960s and 1970s but has generally leveled off since then.
- Divorce often lowers the psychological well-being of spouses and their children, but the consequences of divorce also depend on the level of contention in the marriage that has ended.
- Despite continuing controversy over the welfare of children whose mothers work outside the home, research indicates that children in high-quality day care fare better in cognitive development than those who stay at home.
- Children of same-sex couples have psychological well-being as high as those of heterosexual couples. There is no evidence that same-sex marriage has undermined the stability of heterosexual marriage in the states where same-sex marriages are legal.

FOR YOUR REVIEW

1. Think of someone you know (either yourself, a relative, or a friend) whose parents are divorced. Write a brief essay in which you discuss how the divorce affected this person.
2. Did your mother work outside the home while you were growing up? If so, do you think you were better or worse off because of that? If she did not work outside the home, how do you think things would have gone for you if she had?
3. What are your views regarding same-sex marriage? Do you think same-sex couples should be allowed to marry? Why or why not?

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3.2.6: Children and Parental Discipline

LEARNING OBJECTIVES

1. Define the four major styles of parental discipline and summarize the differences among them.
2. Explain why spanking may ironically promote antisocial behavior by children.
3. Understand how parenting style may differ by social class.

How should parents raise their children? Given the critical importance of the first few years and even months of life for a child's intellectual, emotional, and behavioral development, it is essential to identify the best ways to raise kids. We can talk about how much time parents should spend with their children, how often they should read to them, what time they should put them to bed, and other topics. But for many people the question of raising children means how parents should *discipline* their children. While no one right answer to this question exists that will satisfy everyone, scholars identify at least four styles of discipline (Welch, 2010).Welch, K. J. (2010). *Family life now* (2nd ed.). Upper Saddle River, NJ: Prentice Hall. We will look briefly at these types and at a related issue, spanking.

The first style of discipline, and the one that most childhood scholars favor, is called *authoritative* or *firm-but-fair* discipline. In this style of discipline, parents set clear rules for their children's behavior but at the same time let their kids exercise independent judgment. When their children do misbehave, the parents patiently explain to them why their behavior was wrong and, if necessary, discipline them with time-outs, groundings, and similar responses. They rarely, if ever, spank their children and in general provide them much emotional support. Most childhood experts think authoritative discipline aids children's moral development and helps produce children who are well behaved (Ginsburg, Durbin, Garcia-España, Kalicka, & Winston, 2009).Ginsburg, K. R., Durbin, D. R., Garcia-España, J. F., Kalicka, E. A., & Winston, F. K. (2009). Associations between parenting styles and teen driving, safety-related behaviors and attitudes. *Pediatrics*, *124*(4), 1040–1051.

Many parents instead practice *authoritarian* discipline. These parents set firm but overly restrictive rules for their children's behavior and are generally not very warm toward them. When their children misbehave, the parents may yell at them and punish them with relatively frequent and even harsh spankings. Although these parents think such punishment is necessary to teach kids how to behave, many childhood experts think their authoritarian discipline ironically produces children who are more likely to misbehave (McKee et al., 2007).McKee, L., Roland, E., Coffelt, N., Olson, A. L., Forehand, R., Massari, C.,…Zens, M. S. (2007). Harsh discipline and child problem behaviors: The roles of positive parenting and gender. *Journal of Family Violence*, *22*(4), 187–196.



Figure 3.2.6.1: *Parents who practice authoritarian discipline may often spank their children, but spanking is thought to promote antisocial behavior among children overall rather than to inhibit it. © Thinkstock*

A third style of discipline is called *lax* or *permissive*. As these names imply, parents set few rules for their children's behavior and don't discipline them when they misbehave. These children, too, are more apt than children raised by authoritative parents to misbehave during childhood and adolescence.

Uninvolved discipline is the fourth and final type. Parents who practice this style generally provide their children little emotional support and fail to set rules for their behavior. This style of parenting is associated with antisocial behavior by children and other negative outcomes, especially when compared with authoritative parenting.

One reason that authoritative discipline is better than authoritarian discipline for children is that it avoids spanking in favor of other, more "reasoning" types of discipline and punishment. Many experts think spanking is bad for children and makes them more likely,

not less likely, to misbehave. Spanking, they say, teaches children that they should behave to avoid being punished. This lesson makes children more likely to misbehave if they think they will not get caught, as they do not learn to behave for its own sake. Spanking also teaches children it is acceptable to hit someone to solve an interpersonal dispute and even to hit someone if you love her or him, because that is what spanking is all about. Children who are spanked may also resent their parents more than children raised authoritatively and thus be more likely to misbehave because their relationship with their parents is not as close. Thus even though parents who spank do so because they believe in the old saying "Spare the rod and spoil the child," spanking ironically can make children more likely, not less likely, to misbehave (Berlin et al., 2009).Berlin, L. J., Ispa, J. M., Fine, M. A., Malone, P. S., Brooks-Gunn, J., Brady-Smith, C.,…Bai, Y. (2009). Correlates and consequences of spanking and verbal punishment for low-income white, African American, and Mexican American toddlers. *Child Development, 80*(5), 1403–1420.

Social Class Differences

Despite the modern evidence on spanking, most Americans continue to approve of it: almost three-quarters think that it's "sometimes necessary to discipline a child with a good, hard spanking" (see Figure 3.2.6.2 "Percentage Agreeing That "It Is Sometimes Necessary to Discipline a Child With a Good, Hard Spanking""). However, families do differ in the degree to which they use spanking and, more generally, the degree to which they practice authoritative versus authoritarian or the other styles of discipline. Several decades ago, Melvin Kohn (1969)Kohn, M. L. (1969). *Class and conformity: A study in values*. Homewood, IL: Dorsey Press. found that working-class parents were more likely than middle-class parents to practice authoritarian discipline. In a related area, they were more likely than their middle-class counterparts to emphasize obedience rather than thinking for oneself as something their children should learn. To explain these social class differences, Kohn reasoned that working-class jobs tend to involve strict obedience to orders from a boss, while middle-class ones are more apt to involve autonomy and independent exercise of judgment. The values parents learn from their workplaces affect how they raise their children and the values they teach their children.

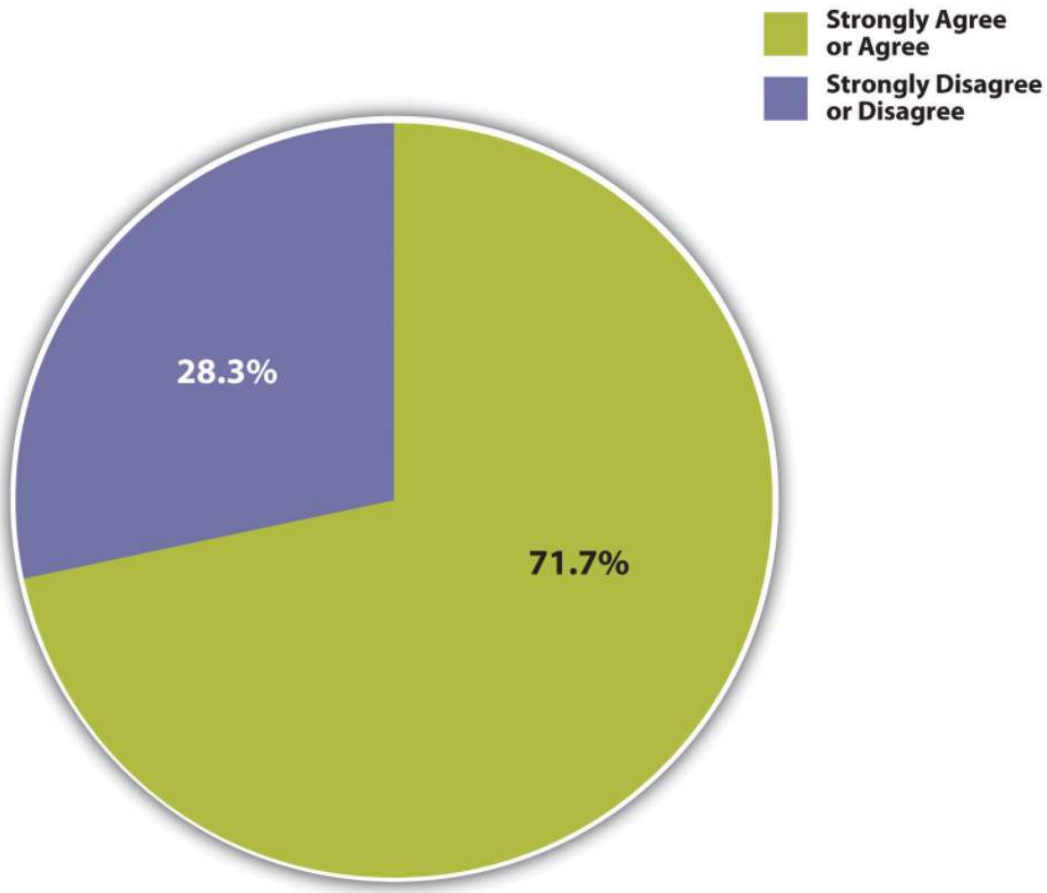


Figure 3.2.6.2: *Percentage Agreeing That "It Is Sometimes Necessary to Discipline a Child With a Good, Hard Spanking"*

Source: Data from General Social Survey, 2006.

KEY TAKEAWAYS

- Of the four styles of parental discipline, authoritative discipline is thought to be the best for children's development.
- Spanking may ironically promote antisocial behavior by children, in part because it conditions them to behave only to avoid physical punishment.
- Classic research by Melvin Kohn found that working-class parents are more likely than middle-class parents to emphasize obedience in their children.

FOR YOUR REVIEW

- Thinking back to your childhood, which style of discipline did your parent(s) practice? Do you think this was a good style for them to use with you? Why or why not?
- How often were you spanked when you were a child? Do you think spanking helped you behave better? Explain your answer.
- Whether or not you plan to have children, imagine that you become a parent someday. Decide which style of discipline you would practice and write a brief essay in which you explain why you chose this style.

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3.2.7: Family Violence

LEARNING OBJECTIVES

- Describe the extent of violence against intimates and explain why it occurs.
- Describe the extent of child abuse and explain why it occurs.

Although family violence has received much attention since the 1970s, families were violent long before scholars began studying family violence and the public began hearing about it. We can divide family violence into two types: violence against intimates (spouses, live-in partners, boyfriends, or girlfriends) and violence against children.

Violence Against Intimates

Intimates commit violence against each other in many ways: they can hit with their fists, slap with an open hand, throw an object, push or shove, or use or threaten to use a weapon. When all of these acts and others are combined, we find that much intimate violence occurs. While we can never be certain of the exact number of intimates who are attacked, the U.S. Department of Justice estimates from its National Crime Victimization Survey that almost 600,000 acts of violence (2008 data) are committed annually by one intimate against another intimate; 85% of these acts are committed by men against women (Rand, 2009).Rand, M. R. (2009). *Criminal victimization, 2008*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice. Another national survey about a decade ago found that 22% of U.S. women had been physically assaulted by a spouse or partner at some point in their lives (Tjaden & Thoennes, 1998).Tjaden, P., & Thoennes, N. (1998). *Prevalence, incidence, and consequences of violence against women: Findings from the National Violence Against Women Survey*. Washington, DC: U.S. Department of Justice. This figure, if still true, translates to more than 20 million women today. A national survey of Canadian women found that 29% had been attacked by a spouse or partner (Randall, 1995).Randall, D. (1995). The portrayal of business malfeasance in the elite and general media. In G. Geis, R. F. Meier & L. M. Salinger (Eds.), *White-collar crime: Classic and contemporary views* (3rd ed., pp. 105–115). New York, NY: Free Press. Taken together, these different figures all indicate that intimate partner violence is very common and affects millions of people.



Figure 3.2.7.1: *According to some estimates, about one-fifth of U.S. women have been assaulted by a spouse or partner at least once in their lives. © Thinkstock*

Some observers claim that husbands are just as likely as wives to be beaten by a spouse, and there is evidence that husbands experience an act of violence from their wives about as often as wives do from their husbands. Yet this “gender equivalence” argument has been roundly criticized. Although women do commit violence against husbands and boyfriends, their violence is less serious (e.g., a slap compared to using a fist) and usually in self-defense to their husbands’ violence. And although some studies find an equal number of violent acts committed by husbands and wives, other studies find much more violence committed by husbands (Johnson, 2006).Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women, 12*, 1003–1018.

Why do men hit their wives, partners, and girlfriends? As with rape (see Chapter 2.4 "Gender and Gender Inequality"), sociologists answer this question by citing both structural and cultural factors. Structurally, women are the subordinate gender in a patriarchal society and, as such, are more likely to be victims of violence, whether it is rape or intimate violence. Intimate violence is more

common in poor families, and economic inequality thus may lead men to take out their frustration over their poverty on their wives and girlfriends (Martin, Vieraitis, & Britto, 2006).Martin, K., Vieraitis, L. M., & Britto, S. (2006). Gender equality and women's absolute status: A test of the feminist models of rape. *Violence Against Women*, *12*(4), 321–339.

Cultural myths also help explain why men hit their wives and girlfriends (Gosselin, 2010).Gosselin, D. K. (2010). *Heavy hands: An introduction to the crimes of family violence* (4th ed.). Upper Saddle River, NJ: Prentice Hall. Many men continue to believe that their wives should not only love and honor them but also obey them, as the traditional marriage vow says. If they view their wives in this way, it becomes that much easier to hit them. In another myth many people ask why women do not leave home if the hitting they suffer is really that bad. The implication is that the hitting cannot be that bad because they do not leave home. This reasoning ignores the fact that many women *do* try to leave home, which often angers their husbands and ironically puts the women more at risk for being hit, or they do not leave home because they have nowhere to go (Kim & Gray, 2008).Kim, J., & Gray, K. A. (2008). Leave or stay? Battered women's decision after intimate partner violence. *Journal of Interpersonal Violence*, *23*(10), 1465–1482. Battered women's shelters are still few in number and can accommodate a woman and her children for only 2 or 3 weeks. Many battered women also have little money of their own and simply cannot afford to leave home. The belief that battering cannot be that bad if women hit by their husbands do not leave home ignores all of these factors and is thus a myth that reinforces spousal violence against women.

Dating Violence on Campus

Because intimate partner violence is so common, it is no surprise that much of it occurs among college students. Some studies suggest that one-fifth of intimate relationships on campus involve at least some violence. Young people (aged 16–24) report the highest rates of domestic and dating violence in government surveys. As one advocate of programs to end dating violence observes, "It's incredibly common both at the high school and college levels" (Kinzie, 2010, A9).Kinzie, S. (2010, May 30). Efforts expand on campuses to end dating violence. *The Boston Globe*, p. A9.

In May 2010, Yeardley Love, a University of Virginia senior, was allegedly killed by her ex-boyfriend on the campus (Yanda, Johnson, & Vise, 2010).Yanda, S., Johnson, J., & Vise, D. d. (2010, May 8). Mourners gather for funeral of U-Va. student Yeardley Love. *The Washington Post*. Retrieved from http://pqasb.pqarchiver.com/washingtonpost/access/2028459931.html?FMT=ABS&FMTS=ABS:FT&date=May+9%2C+2010&author=Jenna+Johnson+Steve+Yanda%3BDaniel+de+Vise&pub=The+Washington+Post&edition=&startpage=C.1&desc=Thousands+gather+to+mourn+U-Va.+student%3B+Tears+and+cheers++mingle+at+funeral+for+Yeardley+Love Her death prompted many campuses to assess whether they had been doing enough to prevent dating violence and to deal adequately with the offenders who were committing it (Kinzie, 2010).Kinzie, S. (2010, May 30). Efforts expand on campuses to end dating violence. *The Boston Globe*, p. A9. Some officials said that stalking on campuses had been increasing because social media and technology like texting has made it easier to know someone's location. But some campuses were in states that made it more difficult to deal with dating violence. Virginia, for example, does not permit protective orders against someone a person is dating; instead, the offender must be a spouse, a live-in partner, or the parent of one's child. This restriction obviously prevents many Virginia students from obtaining protective orders.

Child Abuse

One of the hardest behaviors to understand is child abuse, which can be both physical and sexual in nature. Children can also suffer from emotional abuse and practical neglect.

It is especially difficult to know how much child abuse occurs. Infants obviously cannot talk, and toddlers and older children who are abused usually do not tell anyone about the abuse. They might not define it as abuse, they might be scared to tell on their parents, they might blame themselves for being abused, or they might not know whom they could talk to about their abuse. Whatever the reason, they usually remain silent, making it very difficult to know how much abuse takes place.



Figure 3.2.7.2: *Government data estimate that about 800,000 children are abused or neglected each year. Because most children do not report their abuse or neglect, the actual number is probably much higher. © Thinkstock*

Using information from child protective agencies throughout the country, the U.S. Department of Health and Human Services estimates that about 800,000 children (2007 data) are victims of child abuse and neglect annually (Administration on Children Youth and Families, 2009).Administration on Children Youth and Families. (2009). *Child maltreatment 2007*. Washington, DC: U.S. Department of Health and Human Services, U.S. Government Printing Office. This figure includes some 80,000 cases of physical abuse; 56,000 cases of sexual abuse; 437,000 cases of neglect; 31,000 cases of psychological maltreatment; and 7,000 cases of medical neglect. The total figure represents about 1.1% of all children under the age of 18. Obviously this is just the tip of the iceberg, as many cases of child abuse never become known. A 1994 Gallup Poll asked adult respondents about physical abuse they suffered as children. Twelve percent said they had been abused (punched, kicked, or choked), yielding an estimate of 23 million adults in the United States who were physically abused as children (Moore, 1994).Moore, D. W. (1994, May). One in seven Americans victim of child abuse. *The Gallup Poll Monthly*, 18–22. Some studies estimate that about 25% of girls and 10% of boys are sexually abused at least once before turning 18 (Garbarino, 1989).Garbarino, J. (1989). The incidence and prevalence of child maltreatment. In L. Ohlin & M. Tonry (Eds.), *Family violence* (Vol. 11, pp. 219–261). Chicago, IL: University of Chicago Press. In the study of Toronto women discussed earlier, 42% said they had been sexually abused before turning 16 (Randall & Haskell, 1995).Randall, M., & Haskell, L. (1995). Sexual violence in women's lives: Findings from the Women's Safety Project, a community-based survey. *Violence Against Women, 1*, 6–31. Whatever the true figure is, most child abuse is committed by parents, step-parents, and other people the children know, not by strangers.

Why does child abuse occur? Structurally speaking, children are another powerless group and, as such, are easy targets of violence. Moreover, the best evidence indicates that child abuse is more common in poorer families. The stress these families suffer from their poverty is thought to be a major reason for the child abuse occurring within them (Gosselin, 2010).Gosselin, D. K. (2010). *Heavy hands: An introduction to the crimes of family violence* (4th ed.). Upper Saddle River, NJ: Prentice Hall. As with spousal violence, then, economic inequality is partly to blame for child abuse. Cultural values and practices also matter. In a nation where, as we saw, so many people think a good, hard spanking is sometimes necessary to discipline a child, it is inevitable that physical child abuse will occur, because there is a very thin line between a hard spanking and physical abuse: not everyone defines a good, hard spanking in the same way. As two family violence scholars once noted, "Although most physical punishment [of children] does not turn into physical abuse, most physical abuse begins as ordinary physical punishment" (Wauchope & Straus, 1990, p. 147).Wauchope, B., & Straus, M. A. (1990). Physical punishment and physical abuse of American children: Incidence rates by age, gender, and occupational class. In M. A. Straus & R. J. Gelles (Eds.), *Physical violence in American families: Risk factors and adaptations to violence in 8,145 families* (pp. 133–148). New Brunswick, NJ: Transaction.

KEY TAKEAWAYS

- Violence between intimates is fairly common and stems from gender inequality, income inequality, and several cultural myths that minimize the harm that intimate violence causes.
- At least 800,000 children are abused or neglected each year in the United States. Because most abused children do not report the abuse, the number of cases of abuse and neglect is undoubtedly much higher.

FOR YOUR REVIEW

1. Do you think it is ever acceptable for a spouse to slap or hit another spouse? Why or why not?
2. If spanking were somehow to end altogether, do you think child abuse would decline? Explain your answer.

Addressing Family Issues: What Sociology Suggests

As perhaps our most important and also most controversial social institution, the family seems to arouse strong passions from almost everyone. Sociological theory and research, along with research from the other social sciences, have important implications for how our society should address the various family issues discussed in this chapter.

One set of implications concerns the many children and families living in poverty. The households in which they live are mostly headed by women, and the majority of these households are the result of divorce. The programs and policies outlined in Chapter 3.1 "Groups and Organizations" are certainly relevant for any efforts to help these families. These efforts include, but are not limited to, increased government financial support, vocational training and financial aid for schooling for women who wish to return to the labor force or to increase their wages, early childhood visitation and intervention programs, and increases in programs providing nutrition and medical care to poor women and their children (Cherlin, 2009).Cherlin, A. J. (2009). *The marriage-go-round: The state of marriage and the family in America today*. New York, NY: Knopf. In all of these efforts, the United States has much to learn from the nations of Western Europe (see the “Learning From Other Societies” box in Chapter 2.4 "Gender and Gender Inequality", Section 2.4.5 "Violence Against Women: Rape and Pornography").

Another issue and set of implications concern family violence. To the extent that much violence against intimates and children is rooted in the frustration and stress accompanying poverty, efforts that reduce poverty will also reduce family violence. And to the extent that gender inequality helps explain violence against women, continuing and strengthening efforts to reduce gender inequality should also reduce violence against intimates, as most of this violence is directed by men against women. Further, if, as many scholars believe, the violent nature of masculinity helps account for violence men commit against their wives and girlfriends, then efforts to change male gender-role socialization should also help. Turning to child abuse, because so much child abuse remains unknown to child protective authorities, it is difficult to reduce its seriousness and extent. However, certain steps might still help. Because child abuse seems more common among poorer families, then efforts that reduce poverty should also reduce child abuse. The home visitation programs mentioned earlier to help poor children also help reduce child abuse. Although, as noted earlier, approval of spanking is deeply rooted in our culture, a national educational campaign to warn about the dangers of spanking, including its promotion of children’s misbehavior, may eventually reduce the use of spanking and thus the incidence of child physical abuse.

Same-sex marriage is another issue on which research by sociologists and other scholars is relevant. This research does not show that same-sex marriage threatens the stability of heterosexual marriage or the welfare of children, and opponents of same-sex marriage have no empirical grounds to claim otherwise. Because this evidence indicates that same-sex marriage does not have the dire consequences these opponents claim, the ongoing national and local debate on same-sex marriage should be informed by this evidence.

A final issue for which research by sociologists and other scholars is relevant is divorce. There is much evidence to suggest that divorce has very negative consequences for spouses and children, and there is also much evidence to suggest that these consequences arise not from the divorce itself but rather from the conflict preceding the divorce and the poverty into which many newly single-parent households are plunged. There is also evidence that spouses and children fare better after a divorce from a highly contentious marriage. Efforts to help preserve marriages should certainly continue, but these efforts should proceed cautiously or not proceed at all for the marriages that are highly contentious. To the extent that marital conflict partly arises from financial difficulties, once again government efforts that help reduce poverty should also help preserve marriages.

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3.2.8: End-of-Chapter Material

Summary

1. As a social institution, the family is a universal or near-universal phenomenon. Yet the historical and cross-cultural record indicates that many types of families and family arrangements exist now and have existed in the past. Although the nuclear family has been the norm in many societies, in practice its use has been less common than many people think. Many societies have favored extended families, and in early times children could expect, because of the death of a parent or births out of wedlock, to live at least some part of their childhood with only one parent. A very few societies, including the Nayar of India, have not featured nuclear families, yet their children have apparently been raised successfully.
2. Industrialization took many families from their farms and put them into cities. For the first time a family's economic activity became separated from its home life. Men worked outside the home, primarily in factories and other sites of industrial labor, while many women stayed at home to take care of children, to bake and wash clothing, and to sew and perform other tasks that brought families some money. Middle-class women were more likely than working-class women to stay at home, as the latter worked in factories and other sites outside the home out of economic necessity. One consequence of the gender-based division of labor that developed during industrialization was that men's power within and over their families increased, as they were the ones providing the major part of their families' economic sustenance.
3. The male breadwinner–female homemaker family model depicted in 1950s television shows was more of a historical aberration than a historical norm. Both before and after the 1950s, women worked outside the home much more often than they did during that decade.
4. Contemporary sociological perspectives on the family fall into the more general functional, conflict, and social interactionist approaches guiding sociological thought. Functional theory emphasizes the several functions that families serve for society, including the socialization of children and the economic and practical support of family members. Conflict theory emphasizes the ways in which nuclear families contribute to ongoing gender, class, and race inequality, while social interactionist approaches examine family communication and interaction to make sense of family life.
5. Marriage rates and the proportion of two-parent households have declined in the last few decades, but marriage remains an important station in life for most people. Scholars continue to debate the consequences of divorce and single-parent households for women, men, and their children. Although children from divorced homes face several problems and difficulties, it remains unclear whether these problems were the result of their parents' divorce or instead of the conflict that preceded the divorce. Several studies find that divorce and single-parenting in and of themselves do not have the dire consequences for children that many observers assume. The low income of single-parent households, and not the absence of a second parent, seems to account for many of the problems that children in such households do experience.
6. The United States has the highest proportion of children in poverty of any industrial nation, thanks largely to its relative lack of social and economic support for poor children and their families. Almost one-fifth of American children live in poverty and face health, behavioral, and other problems as a result.
7. Despite ongoing concern over the effect on children of day care instead of full-time care by one parent, most contemporary studies find that children in high-quality day care are not worse off than their stay-at-home counterparts. Some studies find that day-care children are more independent and self-confident than children who stay at home and that they perform better on various tests of cognitive ability.
8. Controversy continues to exist over gay and lesbian couples and marriages. Although gay and lesbian couples sometimes seek legal marriages to ensure health and other benefits for both partners, no state has yet legalized such marriages, although some communities do extend benefits to both partners.
9. Racial and ethnic diversity marks American family life. Controversy also continues to exist over the high number of fatherless families in the African American community. Many observers blame many of the problems African Americans face on their comparative lack of two-parent households, but other observers say this blame is misplaced.
10. Authoritative or firm-but-fair discipline is the type most childhood experts advocate. Although many people believe in spanking and practice authoritarian discipline, some studies suggest that this method of child-rearing is more apt to produce children with behavioral problems.
11. Family violence affects millions of spouses and children yearly. Structural and cultural factors help account for the high amount of intimate violence and child abuse. Despite claims to the contrary, the best evidence indicates that women are much more at risk than men for violence by spouses and partners.

USING SOCIOLOGY

You're a second-grade teacher enjoying your second year of employment in an elementary school near Los Angeles. One day you notice that one of your students, Tommy Smith, has a large bruise on his arm. You ask Tommy what happened, and he hesitantly replies that he fell off a swing in the playground. You're no expert, but somehow his bruise doesn't look like something that would have resulted from a fall. But you have met his parents, and they seem like friendly people even if they did not seem very concerned about how well Tommy is doing in your class. Your school policy requires you to report any suspected cases of child abuse. What, if anything, do you do? Explain your answer.

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3.3: Education

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3.3.1: Chapter Introduction

Social Issues in the News

“Lewistown Voters Say No to Bond for School,” the headline said. We usually associate crowded, decaying schools with urban areas, but they are also found in rural areas. In September 2010, voters in Lewistown, a small town in central Montana surrounded by prairies and mountains, defeated a bond issue for the construction of a new middle school. The new school would have replaced the town’s only junior high school. Built in 1921, the school had a host of problems, according to the news article: it did not meet accessibility standards for people with physical disabilities; plaster was routinely falling off walls and ceilings, requiring six classrooms to add suspended ceilings to prevent injuries from falling plaster; and the school was so crowded that some classes met in the gym or hallways and some students had to take tests in closets. (Hall, 2010)Hall, R. (2010, September 22). Lewistown voters say no to bond for school. *Great Falls [MT] Tribune*. Retrieved from http://www.greatfallstribune.com/article/20100922/NEWS20100901/29220302/Lewistown+voters+say+no+to+bond+for+school

Education is one of our most important social institutions. Youngsters and adolescents spend most of their weekday waking hours in school, doing homework, or participating in extracurricular activities, and many then go on to college. People everywhere care deeply about what happens in our nation’s schools, and issues about the schools ignite passions across the political spectrum. Yet, as this story about a very old school in Montana illustrates, many schools are ill equipped to prepare their students for the complex needs of today’s world.

This chapter’s discussion of education begins with the development of schooling in the United States and then turns to sociological perspectives on education. The remainder of the chapter discusses education in today’s society. This discussion highlights education as a source and consequence of various social inequalities and examines several key issues affecting the nation’s schools and the schooling of its children.

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3.3.2: A Brief History of Education in the United States

LEARNING OBJECTIVES

1. Explain why compulsory education arose during the 19th century.
2. Outline some scholars' criticisms of the rise of compulsory education.

Education is the social institution through which a society teaches its members the skills, knowledge, norms, and values they need to learn to become good, productive members of their society. As this definition makes clear, education is an important part of socialization. Education is both *formal* and *informal*. **Formal education** is often referred to as *schooling*, and as this term implies, it occurs in schools under teachers, principals, and other specially trained professionals. **Informal education** may occur almost anywhere, but for young children it has traditionally occurred primarily in the home, with their parents as their instructors. Day care has become an increasingly popular venue in industrial societies for young children's instruction, and education from the early years of life is thus more formal than it used to be.

Education in early America was hardly formal. During the colonial period, the Puritans in what is now Massachusetts required parents to teach their children to read and also required larger towns to have an elementary school, where children learned reading, writing, and religion. In general, though, schooling was not required in the colonies, and only about 10% of colonial children, usually just the wealthiest, went to school, although others became apprentices (Urban, Jennings, & Wagoner, 2008).Urban, W. J., Jennings L., & Wagoner, J. (2008). *American education: A history* (4th ed.). New York, NY: Routledge.

To help unify the nation after the Revolutionary War, textbooks were written to standardize spelling and pronunciation and to instill patriotism and religious beliefs in students. At the same time, these textbooks included negative stereotypes of Native Americans and certain immigrant groups. The children going to school continued primarily to be those from wealthy families. By the mid-1800s, a call for free, compulsory education had begun, and compulsory education became widespread by the end of the century. This was an important development, as children from all social classes could now receive a free, formal education. Compulsory education was intended to further national unity and to teach immigrants "American" values. It also arose because of industrialization, as an industrial economy demanded reading, writing, and math skills much more than an agricultural economy had.



Figure 3.3.2.1: *In colonial America, only about 10% of children went to school, and these children tended to come from wealthy families. After the Revolutionary War, new textbooks helped standardize spelling and pronunciation and promote patriotism and religious beliefs, but these textbooks also included negative stereotypes of Native Americans.*

Source: Photo courtesy of Joel Dorman Steele and Esther Baker Steele, http://commons.wikimedia.org/wiki/File:Spinninginthecolonialkitchen.jpg.

Free, compulsory education, of course, applied only to primary and secondary schools. Until the mid-1900s, very few people went to college, and those who did typically came from the fairly wealthy families. After World War II, however, college enrollments soared, and today more people are attending college than ever before, even though college attendance is still related to social class, as we shall discuss shortly.

At least two themes emerge from this brief history. One is that until very recently in the record of history, formal schooling was restricted to wealthy males. This means that boys who were not white and rich were excluded from formal schooling, as were virtually all girls, whose education was supposed to take place informally at home. Today, as we will see, race, ethnicity, social class, and, to some extent, gender continue to affect both educational achievement and the amount of learning occurring in schools.

Second, although the rise of free, compulsory education was an important development, the reasons for this development trouble some critics (Bowles & Gintis, 1976; Cole, 2008).Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reforms and the contradictions of economic life*. New York, NY: Basic Books; Cole, M. (2008). *Marxism and educational theory: Origins and issues*. New York, NY: Routledge. Because compulsory schooling began in part to prevent immigrants' values from corrupting "American" values, they see its origins as smacking of ethnocentrism. They also criticize its intention to teach workers the skills they needed for the new industrial economy. Because most workers were very poor in this economy, these critics say, compulsory education served the interests of the upper/capitalist class much more than it served the interests of workers. It was good that workers became educated, say the critics, but in the long run their education helped the owners of capital much more than it helped the workers themselves. Whose interests are served by education remains an important question addressed by sociological perspectives on education, to which we now turn.

KEY TAKEAWAYS

- Until very recently in the record of history, formal schooling was restricted to wealthy males.
- The rise of free, compulsory education was an important development that nonetheless has been criticized for orienting workers in the 19th century to be disciplined and to obey authority.

FOR YOUR REVIEW

1. Write a brief essay in which you summarize the benefits and disadvantages of the rise of compulsory education during the 19th century.

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3.3.3: Sociological Perspectives on Education

LEARNING OBJECTIVES

1. List the major functions of education.
2. Explain the problems that conflict theory sees in education.
3. Describe how symbolic interactionism understands education.

The major sociological perspectives on education fall nicely into the functional, conflict, and symbolic interactionist approaches (Ballantine & Hammack, 2009).Ballantine, J. H., & Hammack, F. M. (2009). *The sociology of education: A systematic analysis* (6th ed.). Upper Saddle River, NJ: Prentice Hall. Table 3.3.3.1 summarizes what these approaches say.

Table 3.3.3.1: Theory Snapshot

Theoretical perspective	Major assumptions
Functionalism	Education serves several functions for society. These include (a) socialization, (b) social integration, (c) social placement, and (d) social and cultural innovation. Latent functions include child care, the establishment of peer relationships, and lowering unemployment by keeping high school students out of the full-time labor force.
Conflict theory	Education promotes social inequality through the use of tracking and standardized testing and the impact of its "hidden curriculum." Schools differ widely in their funding and learning conditions, and this type of inequality leads to learning disparities that reinforce social inequality.
Symbolic interactionism	This perspective focuses on social interaction in the classroom, on the playground, and in other school venues. Specific research finds that social interaction in schools affects the development of gender roles and that teachers' expectations of pupils' intellectual abilities affect how much pupils learn.

The Functions of Education

Functional theory stresses the functions that education serves in fulfilling a society's various needs. Perhaps the most important function of education is *socialization*. If children need to learn the norms, values, and skills they need to function in society, then education is a primary vehicle for such learning. Schools teach the three Rs, as we all know, but they also teach many of the society's norms and values. In the United States, these norms and values include respect for authority, patriotism (remember the Pledge of Allegiance?), punctuality, individualism, and competition. Regarding these last two values, American students from an early age compete as individuals over grades and other rewards. The situation is quite the opposite in Japan, where, as we saw in Chapter 1.2 "Socialization", children learn the traditional Japanese values of harmony and group belonging from their schooling (Schneider & Silverman, 2010).Schneider, L., & Silverman, A. (2010). *Global sociology: Introducing five contemporary societies* (5th ed.). New York, NY: McGraw-Hill. They learn to value their membership in their homeroom, or *kumi*, and are evaluated more on their *kumi*'s performance than on their own individual performance. How well a Japanese child's *kumi* does is more important than how well the child does as an individual.

A second function of education is *social integration*. For a society to work, functionalists say, people must subscribe to a common set of beliefs and values. As we saw, the development of such common views was a goal of the system of free, compulsory education that developed in the 19th century. Thousands of immigrant children in the United States today are learning English, U.S. history, and other subjects that help prepare them for the workforce and integrate them into American life. Such integration is a major goal of the English-only movement, whose advocates say that only English should be used to teach children whose native tongue is Spanish, Vietnamese, or whatever other language their parents speak at home. Critics of this movement say it slows down these children's education and weakens their ethnic identity (Schildkraut, 2005).Schildkraut, D. J. (2005). *Press "one" for English: Language policy, public opinion, and American identity*. Princeton, NJ: Princeton University Press.

A third function of education is *social placement*. Beginning in grade school, students are identified by teachers and other school officials either as bright and motivated or as less bright and even educationally challenged. Depending on how they are identified, children are taught at the level that is thought to suit them best. In this way they are prepared in the most appropriate way possible for their later station in life. Whether this process works as well as it should is an important issue, and we explore it further when we discuss school tracking shortly.

Social and cultural innovation is a fourth function of education. Our scientists cannot make important scientific discoveries and our artists and thinkers cannot come up with great works of art, poetry, and prose unless they have first been educated in the many subjects they need to know for their chosen path.

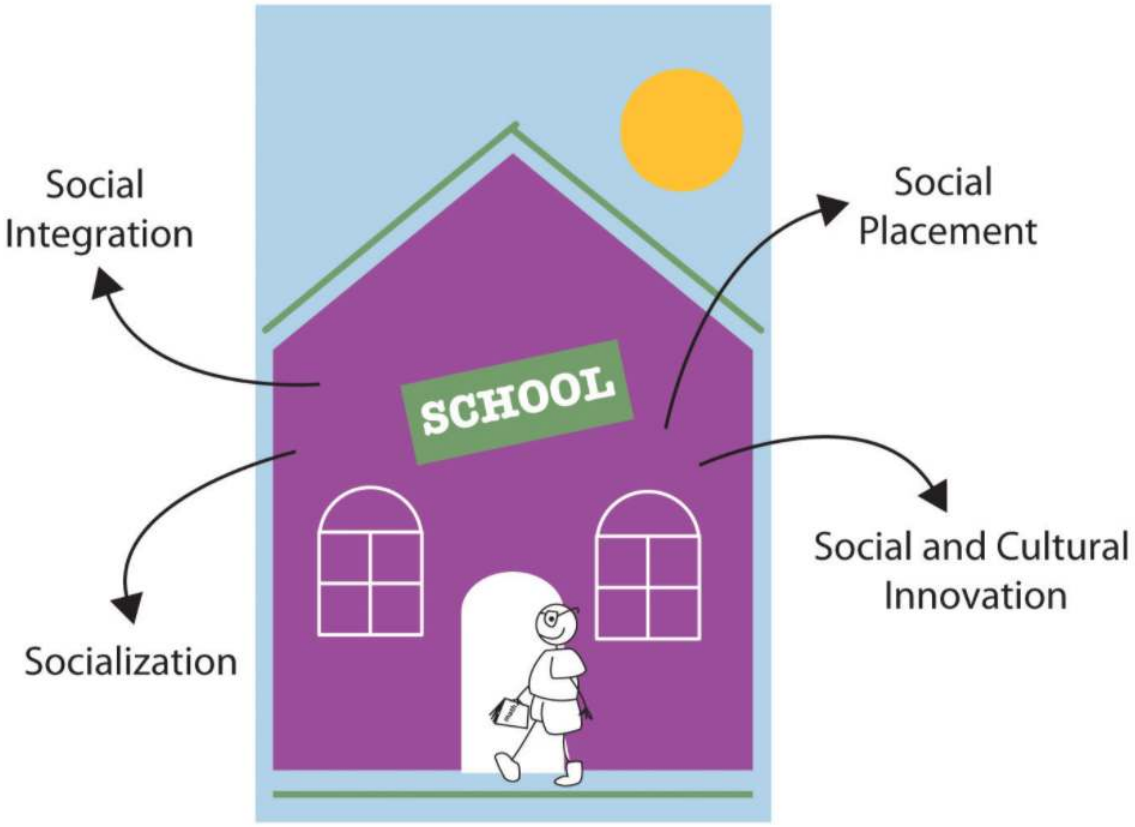


Figure 3.3.3.1: *The Functions of Education*

Schools ideally perform many important functions in modern society. These include socialization, social integration, social placement, and social and cultural innovation.

Education also involves several *latent* functions, functions that are by-products of going to school and receiving an education rather than a direct effect of the education itself. One of these is *child care*. Once a child starts kindergarten and then first grade, for several hours a day the child is taken care of for free. The *establishment of peer relationships* is another latent function of schooling. Most of us met many of our friends while we were in school at whatever grade level, and some of those friendships endure the rest of our lives. A final latent function of education is that it *keeps millions of high school students out of the full-time labor force*. This fact keeps the unemployment rate lower than it would be if they were in the labor force.

Education and Inequality

Conflict theory does not dispute most of the functions just described. However, it does give some of them a different slant and talks about various ways in which education perpetuates social inequality (Hill, Macrine, & Gabbard, 2010; Liston, 1990).Hill, D., Macrine, S., & Gabbard, D. (Eds.). (2010). *Capitalist education: Globalisation and the politics of inequality*. New York, NY: Routledge; Liston, D. P. (1990). *Capitalist schools: Explanation and ethics in radical studies of schooling*. New York, NY: Routledge. One example involves the function of social placement. As most schools track their students starting in grade school, the students thought by their teachers to be bright are placed in the faster tracks (especially in reading and arithmetic), while the slower students are placed in the slower tracks; in high school, three common tracks are the college track, vocational track, and general track.

Such *tracking* does have its advantages; it helps ensure that bright students learn as much as their abilities allow them, and it helps ensure that slower students are not taught over their heads. But, conflict theorists say, tracking also helps perpetuate social inequality by *locking* students into faster and lower tracks. Worse yet, several studies show that students' social class and race and

ethnicity affect the track into which they are placed, even though their intellectual abilities and potential should be the only things that matter: white, middle-class students are more likely to be tracked “up,” while poorer students and students of color are more likely to be tracked “down.” Once they are tracked, students learn more if they are tracked up and less if they are tracked down. The latter tend to lose self-esteem and begin to think they have little academic ability and thus do worse in school because they were tracked down. In this way, tracking is thought to be good for those tracked up and bad for those tracked down. Conflict theorists thus say that tracking perpetuates social inequality based on social class and race and ethnicity (Ansalone, 2006; Oakes, 2005).Ansalone, G. (2006). Tracking: A return to Jim Crow. *Race, Gender & Class, 13*, 1–2; Oakes, J. (2005). *Keeping track: How schools structure inequality* (2nd ed.). New Haven, CT: Yale University Press.

Social inequality is also perpetuated through the widespread use of standardized tests. Critics say these tests continue to be culturally biased, as they include questions whose answers are most likely to be known by white, middle-class students, whose backgrounds have afforded them various experiences that help them answer the questions. They also say that scores on standardized tests reflect students’ socioeconomic status and experiences in addition to their academic abilities. To the extent this critique is true, standardized tests perpetuate social inequality (Grodsky, Warren, & Felts, 2008).Grodsky, E., Warren, J. R., & Felts, E. (2008). Testing and social stratification in American education. *Annual Review of Sociology, 34*(1), 385–404.

As we will see, schools in the United States also differ mightily in their resources, learning conditions, and other aspects, all of which affect how much students can learn in them. Simply put, schools are unequal, and their very inequality helps perpetuate inequality in the larger society. Children going to the worst schools in urban areas face many more obstacles to their learning than those going to well-funded schools in suburban areas. Their lack of learning helps ensure they remain trapped in poverty and its related problems.

Conflict theorists also say that schooling teaches a **hidden curriculum**, by which they mean a set of values and beliefs that support the status quo, including the existing social hierarchy (Booher-Jennings, 2008)Booher-Jennings, J. (2008). Learning to label: Socialisation, gender, and the hidden curriculum of high-stakes testing. *British Journal of Sociology of Education, 29*, 149–160. (see Chapter 1.2 "Socialization"). Although no one plots this behind closed doors, our schoolchildren learn patriotic values and respect for authority from the books they read and from various classroom activities.

Symbolic Interactionism and School Behavior

Symbolic interactionist studies of education examine social interaction in the classroom, on the playground, and in other school venues. These studies help us understand what happens in the schools themselves, but they also help us understand how what occurs in school is relevant for the larger society. Some studies, for example, show how children’s playground activities reinforce gender-role socialization. Girls tend to play more cooperative games, while boys play more competitive sports (Thorne, 1993)Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press. (see Chapter 2.4 "Gender and Gender Inequality").

Another body of research shows that teachers’ views about students can affect how much the students learn. When teachers think students are smart, they tend to spend more time with them, to call on them, and to praise them when they give the right answer. Not surprisingly these students learn more because of their teachers’ behavior. But when teachers think students are less bright, they tend to spend less time with them and act in a way that leads the students to learn less. One of the first studies to find this example of a self-fulfilling prophecy was conducted by Robert Rosenthal and Lenore Jacobson (1968).Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. New York, NY: Holt. They tested a group of students at the beginning of the school year and told their teachers which students were bright and which were not. They tested the students again at the end of the school year; not surprisingly the bright students had learned more during the year than the less bright ones. But it turned out that the researchers had randomly decided which students would be designated bright and less bright. Because the “bright” students learned more during the school year without actually being brighter at the beginning, their teachers’ behavior must have been the reason. In fact, their teachers did spend more time with them and praised them more often than was true for the “less bright” students. To the extent this type of self-fulfilling prophecy occurs, it helps us understand why tracking is bad for the students tracked down.



Figure 3.3.3.2: *Research guided by the symbolic interactionist perspective suggests that teachers' expectations may influence how much their students learn. When teachers expect little of their students, their students tend to learn less. © Thinkstock*

Other research focuses on how teachers treat girls and boys. Several studies from the 1970s through the 1990s found that teachers call on boys more often and praise them more often (American Association of University Women Educational Foundation, 1998; Jones & Dindia, 2004).American Association of University Women Educational Foundation. (1998). *Gender gaps: Where schools still fail our children*. Washington, DC: American Association of University Women Educational Foundation; Jones, S. M., & Dindia, K. (2004). A meta-analytic perspective on sex equity in the classroom. *Review of Educational Research, 74*, 443–471. Teachers did not do this consciously, but their behavior nonetheless sent an implicit message to girls that math and science are not for girls and that they are not suited to do well in these subjects. This body of research stimulated efforts to educate teachers about the ways in which they may unwittingly send these messages and about strategies they could use to promote greater interest and achievement by girls in math and science (Battey, Kafai, Nixon, & Kao, 2007).Battey, D., Kafai, Y., Nixon, A. S., & Kao, L. L. (2007). Professional development for teachers on gender equity in the sciences: Initiating the conversation. *Teachers College Record, 109*(1), 221–243.

KEY TAKEAWAYS

- According to the functional perspective, education helps socialize children and prepare them for their eventual entrance into the larger society as adults.
- The conflict perspective emphasizes that education reinforces inequality in the larger society.
- The symbolic interactionist perspective focuses on social interaction in the classroom, on school playgrounds, and at other school-related venues. Social interaction contributes to gender-role socialization, and teachers' expectations may affect their students' performance.

FOR YOUR REVIEW

1. Review how the functionalist, conflict, and symbolic interactionist perspectives understand and explain education. Which of these three approaches do you most prefer? Why?

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3.3.4: Education in the United States

LEARNING OBJECTIVES

1. Summarize social class, gender, and racial and ethnic differences in educational attainment.
2. Describe the impact that education has on income.
3. Discuss how education affects social and moral attitudes.

Education in the United States is a massive social institution involving millions of people and billions of dollars. About 75 million people, almost one-fourth of the U.S. population, attend school at all levels. This number includes 40 million in grades pre-K through 8, 16 million in high school, and 19 million in college (including graduate and professional school). They attend some 132,000 elementary and secondary schools and about 4,200 2-year and 4-year colleges and universities and are taught by about 4.8 million teachers and professors (U.S. Census Bureau, 2010).U.S. Census Bureau. (2010). *Statistical abstract of the United States: 2010*. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab Education is a huge social institution.

Correlates of Educational Attainment

About 65% of U.S. high school graduates enroll in college the following fall. This is a very high figure by international standards, as college in many other industrial nations is reserved for the very small percentage of the population who pass rigorous entrance exams. They are the best of the brightest in their nations, whereas higher education in the United States is open to all who graduate high school. Even though that is true, our chances of achieving a college degree are greatly determined at birth, as social class and race/ethnicity have a significant effect on access to college. They affect whether students drop out of high school, in which case they do not go on to college; they affect the chances of getting good grades in school and good scores on college entrance exams; they affect whether a family can afford to send its children to college; and they affect the chances of staying in college and obtaining a degree versus dropping out. For these reasons, educational attainment depends heavily on family income and race and ethnicity.

Figure 3.3.4.1 "Race, Ethnicity, and High School Dropout Rate, 16–24-Year-Olds, 2007" shows how race and ethnicity affect dropping out of high school. The dropout rate is highest for Latinos and Native Americans and lowest for Asians and whites. One way of illustrating how income and race/ethnicity affect the chances of achieving a college degree is to examine the percentage of high school graduates who enroll in college immediately following graduation. As Figure 3.3.4.2 "Family Income and Percentage of High School Graduates Who Attend College Immediately After Graduation, 2007" shows, students from families in the highest income bracket are more likely than those in the lowest bracket to attend college. For race/ethnicity, it is useful to see the percentage of persons 25 or older who have at least a 4-year college degree. As Figure 3.3.4.3 "Race, Ethnicity, and Percentage of Persons 25 or Older With a 4-Year College Degree, 2008" shows, this percentage varies significantly, with African Americans and Latinos least likely to have a degree.

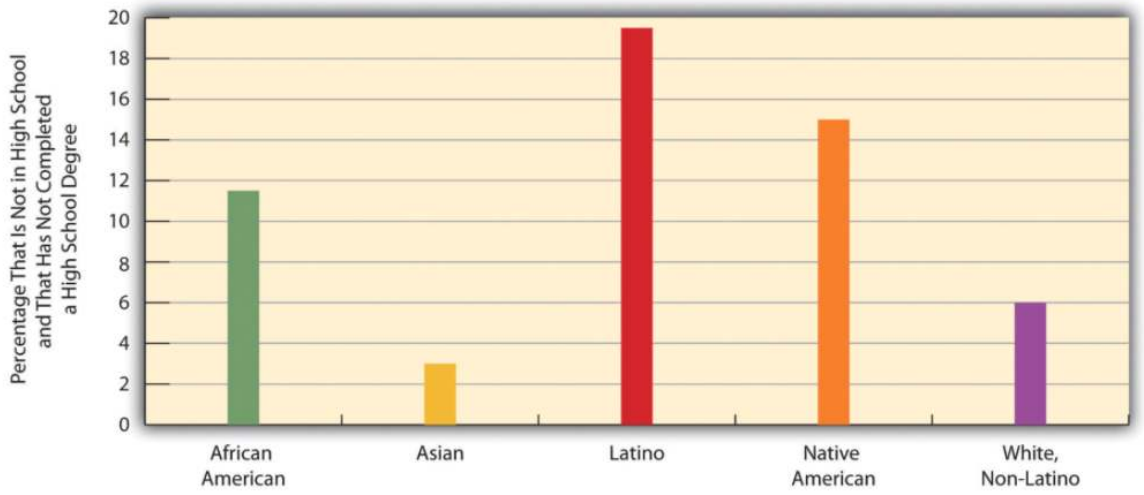


Figure 3.3.4.1: *Race, Ethnicity, and High School Dropout Rate, 16–24-Year-Olds, 2007*

Source: Data from Planty, M., Hussar, W., Snyder, T., Kena, G., KewalRamani, A., Kemp, J.,…Nachazel, T. (2009). The condition of education 2009 (NCES 2009-081). Washington, DC: National Center for Education Statistics, U.S. Department of Education.

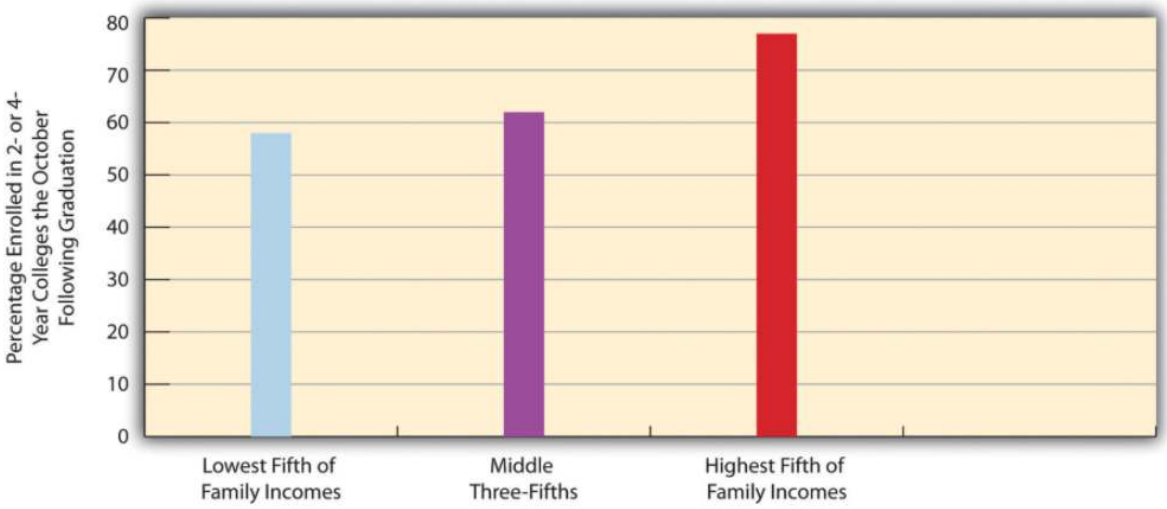


Figure 3.3.4.2: *Family Income and Percentage of High School Graduates Who Attend College Immediately After Graduation, 2007*

Source: Data from Planty, M., Hussar, W., Snyder, T., Kena, G., KewalRamani, A., Kemp, J.,…Nachazel, T. (2009). The condition of education 2009 (NCES 2009-081). Washington, DC: National Center for Education Statistics, U.S. Department of Education.

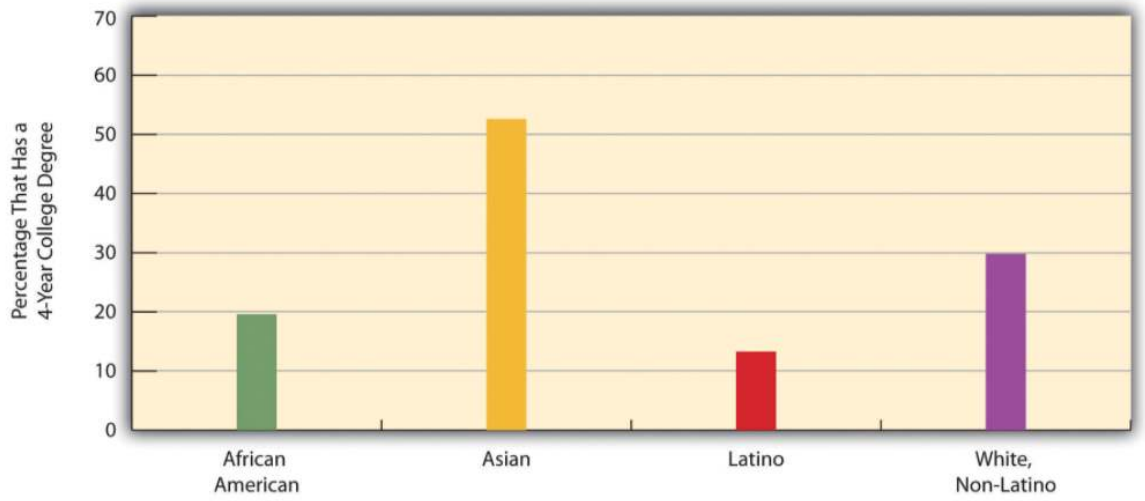


Figure 3.3.4.3: *Race, Ethnicity, and Percentage of Persons 25 or Older With a 4-Year College Degree, 2008*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

Why do African Americans and Latinos have lower educational attainment? Two factors are commonly cited: (a) the underfunded and otherwise inadequate schools that children in both groups often attend and (b) the higher poverty of their families and lower education of their parents that often leave them ill-prepared for school even before they enter kindergarten (Ballantine & Hammack, 2009; Yeung & Pfeiffer, 2009).Ballantine, J. H., & Hammack, F. M. (2009). *The sociology of education: A systematic analysis* (6th ed.). Upper Saddle River, NJ: Prentice Hall; Yeung, W.-J. J., & Pfeiffer, K. M. (2009). The black-white test score gap and early home environment. *Social Science Research, 38*(2), 412–437.

Does gender affect educational attainment? The answer is yes, but perhaps not in the way you expect. If we do not take age into account, slightly more men than women have a college degree: 30.1% of men and 28.8% of women. This difference reflects the fact that women were less likely than men in earlier generations to go to college. But now there is a gender difference in the other direction: women now earn more than 57% of all bachelor's degrees, up from just 35% in 1960 (see Figure 3.3.4.4 "Percentage of All Bachelor's Degrees Received by Women, 1960–2007").

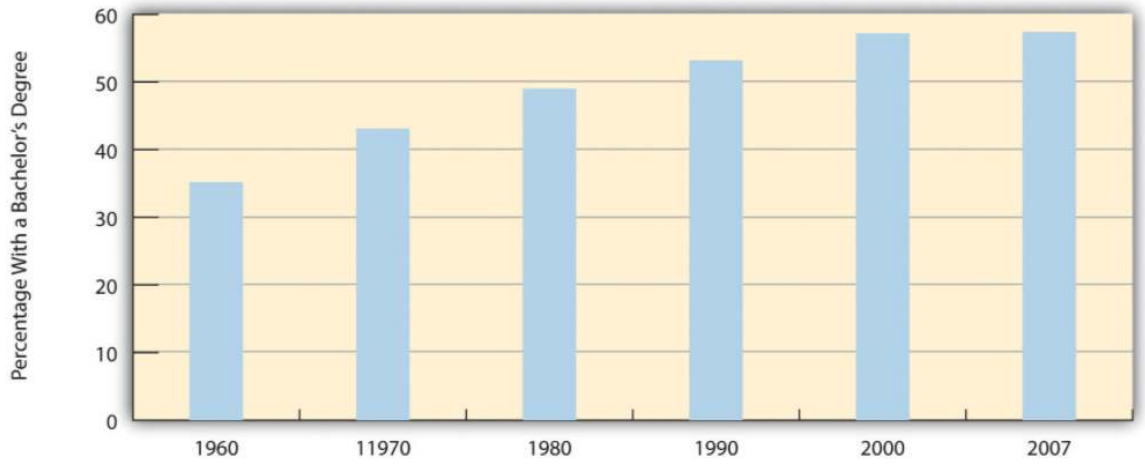


Figure 3.3.4.4: *Percentage of All Bachelor's Degrees Received by Women, 1960–2007*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

The Difference Education Makes: Income

Have you ever applied for a job that required a high school degree? Are you going to college in part because you realize you will need a college degree for a higher-paying job? As these questions imply, the United States is a **credential society** (Collins, 1979).Collins, R. (1979). *The credential society: An historical sociology of education and stratification*. New York, NY: Academic Press. This means at least two things. First, a high school or college degree (or beyond) indicates that a person has acquired the needed knowledge and skills for various jobs. Second, a degree at some level is a requirement for most jobs. As you know full well, a college degree today is a virtual requirement for a decent-paying job. Over the years the ante has been upped considerably, as in earlier generations a high school degree, if even that, was all that was needed, if only because so few people graduated from high school to begin with (see Figure 3.3.4.5"Percentage of Population 25 or Older With at Least a High School Degree, 1910–2008"). With so many people graduating from high school today, a high school degree is not worth as much. Then, too, today's technological and knowledge-based postindustrial society increasingly requires skills and knowledge that only a college education brings.

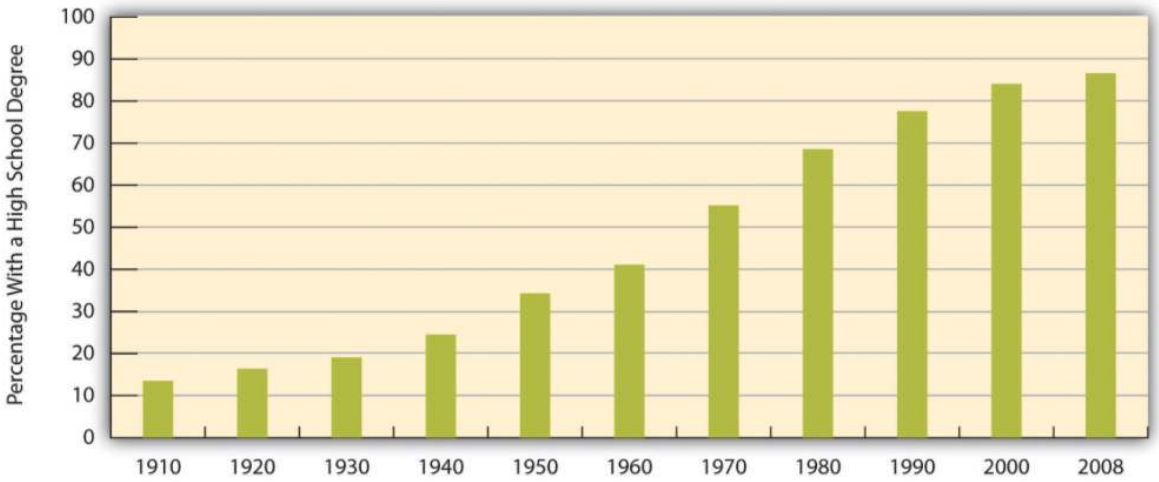


Figure 3.3.4.5: *Percentage of Population 25 or Older With at Least a High School Degree, 1910–2008*

Source: Data from Snyder, T. D., Dillow, S. A., & Hoffman, C. M. (2009). Digest of education statistics 2008. Washington, DC: National Center for Education Statistics, U.S. Department of Education.

A credential society also means that people with more educational attainment achieve higher incomes. Annual earnings are indeed much higher for people with more education (see Figure 3.3.4.6 "Educational Attainment and Mean Annual Earnings, 2007"). As earlier chapters indicated, gender and race/ethnicity affect the payoff we get from our education, but education itself still makes a huge difference for our incomes.

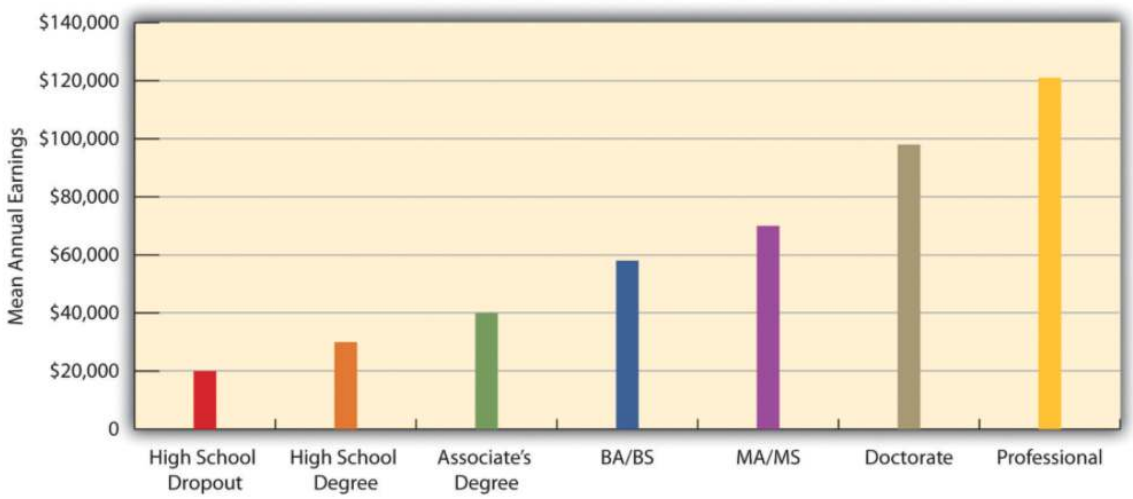


Figure 3.3.4.6: *Educational Attainment and Mean Annual Earnings, 2007*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

The Difference Education Makes: Attitudes

Education also makes a difference for our attitudes. Researchers use different strategies to determine this effect. They compare adults with different levels of education; they compare college seniors with first-year college students; and sometimes they even study a group of students when they begin college and again when they are about to graduate. However they do so, they typically find that education leads us to be more tolerant and even approving of nontraditional beliefs and behaviors and less likely to hold various kinds of prejudices (McClelland & Linnander, 2006; Moore & Ovadia, 2006).McClelland, K., & Linnander, E. (2006). The role of contact and information in racial attitude change among white college students. *Sociological Inquiry, 76*(1), 81–115; Moore, L. M., & Ovadia, S. (2006). Accounting for spatial variation in tolerance: The effects of education and religion. *Social Forces, 84*(4), 2205–2222. Racial prejudice and sexism, two types of belief explored in previous chapters, all reduce with education. Education has these effects because the material we learn in classes and the experiences we undergo with greater schooling all teach us new things and challenge traditional ways of thinking and acting.

We see evidence of education's effect in Figure 3.3.4.7 "Education and Agreement That "It Is Much Better for Everyone Involved If the Man Is the Achiever Outside the Home and the Woman Takes Care of the Home and Family"", which depicts the relationship in the General Social Survey between education and agreement with the statement that "it is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." College-educated respondents are much less likely than those without a high school degree to agree with this statement.

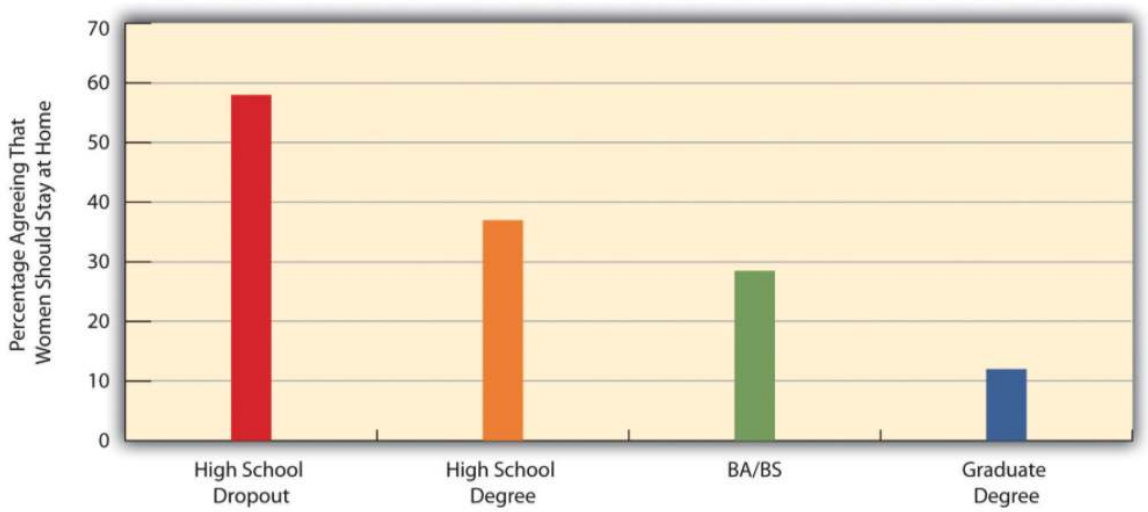


Figure 3.3.4.7: *Education and Agreement That "It Is Much Better for Everyone Involved If the Man Is the Achiever Outside the Home and the Woman Takes Care of the Home and Family"*

Source: Data from General Social Survey, 2008.

KEY TAKEAWAYS

- Social class, race and ethnicity, and gender all influence the degree of educational attainment.
- Education has a significant impact both on income and on social and cultural attitudes. Higher levels of education are associated with higher incomes and with less conservative beliefs on social and cultural issues.

FOR YOUR REVIEW

1. Do you think the government should take steps to try to reduce racial and ethnic differences in education, or do you think it should take a hands-off approach? Explain your answer.
2. Why do you think lower levels of education are associated with more conservative beliefs on social and cultural issues? What is it about education that often leads to less conservative beliefs on these issues?

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3.3.5: Issues and Problems in Education

LEARNING OBJECTIVES

- Describe how schooling in the United States helps perpetuate social inequality.
- Explain the difference between de jure segregation and de facto segregation.
- Summarize the evidence on the effectiveness of single-sex education.
- Describe the extent of school violence and the controversy over zero-tolerance policies.
- Discuss how and why social inequality in the larger society manifests itself in higher education.

The education system today faces many issues and problems of interest not just to educators and families but also to sociologists and other social scientists. We cannot discuss all of these issues here, but we will highlight some of the most interesting and important.

Schools and Inequality

Earlier we mentioned that schools differ greatly in their funding, their conditions, and other aspects. Noted author and education critic Jonathan Kozol refers to these differences as "savage inequalities," to quote the title of one of his books (Kozol, 1991).Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Crown. Kozol's concern over inequality in the schools stemmed from his experience as a young teacher in a public elementary school in a Boston inner-city neighborhood in the 1960s. Kozol was shocked to see that his school was literally falling apart. The physical plant was decrepit, with plaster falling off the walls and bathrooms and other facilities substandard. Classes were large, and the school was so overcrowded that Kozol's fourth-grade class had to meet in an auditorium, which it shared with another class, the school choir, and, for a time, a group of students practicing for the Christmas play. Kozol's observations led to the writing of his first award-winning book, *Death at an Early Age* (Kozol, 1967).Kozol, J. (1967). *Death at an early age: The destruction of the hearts and minds of Negro children in the Boston public schools*. Boston, MA: Houghton Mifflin.



Figure 3.3.5.1: *Jonathan Kozol has written movingly of "savage inequalities" in American schools arising from large differences in their funding and in the condition of their physical facilities. © Thinkstock*

Kozol left this school after being fired for departing from the prescribed curriculum by teaching poems by Robert Frost and Langston Hughes to his fourth graders. He then taught in a wealthy school in one of Boston's suburbs, where his class had only 21 students. The conditions he saw there were far superior to those in his inner-city Boston school. "The shock of going from one of the poorest schools to one of the wealthiest cannot be overstated," he later wrote (Kozol, 1991, p. 2).Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Crown.

During the late 1980s, Kozol (1991)Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Crown. traveled around the country and systematically compared public schools in several cities' inner-city neighborhoods to those in the cities' suburbs. Everywhere he went, he found great discrepancies in school spending and in the quality of instruction. In schools in Camden, New Jersey, for example, spending per pupil was less than half the amount spent in the nearby, much wealthier town of Princeton. Chicago and New York City schools spent only about half the amount that some of the schools in nearby suburbs spent.

LEARNING FROM OTHER SOCIETIES

Successful Schooling in Denmark

Denmark's model for schooling from the earliest years up through high school offers several important lessons for U.S. education. The Danish model reflects that nation's strong belief that significant income inequality causes many problems and that it is the role of government to help the poorest members of society. This philosophy is seen in both the Danish approach to early childhood education and its approach to secondary schooling (Morrill, 2007).Morrill, R. (2007). Denmark: Lessons for

American principals and teachers? In D. S. Eitzen (Ed.), *Solutions to social problems: Lessons from other societies* (pp. 125–130). Boston, MA: Allyn & Bacon.

In early childhood education, Denmark's policies also reflect its recognition of the importance of child cognitive and emotional development during the first few years of life, as well as its recognition to take special steps to help children of families living in poverty. Accordingly, along with several other Nordic and Western European nations, Denmark provides preschool and day care education for all children. According to one Danish scholar, "intervention in day-care/pre-school is considered the best way to give children a good beginning in life, particularly socially endangered children. [T]he dominant view is that the earlier children develop academic skills and knowledge the better, as these skills will enable them to participate in society on equal terms with children of the same age" (Jensen, 2009, p. 6).Jensen, B. (2009). A Nordic approach to early childhood education (ECE) and socially endangered children. *European Early Childhood Education Research Journal*, *17*(1), 7–21.

Once students start elementary school, they join a class of about 20 students. Rather than being tracked (grouped by ability), students are simply assigned to a class with other children from their neighborhood. The class remains with the same "class teacher" from grades 1 through 9; this teacher instructs them in Danish language and literature. Other teachers teach them subjects such as arithmetic/mathematics, music, social studies, and science. Because the "class teacher" is with the students for so many years, they get to know each other very well, and the teacher and each child's parents also become very well acquainted. These rather close relationships help the teacher deal with any academic or behavioral problems that might occur. Because a class stays together for 9 years, the students develop close relationships with each other and a special sense of belonging to their class and to their school (Morrill, 2007).Morrill, R. (2007). Denmark: Lessons for American principals and teachers? In D. S. Eitzen (Ed.), *Solutions to social problems: Lessons from other societies* (pp. 125–130). Boston, MA: Allyn & Bacon.

The commitment to free or low-cost, high-quality early childhood education found in Denmark and many other Nordic and Western European nations is lacking in the United States, where parents who desire such education for their children usually must pay hundreds of dollars monthly. Many education scholars think the United States would do well to follow the example of these other nations in this regard. The interesting "class teacher" model in Denmark's lower grades seems to provide several advantages that the United States should also consider. In both these respects, the United States may have much to learn from Denmark's approach to how children should learn.

These numbers were reflected in other differences Kozol found when he visited city and suburban schools. In East St. Louis, Illinois, where most of the residents are poor and almost all are African American, schools had to shut down once because of sewage backups. The high school's science labs were 30 to 50 years out of date when Kozol visited them; the biology lab had no dissecting kits. A history teacher had 110 students but only 26 textbooks, some of which were missing their first 100 pages. At one of the city's junior high schools, many window frames lacked any glass, and the hallways were dark because light bulbs were missing or not working. Visitors could smell urinals 100 feet from the bathroom. When he visited an urban high school in New Jersey, Kozol found it had no showers for gym students, who had to wait 20 minutes to shoot one basketball because seven classes would use the school's gym at the same time.

Contrast these schools with those Kozol visited in suburbs. A high school in a Chicago suburb had seven gyms and an Olympic-sized swimming pool. Students there could take classes in seven foreign languages. A suburban New Jersey high school offered 14 AP courses, fencing, golf, ice hockey, and lacrosse, and the school district there had 10 music teachers and an extensive music program.

From his observations, Kozol concluded that the United States is shortchanging its children in poor rural and urban areas. As we saw in Chapter 2.1 "Social Stratification", poor children start out in life with many strikes against them. The schools they attend compound their problems and help ensure that the American ideal of equal opportunity for all remains just that—an ideal—rather than reality. As Kozol (1991, p. 233)Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Crown. observed, "All our children ought to be allowed a stake in the enormous richness of America. Whether they were born to poor white Appalachians or to wealthy Texans, to poor black people in the Bronx or to rich people in Manhasset or Winnetka, they are all quite wonderful and innocent when they are small. We soil them needlessly."

Although the book in which Kozol reported these conditions was published about 20 years ago, ample evidence indicates that little, if anything, has changed in the poor schools of the United States since then, with large funding differences continuing. In Philadelphia, for example, annual per-pupil expenditure is about $9,000; in nearby Lower Merion Township, it is more than twice as high, at about $19,000. Just a few years ago, a news report discussed public schools in Washington, DC. More than 75% of the

schools in the city had a leaking roof at the time the report was published, and 87% had electrical problems, some of which involved shocks or sparks. Most of the schools' cafeterias, 85%, had health violations, including peeling paint near food and rodent and roach infestation. Thousands of requests for building repairs, including 1,100 labeled "urgent" or "dangerous," had been waiting more than a year to be addressed. More than one-third of the schools had a mouse infestation, and in one elementary school, there were so many mice that the students gave them names and drew their pictures. An official with the city's school system said, "I don't know if anybody knows the magnitude of problems at D.C. public schools. It's mind-boggling" (Keating & Haynes, 2007, p. A1).Keating, D., & Haynes, V. D. (2007, June 10). Can D.C. schools be fixed? *The Washington Post*, p. A1.

Although it is widely assumed that school conditions like the ones in Washington, DC, and those depicted in Kozol's books impair student learning, there is surprisingly little research on this issue. Addressing this scholarly neglect, a recent study found that poor school conditions indeed impair learning, in part because they reduce students' attendance, which in turn impairs their learning (Durán-Narucki, 2008).Durán-Narucki, V. (2008). School building condition, school attendance, and academic achievement in New York City public schools: A mediation model. *Journal of Environmental Psychology, 28*(3), 278–286.

School Segregation

A related issue to inequality in the schools is school segregation. Before 1954, schools in the South were segregated by law (**de jure segregation**). Communities and states had laws that dictated which schools white children attended and which schools African American children attended. Schools were either all white or all African American, and, inevitably, white schools were much better funded than African American schools. Then in 1954, the U.S. Supreme Court outlawed de jure school segregation in its famous *Brown v. Board of Education* decision. In this decision the Court explicitly overturned its earlier, 1896 decision in *Plessy v. Ferguson*, which said that schools could be racially separate but equal. *Brown* rejected this conclusion as contrary to American egalitarian ideals and as also not supported by empirical evidence, which finds that segregated schools are indeed unequal. Southern school districts fought the *Brown* decision with legal machinations, and de jure school segregation did not really end in the South until the civil rights movement won its major victories a decade later.

Meanwhile, northern schools were also segregated and, in the years since the *Brown* decision, have become even more segregated. School segregation in the North stemmed, both then and now, not from the law but from neighborhood residential patterns. Because children usually go to schools near their homes, if adjacent neighborhoods are all white or all African American, then the schools children from these neighborhoods attend will also be all white or all African American, or mostly so. This type of segregation is called **de facto segregation**.



Figure 3.3.5.2: *Many children today attend schools that are racially segregated because of neighborhood residential patterns.*

Source: Photo courtesy of Tony Cook, http://www.flickr.com/photos/cookmedia/4465198235.

Today many children continue to go to schools that are segregated because of neighborhood residential patterns, a situation that Kozol (2005)Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York, NY: Crown. calls "apartheid schooling." About 40% of African American and Latino children attend schools that are very segregated (at least 90% of their students are of color); this level of segregation is higher than it was four decades ago. Although such segregation is legal, it still results in schools that are all African American and/or all Latino and that suffer severely from lack of funding, poor physical facilities, and inadequate teachers (Orfield, 2009).Orfield, G. (2009). *Reviving the goal of an integrated society: A 21st century challenge*. Los Angeles: The Civil Rights Project, University of California at Los Angeles.

During the 1960s and 1970s, states, municipalities, and federal courts tried to reduce de facto segregation by busing urban African American children to suburban white schools and, less often, by busing white suburban children to African American urban schools. Busing inflamed passions as perhaps few other issues during those decades (Lukas, 1985).Lukas, J. A. (1985). *Common ground: A turbulent decade in the lives of three American families*. New York, NY: Knopf. White parents opposed it because they did not want their children bused to urban schools, where, they feared, the children would receive an inferior education and face risks to their safety. The racial prejudice that many white parents shared heightened their concerns over these issues. African

American parents were more likely to see the need for busing, but they, too, wondered about its merits, especially because it was their children who were bused most often and faced racial hostility when they entered formerly all-white schools.

As one possible solution to reduce school segregation, some cities have established *magnet schools*, schools for high-achieving students of all races to which the students and their families apply for admission (Davis, 2007).Davis, M. R. (2007). Magnet schools and diversity. *Education Week*, *26*(18), 9. Although these schools do help some students whose families are poor and of color, their impact on school segregation has been minimal because the number of magnet schools is low and because they are open only to the very best students who, by definition, are also few in number. Some critics also say that magnet schools siphon needed resources from public school systems and that their reliance on standardized tests makes it difficult for African American and Latino students to gain admission.

School Vouchers and School Choice

Another issue involving schools today is *school choice*. In a school choice program, the government gives parents certificates, or vouchers, that they can use as tuition at private or parochial (religious) schools.

Advocates of school choice programs say they give poor parents an option for high-quality education they otherwise would not be able to afford. These programs, the advocates add, also help improve the public schools by forcing them to compete for students with their private and parochial counterparts. In order to keep a large number of parents from using vouchers to send their children to the latter schools, public schools have to upgrade their facilities, improve their instruction, and undertake other steps to make their brand of education an attractive alternative. In this way, school choice advocates argue, vouchers have a “competitive impact” that forces public schools to make themselves more attractive to prospective students (Walberg, 2007).Walberg, H. J. (2007). *School choice: The findings*. Washington, DC: Cato Institute.

Critics of school choice programs say they hurt the public schools by decreasing their enrollments and therefore their funding. Public schools do not have the money now to compete with private and parochial ones, and neither will they have the money to compete with them if vouchers become more widespread. Critics also worry that voucher programs will lead to a “brain drain” of the most academically motivated children and families from low-income schools (Caldas & Bankston, 2005).Caldas, S. J., & Bankston, C. L., III. (2005). *Forced to fail: The paradox of school desegregation*. Westport, CT: Praeger.

Because school choice programs and school voucher systems are still relatively new, scholars have not yet had time to assess whether they improve the academic achievement of the students who attend them. Although some studies do find small improvements, methodological problems make it difficult to reach any firm conclusions at this point (DeLuca & Dayton, 2009).DeLuca, S., & Dayton, E. (2009). Switching social contexts: The effects of housing mobility and school choice programs on youth outcomes. *Annual Review of Sociology, 35*(1), 457–491. Although there is similarly little research on the impact of school choice programs on funding and other aspects of public school systems, some evidence does indicate a negative impact. In Milwaukee, for example, enrollment decline from the use of vouchers cost the school system $26 million in state aid during the 1990s, forcing a rise in property taxes to replace the lost funds. Because the students who left the Milwaukee school system came from most of its 157 public schools, only a few left any one school, diluting the voucher system’s competitive impact. Another city, Cleveland, also lost state aid in the late 1990s because of the use of vouchers, and there, too, the competitive impact was small. Thus, although school choice programs may give some families alternatives to public schools, they might not have the competitive impact on public schools that their advocates claim, and they may cost public school systems state aid (Cooper, 1999; Lewin, 1999).Cooper, K. J. (1999, June 25). Under vouchers, status quo rules. *The Washington Post*, p. A3; Lewin, T. (1999, March 27). Few clear lessons from nation’s first school-choice program. *The New York Times*, p. A10.

Single-Sex Schools and Classes

Before the late 1960s and early 1970s, many colleges and universities, including several highly selective campuses, were single-sex institutions. Since that time, almost all the male colleges and many of the female colleges have gone coed. A few women’s colleges still remain, as their administrators and alumnae say that women can achieve much more in a women’s college than in a coed institution. The issue of single-sex institutions has been more muted at the secondary school level, as most public schools have been coeducational since the advent of free, compulsory education during the 19th century. However, several private schools were single-sex ones from their outset, and many of these remain today. Still, the trend throughout the educational world was toward coeducation.



Figure 3.3.5.3: *Single-sex schools and classes have become more popular for several reasons. The research so far indicates that single-sex education may be beneficial in certain respects for the students experiencing it. © Thinkstock*

Since the 1990s, however, some education specialists and other observers have considered whether single-sex secondary schools, or at least single-sex classes, might make sense for girls or for boys; in response, single-sex classes and single-sex schools have arisen in at least 17 U.S. cities. The argument for single-sex learning for girls rests on the same reasons advanced by advocates for women's colleges: girls can do better academically, and perhaps especially in math and science classes, when they are by themselves. The argument for boys rests on a different set of reasons (Sax, 2009).Sax, L. (2009). *Boys adrift: The five factors driving the growing epidemic of unmotivated boys and underachieving young men*. New York, NY: Basic Books. Boys in classes with girls are more likely to act "macho" and thus to engage in disruptive behavior; in single-sex classes, boys thus behave better and are more committed to their studies. They also feel freer to exhibit an interest in music, the arts, and other subjects not usually thought of as "macho" topics. Furthermore, because the best students in coed schools are often girls, many boys tend to devalue academic success in coed settings and are more likely to value it in single-sex settings. Finally, in a boys-only setting, teachers can use examples and certain teaching techniques that boys may find especially interesting, such as the use of snakes to teach biology. To the extent that single-sex education may benefit boys for any of these reasons, these benefits are often thought to be highest for boys from families living in poverty or near poverty.

What does the research evidence say about the benefits of single-sex schooling? A recent review of several dozen studies concluded that the results of single-sex schooling are mixed overall but that there are slightly more favorable outcomes for single-sex schools compared to coeducational schools: "There is some support for the premise that single-sex schooling can be helpful, especially for certain outcomes related to academic achievement and more positive academic aspirations. For many outcomes, there is no evidence of either benefit or harm" (U.S. Department of Education, 2005).U.S. Department of Education. (2005). *Single-sex versus secondary schooling: A systematic review*. Washington, DC: Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, U.S. Department of Education. None of the studies involved random assignment of students to single-sex or coeducational schooling, and the review cautioned that firmer conclusions must await higher-quality research of this nature (which may be ideal in terms of the research process but difficult and perhaps impossible to perform in real life). Also, because all the studies involved high school students and a majority involved students in Catholic schools, the review called for additional studies of younger students and those in public schools.

School Violence

The issue of school violence won major headlines during the 1990s, when many children, teachers, and other individuals died in the nation's schools. From 1992 until 1999, 248 students, teachers, and other people died from violent acts (including suicide) on school property, during travel to and from school, or at a school-related event, for an average of about 35 violent deaths per year (Zuckoff, 1999).Zuckoff, M. (1999, May 21). Fear is spread around nation. *The Boston Globe*, p. A1. Against this backdrop, the infamous April 1999 school shootings at Columbine High School in Littleton, Colorado, where two students murdered 12 other students and one teacher before killing themselves, led to national soul-searching over the causes of teen and school violence and on possible ways to reduce it.

The murders in Littleton were so numerous and cold-blooded that they would have aroused national concern under any circumstances, but they also followed a string of other mass shootings at schools. In just a few examples, in December 1997 a student in a Kentucky high school shot and killed three students in a before-school prayer group. In March 1998 two middle school students in Arkansas pulled a fire alarm to evacuate their school and then shot and killed four students and one teacher as they emerged. Two months later an Oregon high school student killed his parents and then went to his school cafeteria, where he killed two students and wounded 22 others. Against this backdrop, Littleton seemed like the last straw. Within days, school after school across the nation installed metal detectors, located police at building entrances and in hallways, and began questioning or suspending students joking about committing violence. People everywhere wondered why the schools were becoming so violent and what could be done about it (Zuckoff, 1999).Zuckoff, M. (1999, May 21). Fear is spread around nation. *The Boston Globe*, p. A1.



Figure 3.3.5.4: *Eric Harris and Dylan Klebold, depicted here, killed 13 people at Columbine High School in 1999 before killing themselves. Their massacre led people across the nation to question why violence was occurring in the schools and to wonder what could be done to reduce it.*

Source: Photo courtesy of Columbine High School, http://en.wikipedia.org/wiki/File:Eric_harris_dylan_klebold.jpg.

Violence can also happen on college and university campuses, although shootings are very rare. However, two recent examples illustrate that students and faculty are not immune from gun violence. In February 2010, Amy Bishop, a biology professor at the University of Alabama in Huntsville who had recently been denied tenure, allegedly shot and killed three faculty at a department meeting and wounded three others. Almost 3 years earlier, a student at Virginia Tech went on a shooting rampage and killed 32 students and faculty before killing himself.

SOCIOLOGY MAKING A DIFFERENCE

School Bonding and Delinquency

As discussed in Chapter 1.4 "Deviance, Crime, and Social Control", the social control theory of delinquency assumes that weak social bonds to family, schools, and other social institutions help promote juvenile delinquency. This theory was developed by sociologist Travis Hirschi (1969)Hirschi, T. (1969). *Causes of delinquency*. Berkeley: University of California Press. about four decades ago. Hirschi's emphasis on social bonds was inspired by the work of sociology founder Émile Durkheim, who more broadly emphasized the importance of strong ties to society for social cohesion and individual well-being.

Since the development of social bonding theory, most studies testing it have focused on family and school bonds. They generally support Hirschi's view that weak bonds to family and school help promote delinquency. One issue that has received less study is whether *strong* bonds to school might help prevent delinquency by youths who otherwise might be at high risk for such behavior—for example, those who were born to a teenaged mother, who exhibited aggressive behavior during childhood, or who have delinquent friends.

A Canadian team of researchers examined this possibility with national data on youths studied from childhood to young adulthood (Sprott, Jenkins, & Doob, 2005).Sprott, J. B., Jenkins, J. M., & Doob, A. N. (2005). The importance of school: Protecting at-risk youth from early offending. *Youth Violence and Juvenile Justice*, *3*(1), 59–77. They identified children aged 10–11 with various risk factors for antisocial behavior and measured how strongly bonded they felt to their schools, based on their responses to several questions (including how much they liked their school and how often they finish their homework). They also determined the extent of their delinquency at ages 12–13 based on the youths' responses to a series of questions. Confirming their hypothesis, the researchers found that high-risk children were less likely to be delinquent at ages 12–13 if they had strong school bonds at ages 10–11 than if they had weak bonds. The researchers concluded that strong school bonds help prevent delinquency even by high-risk children, and they further speculated that zero-tolerance policies (as discussed in

the text) that lead to suspension or expulsion may ironically promote delinquency because they weaken school bonding for the children who leave school.

As should be clear, the body of research on school bonding and delinquency inspired by social control theory suggests that schools play an important role in whether students misbehave both inside and outside school. It also suggests that efforts to improve the nation's schools will also reduce delinquency because these efforts will almost certainly strengthen the bonds children feel to their schools. As social control theory is ultimately rooted in the work of Émile Durkheim, sociology is again making a difference.

Fortunately, school violence has declined during the past decade, as fewer students and other people have died at the nation's schools than during 1990s. As this trend indicates, the risk of school violence should not be exaggerated: statistically speaking, schools are very safe. Less than 1% of homicides involving school-aged children take place in or near school. About 56 million students attend elementary and secondary schools. With about 17 student homicides a year, the chances are less than one in 3 million that a student will be killed at school. The annual rate of other serious violence (rape and sexual assault, aggravated assault, and robbery) is only 3 crimes per 100 students; although this is still three too many, it does indicate that 97% of students do not suffer these crimes. Bullying is a much more common problem, with about one-third of students reporting being bullied annually (National Center for Injury Prevention and Control, 2010).National Center for Injury Prevention and Control. (2010). *Understanding school violence fact sheet*. Washington, DC: Centers for Disease Control and Prevention.

To reduce school violence, many school districts have *zero-tolerance* policies involving weapons. These policies call for automatic suspension or expulsion of a student who has anything resembling a weapon for any reason. For better or worse, however, there have been many instances in which these policies have been applied too rigidly. In a recent example, a 6-year-old boy in Delaware excitedly took his new camping utensil—a combination of knife, fork, and spoon—from Cub Scouts to school to use at lunch. He was suspended for having a knife and ordered to spend 45 days in reform school. His mother said her son certainly posed no threat to anyone at school, but school officials replied that their policy had to be strictly enforced because it is difficult to determine who actually poses a threat from who does not (Urbina, 2009).Urbina, I. (2009, October 11). It's a fork, it's a spoon, it's a… weapon? *The New York Times*, p. A1. In another case, a ninth grader took a knife and cigarette lighter away from a student who had used them to threaten a fellow classmate. The ninth grader was suspended for the rest of the school year for possessing a weapon, even though he had them only because he was protecting his classmate. According to a news story about this case, the school's reaction was "vigilance to a fault" (Walker, 2010, p. A12).Walker, A. (2010, January 23). Vigilance to a fault. *The Boston Globe*, p. A12.

Ironically, one reason many school districts have very strict policies is to avoid the racial discrimination that was seen to occur in districts whose officials had more discretion in deciding which students needed to be suspended or expelled. In these districts, African American students with weapons or "near-weapons" were more likely than white students with the same objects to be punished in this manner. Regardless of the degree of discretion afforded officials in zero-tolerance policies, these policies have not been shown to be effective in reducing school violence and may actually raise rates of violence by the students who are suspended or expelled under these policies (Skiba & Rausch, 2006).Skiba, R. J., & Rausch, M. K. (2006). Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1063–1089). Mahwah, NJ: Lawrence Erlbaum Associates.

Focus on Higher Education

The issues and problems discussed so far in this chapter concern the nation's elementary and secondary schools in view of their critical importance for tens of millions of children and for the nation's social and economic well-being. However, issues also affect higher education, and we examine a few of them here.

Cost



Figure 3.3.5.5: *Higher education can cost students and their parents tens of thousands of dollars per year. This expense prevents many students from going to college and puts many students and parents into considerable debt. © Thinkstock*

Perhaps the most important issue is that higher education, at least at 4-year institutions, is quite expensive and can cost tens of thousands of dollars per year. This figure varies by the type of college or university, as private institutions cost much more than public institutions (for in-state students). According to the College Board (2010),College Board. (2010). What it costs to go to college. Retrieved from http://www.collegeboard.com/student/pay/add-it-up/4494.html slightly more than half of all students attend a 4-year institution whose annual tuition and fees amount to less than $9,000; public schools charge an average of $7,000 for in-state students. That means that almost half of students attend an institution whose annual tuition and fees are $9,000 or more; this cost averages more than $26,000 at some private colleges and universities and exceeds $35,000 at many private institutions. Room and board expenses for on-campus students range from about $8,000 to $14,000, and books and supplies average at least an additional $1,000 for students who do not have the opportunity to read free or low-cost textbooks such as this one.

Combining these figures, students at the least expensive 4-year institutions might have bills that total $17,000 to $20,000 annually, and those at the most expensive private institutions might have bills that exceed $50,000. Scholarships and other financial aid reduce these costs for many students. Private institutions actually collect only about 67% of their published tuition and fees because of the aid they hand out, and public institutions collect only about 82% (Stripling, 2010).Stripling, J. (2010, September 15). Refining aid choices. *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2010/2009/2015/discounting However, students who receive aid may still have bills totaling thousands of dollars annually and graduate with huge loans to repay. At 2-year institutions, annual tuition and fees average about $2,600; these colleges are more affordable but nonetheless can be very costly for their students and their families.

Floundering Students

Although college is often said to be the best time of one's life, many students have difficulties during their college years. These students are called *floundering students*. Homesickness during the first semester on campus is common, but a number of students have difficulties beyond homesickness. According to psychiatry professor David Leibow, who has studied troubled students, many floundering students mistakenly believe that they are the only ones who are floundering, and many fail to tell their parents or friends about their problems (Golden, 2010).Golden, S. (2010, September 15). When college is not the best time. *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2010/2009/2015/leibow The major cause of floundering, says Leibow, is academic difficulties; other causes include homesickness, relationship problems, family problems including family conflict and the serious illness or death of a family member, personal illness, and financial difficulties. It is estimated that every year 10% of students seek psychological counseling on their college campus, primarily for depression, anxiety, and relationship problems (Epstein, 2010).Epstein, J. (2010, May 4). Stability in student mental health. *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2010/2005/2004/counseling Many of these students are given medications to treat their symptoms. Leibow says these medications are often helpful but worries that they are overprescribed. Three reasons underlie his concern. First, although the students given these medications may have problems, often the problems are a normal part of growing into adulthood and not serious enough to justify medication. Second, some of these medications can have serious side effects. Third, students who take medications may be more likely to avoid dealing with the underlying reasons for their problems.

Social Class and Race in Admissions

We saw earlier in this chapter that African American, Latino, and low-income students are less likely to attend college. This fact raises important questions about the lack of diversity in college admissions and campus life. The debate over racially based affirmative action in higher education. Partly because affirmative action is so controversial, attention has begun to focus on the low numbers of low-income students at many colleges and universities, especially the more selective institutions that rank highly in ratings issued by *U.S.News & World Report* and other sources. Many education scholars and policymakers feel that increasing the number of low-income students would not only help these students but also increase campus diversity along the lines of socioeconomic status and race/ethnicity (since students of color are more likely to be from low-income backgrounds). Efforts to increase the number of low-income students, these experts add, would avoid the controversy that has surrounded affirmative action.

In response to this new attention to social class, colleges and universities have begun to increase their efforts to attract and retain low-income students, which a recent news report called "one of the most underrepresented minority groups at many four-year colleges" (Schmidt, 2010).Schmidt, P. (2010, September 19). In push for diversity, colleges pay attention to socioeconomic class. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Socioeconomic-Class-Gains/124446/?key=TjgnJ124441E124444aHZGM124443hiaT124448TZzgHPSRqZR124448jY124443AYPn124440pbl124449WFQ%124443D%124443D The dean of admissions and financial aid at Harvard University summarized these efforts as follows: "I honestly cannot think of any admissions person I know who is not looking—as sort of a major criteria of how well their year went—at how well they did in attracting people of different economic backgrounds" (Schmidt, 2010).Schmidt, P. (2010, September 19). In push for diversity, colleges pay attention to socioeconomic class. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Socioeconomic-Class-Gains/124446/?key=TjgnJ124441E124444aHZGM124443hiaT124448TZzgHPSRqZR124448jY124443AYPn124440pbl124449WFQ%124443D%124443D



Figure 3.3.5.6: *Although colleges and universities are making a greater effort to attract and retain low-income students, these students remain greatly underrepresented at institutions of higher education. © Thinkstock*

As part of their strategy to attract and retain low-income students, Harvard and other selective institutions are now providing financial aid to cover all or most of the students' expenses. Despite these efforts, however, the U.S. higher education system has become more stratified by social class in recent decades: the richest students now occupy a greater percentage of the enrollment at the most selective institutions than in the past, while the poorest students occupy a greater percentage of the enrollment at the least selective 4-year institutions and at community colleges (Schmidt, 2010).Schmidt, P. (2010, September 19). In push for diversity, colleges pay attention to socioeconomic class. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Socioeconomic-Class-Gains/124446/?key=TjgnJ124441E124444aHZGM124443hiaT124448TZzgHPSRqZR124448jY124443AYPn124440pbl124449WFQ%124443D%124443D

Graduation Rates

For the sakes of students and their colleges and universities, it is important that as many students as possible go on to earn their diplomas. However, only 57% of students at 4-year institutitons graduate within 6 years. This figure varies by type of institution. At the highly selective private institutions, 80%–90% or more of students typically graduate within 6 years, while at many public institutions, the graduate rate is about 50%. Academic and financial difficulties and other problems explain why so many students fail to graduate.

The 57% overall rate masks a racial/ethnic difference in graduate rates: while 60% of white students graduate within 6 years, only 49% of Latino students and 40% of African American students graduate. At some institutions, the graduation rates of Latino and African American students match those of whites, thanks in large part to exceptional efforts by these institutions to help students of color. As one expert on this issue explains, "What colleges do for students of color powerfully impacts the futures of these young people and that of our nation" (Gonzalez, 2010).Gonzalez, J. (2010, August 9). Reports highlight disparities in graduation rates

among white and minority students. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Reports-Highlight-Disparities/123857 Another expert placed this issue into a larger context: “For both moral and economic reasons, colleges need to ensure that their institutions work better for all the students they serve” (Stephens, 2010).Stephens, L. (2010). *Reports reveal colleges with the biggest, smallest gaps in minority graduation rates in the U.S.* Washington, DC: The Education Trust.

In this regard, it is important to note that the graduation rate of low-income students from 4-year institutions is much lower than the graduation rate of wealthier students. Low-income students drop out at higher rates because of academic and financial difficulties and family problems (Berg, 2010).Berg, G. A. (2010). *Low-income students and the perpetuation of inequality: Higher education in America*. Burlington, VT: Ashgate. Their academic and financial difficulties are intertwined. Low-income students often have to work many hours per week during the academic year to be able to pay their bills. Because their work schedules reduce the time they have for studying, their grades may suffer. This general problem has been made worse by cutbacks in federal grants to low-income students that began during the 1980s. These cutbacks forced low-income students to rely increasingly on loans, which have to be repaid. This fact leads some to work more hours during the academic year to limit the loans they must take out, and their increased work schedule again may affect their grades.

Low-income students face additional difficulties beyond the financial (Berg, 2010).Berg, G. A. (2010). *Low-income students and the perpetuation of inequality: Higher education in America*. Burlington, VT: Ashgate. Their writing and comprehension skills upon entering college are often weaker than those of wealthier students. If they are first-generation college students (meaning that neither parent went to college), they often have problems adjusting to campus life and living amid students from much more advantaged backgrounds.

KEY TAKEAWAYS

- Schools in America are unequal: they differ greatly in the extent in their funding, in the quality of their physical facilities, and in other respects. Jonathan Kozol calls these differences “savage inequalities.”
- Single-sex education at the secondary level has become more popular. Preliminary evidence indicates that this form of education may be beneficial for several reasons, but more evidence on this issue is needed.
- Although school violence has declined since the 1990s, it continues to concern many Americans. Bullying at school is a common problem and can lead to more serious violence by the children who are bullied.
- The cost of higher education and other problems make it difficult for low-income students and students of color to enter college and to stay in college once admitted.

FOR YOUR REVIEW

1. If you were the principal of a middle school, would you favor or oppose single-sex classes? Explain your answer.
2. If you were the director of admissions at a university, what steps would you take to increase the number of applications from low-income students?

Improving Education and Schools: What Sociology Suggests

Sociological theory and research have helped people to understand the reasons for various issues arising in formal education. Accordingly, this final section discusses strategies suggested by this body of work for addressing a few of these issues.

One issue is school inequality. The inequality that exists in American society finds its way into primary and secondary schools, and inequality in the schools in turn contributes to inequality in the larger society. Although scholars continue to debate the relative importance of family backgrounds and school funding and other school factors for academic achievement, it is clear that schools with decaying buildings and uncommitted teachers cannot be expected to produce students with high or even adequate academic achievement. At a minimum, schools need to be smaller and better funded, teachers need to be held accountable for their students’ learning, and decaying buildings need to be repaired. On the national level, these steps will cost billions of dollars, but this expenditure promises to have a significant payoff (Smerdon & Borman, 2009).Smerdon, B. A., & Borman, K. M. (Eds.). (2009). *Saving America’s high schools*. Washington, DC: Urban Institute Press.

School violence is another issue that needs to be addressed. The steps just outlined should reduce school violence, but other measures should also help. One example involves antibullying programs, which include regular parent meetings, strengthened playground supervision, and appropriate discipline when warranted. Research indicates that these programs reduce bullying by 20%–23% on the average (Farrington & Trofi, 2009).Farrington, D. P., & Trofi, M. M. (2009). School-based programs to reduce

bullying and victimization. *Campbell Systematic Reviews*, *6*, 1–148. doi:10.4073/csr.2009.6 Any reduction in bullying should in turn help reduce the likelihood of school massacres like Columbine, as many of the students committing these massacres were humiliated and bullied by other students (Adler & Springen, 1999).Adler, J., & Springen, K. (1999, May 3). How to fight back. *Newsweek* 36–38.

Experts also think that reducing the size of schools and the size of classes will reduce school violence, as having smaller classes and schools should help create a less alienating atmosphere, allow for more personal attention, and make students' attitudes toward their school more positive (Levin & Fox, 1999).Levin, J., & Fox, J. A. (1999, April 25). Schools learning a grim lesson (but will society flunk?). *The Boston Globe*, p. C1. More generally, because the roots of school violence are also similar to the roots of youth violence outside the schools, measures that reduce youth violence should also reduce school violence. As discussed in previous chapters, such measures include early childhood prevention programs for youths at risk for developmental and behavioral problems, and policies that provide income and jobs for families living in poverty (Welsh & Farrington, 2007).Welsh, B. C., & Farrington, D. P. (Eds.). (2007). *Preventing crime: What works for children, offenders, victims and places*. New York, NY: Springer.

At the level of higher education, our discussion highlighted the fact that social inequality in the larger society also plays out in colleges and universities. The higher dropout rates for low-income students and for students of color in turn contribute to more social inequality. Colleges and universities need to do everything possible to admit these students and then to help them once they are admitted, as they face many obstacles and difficulties that white students from more advantaged backgrounds are much less likely to encounter.

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3.3.6: End-of-Chapter Material

Summary

1. Education is both formal and informal. Formal education occurs in schools under specially trained teachers, while informal education takes place primarily in the home, with parents as instructors. For much of human history, education was informal, especially before the beginning of writing and numbers. As societies became more complex economically and socially, schools began to develop, but they were usually restricted to relatively wealthy boys.
2. In the early 19th century in the United States, a movement for free, compulsory education began. Reasons for interest in such education included the perceived needs to unify the country, to "Americanize" immigrants, and to give members of the working class the skills, knowledge, and discipline they needed to be productive workers.
3. Sociological perspectives on education fall into the functionalist, conflict, and symbolic interactionist approaches discussed in earlier chapters. Functional theory stresses the functions education serves for society, including socialization, social placement, social integration, and social and cultural innovation. Conflict theory stresses that education perpetuates and reinforces existing social inequality for several reasons, including the use of tracking and inequality in schooling between rich and poor communities. Symbolic interactionism emphasizes the social interaction that's part of schooling and calls attention to the ways in which the treatment of students as smart or dull can affect how much they end up learning.
4. In the United States, social class, race and ethnicity, and gender all affect educational attainment. Poor people end up with less schooling than middle- and upper-class people, and African Americans and Latinos have lower educational attainment than whites and Asian Americans. Although women had less schooling than men in the past, today they are more likely to graduate from high school and to attend college.
5. Education in the United States has a significant impact on two areas. One is income: the higher the education, the higher the income. The second is attitudes: the higher the education, the greater the tolerance for nontraditional behaviors and viewpoints.
6. Several issues and problems affect education in the United States today. Many schools are poor and rundown and lack sufficient books and equipment. Many schools are also segregated by race and ethnicity. These twin problems make it difficult for students in these schools to receive a good education. Increasing interest in school choice has led to controversy over whether the government should provide aid to parents to send their children to private and parochial schools. Additional controversy surrounds the issue of single-sex schools for girls, which their advocates say promotes girls' learning, especially in math, science, and technology. Finally, school violence is an issue of continuing concern and received even more attention after the massacre at a high school in Littleton, Colorado. Despite this concern, the best evidence indicates that the vast majority of schools are very safe for their students, teachers, and other personnel.
7. At the level of higher education, students of color and those from low-income backgrounds are less likely to attend college at all, and if they do attend, they are less likely to graduate.

USING SOCIOLOGY

It is October, and you are now in your second year of teaching fifth graders in a poor urban neighborhood. You don't have enough textbooks for your 40 students, and the ones you do have are very much out of date. Worse yet, there is a leak in your classroom ceiling that seems to be getting worse every week, even though you asked that it be repaired, and a foul odor arose a few days ago from a nearby bathroom and also seems to be getting worse. You decide you have at least four choices: (a) quit your job immediately and look for another job; (b) stay through the end of the academic year and then quit, while keeping quiet about your concerns about the school; (c) complain to the principal and/or perhaps to school district officials; or (d) ask for an interview with the local newspaper to bring your school's problems to light. What do you decide to do? Explain your answer.

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3.4: Politics and Government

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3.4.1: Chapter Introduction

Social Issues in the News

“Student Leaders Vote to Oppose 21-Only,” the headline said. In September 2010, the student government at the University of Iowa voted 16–9 to endorse the repeal of a bar ordinance in Iowa City. Adopted by the City Council the previous spring, the ordinance bans people younger than 21 from the city’s bars after 10:00 p.m.; before the ordinance was adopted, 19- and 20-year-olds were allowed in the bars. Although the ordinance was meant to reduce underage drinking, student leaders argued that it instead made it more likely that students would end up at house parties where they would “engage in substantially heavier binge drinking and are left vulnerable to not only their own mistakes but the mistakes of others.” A university sophomore agreed with this analysis: “I think if you are underage, there isn’t much else for you to do. And there is the safety issue.” Another sophomore applauded the student government vote. “I think it is very important students take a stand,” he said. “This represents that the entire UI student body is against the ordinance.” (Morelli, 2010)Morelli, B. A. (2010, September 15). Student leaders vote to oppose 21-only. *Iowa City Press-Citizen*. Retrieved from http://www.press-citizen.com/article/20100915/NEWS20100901/29150313/Student-leaders-vote-to-oppose-20100921-only

The University of Iowa student government’s vote on a bar ordinance is just one illustration, though perhaps not on the most momentous issue, of democracy in action. Voting and elections are certainly a defining feature of the United States and other democracies, but voting remains only a dream in much of the world. And although the United States is one of the world’s leading democracies, many people fail to vote and otherwise participate in the political process. When the 20th century ended little more than a decade ago, Americans everywhere paused to reflect on its most significant events, including two World Wars, the Great Depression, the rise and fall of the Soviet Union, and the unleashing of the nuclear age. We thought about these and other events not only because they were historically important but also because they told us something about our society and the changes the last century brought. In all these events, our political system played a fundamental role.

This chapter discusses what sociologists and other social scientists say about politics and government. We will examine the dimensions of power and authority, the types of political systems, politics and political participation in the United States, and major aspects of war and terrorism, two violent phenomena in which governments are intricately involved whether or not they wish to be. The chapter ends with some sociological suggestions on how to achieve the Constitution’s goal of “a more perfect union.”

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3.4.2: Power and Authority

LEARNING OBJECTIVES

1. Define *power* and the three types of authority.
2. List Weber's three types of authority.
3. Explain why charismatic authority may be unstable in the long run.

Politics refers to the distribution and exercise of power within a society, and **polity** refers to the political institution through which power is distributed and exercised. In any society, decisions must be made regarding the allocation of resources and other matters. Except perhaps in the simplest societies, specific people and often specific organizations make these decisions. Depending on the society, they sometimes make these decisions solely to benefit themselves and other times make these decisions to benefit the society as a whole. Regardless of who benefits, a central point is this: some individuals and groups have more power than others. Because power is so essential to an understanding of politics, we begin our discussion of politics with a discussion of power.

Power refers to the ability to have one's will carried out despite the resistance of others. Most of us have seen a striking example of raw power when we are driving a car and see a police car in our rearview mirror. At that particular moment, the driver of that car has enormous power over us. We make sure we strictly obey the speed limit and all other driving rules. If, alas, the police car's lights are flashing, we stop the car, as otherwise we may be in for even bigger trouble. When the officer approaches our car, we ordinarily try to be as polite as possible and pray we do not get a ticket. When you were 16 and your parents told you to be home by midnight or else, your arrival home by this curfew again illustrated the use of power, in this case parental power. If a child in middle school gives her lunch to a bully who threatens her, that again is an example of the use of power, or, in this case, the misuse of power.

These are all vivid examples of power, but the power that social scientists study is both grander and, often, more invisible (Wrong, 1996).Wrong, D. H. (1996). *Power: Its forms, bases, and uses*. New Brunswick, NJ: Transaction. Much of it occurs behind the scenes, and scholars continue to debate who is wielding it and for whose benefit they wield it. Many years ago Max Weber (1921/1978),Weber, M. (1978). *Economy and society: An outline of interpretive sociology* (G. Roth & C. Wittich, Eds.). Berkeley: University of California Press. (Original work published 1921) one of the founders of sociology discussed in earlier chapters, distinguished legitimate authority as a special type of power. **Legitimate authority** (sometimes just called *authority*), Weber said, is power whose use is considered just and appropriate by those over whom the power is exercised. In short, if a society approves of the exercise of power in a particular way, then that power is also legitimate authority. The example of the police car in our rearview mirrors is an example of legitimate authority.

Weber's keen insight lay in distinguishing different types of legitimate authority that characterize different types of societies, especially as they evolve from simple to more complex societies. He called these three types traditional authority, rational-legal authority, and charismatic authority. We turn to these now.

Traditional Authority

As the name implies, **traditional authority** is power that is rooted in traditional, or long-standing, beliefs and practices of a society. It exists and is assigned to particular individuals because of that society's customs and traditions. Individuals enjoy traditional authority for at least one of two reasons. The first is inheritance, as certain individuals are granted traditional authority because they are the children or other relatives of people who already exercise traditional authority. The second reason individuals enjoy traditional authority is more religious: their societies believe they are anointed by God or the gods, depending on the society's religious beliefs, to lead their society. Traditional authority is common in many preindustrial societies, where tradition and custom are so important, but also in more modern monarchies (discussed shortly), where a king, queen, or prince enjoys power because she or he comes from a royal family.

Traditional authority is granted to individuals regardless of their qualifications. They do not have to possess any special skills to receive and wield their authority, as their claim to it is based solely on their bloodline or supposed divine designation. An individual granted traditional authority can be intelligent or stupid, fair or arbitrary, and exciting or boring but receives the authority just the same because of custom and tradition. As not all individuals granted traditional authority are particularly well qualified to use it, societies governed by traditional authority sometimes find that individuals bestowed it are not always up to the job.

Rational-Legal Authority

If traditional authority derives from custom and tradition, **rational-legal authority** derives from law and is based on a belief in the legitimacy of a society's laws and rules and in the right of leaders to act under these rules to make decisions and set policy. This form of authority is a hallmark of modern democracies, where power is given to people elected by voters, and the rules for wielding that power are usually set forth in a constitution, a charter, or another written document. Whereas traditional authority resides in an individual because of inheritance or divine designation, rational-legal authority resides in the office that an individual fills, not in the individual per se. The authority of the president of the United States thus resides in the office of the presidency, not in the individual who happens to be president. When that individual leaves office, authority transfers to the next president. This transfer is usually smooth and stable, and one of the marvels of democracy is that officeholders are replaced in elections without revolutions having to be necessary. We might not have voted for the person who wins the presidency, but we accept that person's authority as our president when he (so far it has always been a "he") assumes office.

Rational-legal authority helps ensure an orderly transfer of power in a time of crisis. When John F. Kennedy was assassinated in 1963, Vice President Lyndon Johnson was immediately sworn in as the next president. When Richard Nixon resigned his office in disgrace in 1974 because of his involvement in the Watergate scandal, Vice President Gerald Ford (who himself had become vice president after Spiro Agnew resigned because of financial corruption) became president. Because the U.S. Constitution provided for the transfer of power when the presidency was vacant, and because U.S. leaders and members of the public accept the authority of the Constitution on these and so many other matters, the transfer of power in 1963 and 1974 was smooth and orderly.

Charismatic Authority

Charismatic authority stems from an individual's extraordinary personal qualities and from that individual's hold over followers because of these qualities. Such charismatic individuals may exercise authority over a whole society or only a specific group within a larger society. They can exercise authority for good and for bad, as this brief list of charismatic leaders indicates: Joan of Arc, Adolf Hitler, Mahatma Gandhi, Martin Luther King Jr., Jesus Christ, Muhammad, and Buddha. Each of these individuals had extraordinary personal qualities that led their followers to admire them and to follow their orders or requests for action.



Figure 3.4.2.1: *Much of Dr. Martin Luther King Jr.'s appeal as a civil rights leader stemmed from his extraordinary speaking skills and other personal qualities that accounted for his charismatic authority.*

Source: Photo courtesy of U.S. Library of Congress, http://loc.gov/pictures/resource/cph.3c22996.

Charismatic authority can reside in a person who came to a position of leadership because of traditional or rational-legal authority. Over the centuries, several kings and queens of England and other European nations were charismatic individuals as well (while some were far from charismatic). A few U.S. presidents—Washington, Lincoln, both Roosevelts, Kennedy, Reagan, and, for all his faults, even Clinton—also were charismatic, and much of their popularity stemmed from various personal qualities that attracted the public and sometimes even the press. Ronald Reagan, for example, was often called "the Teflon president," because he was so loved by much of the public that accusations of ineptitude or malfeasance did not stick to him (Lanoue, 1988).Lanoue, D. J. (1988). From Camelot to the teflon president: Economics and presidential popularaity since 1960. New York, NY: Greenwood Press.

Weber emphasized that charismatic authority in its pure form (i.e., when authority resides in someone solely because of the person's charisma and not because the person also has traditional or rational-legal authority) is less stable than traditional authority or rational-legal authority. The reason for this is simple: once charismatic leaders die, their authority dies as well. Although a charismatic leader's example may continue to inspire people long after the leader dies, it is difficult for another leader to come along and command people's devotion as intensely. After the deaths of all the charismatic leaders named in the preceding paragraph, no one came close to replacing them in the hearts and minds of their followers.

Because charismatic leaders recognize that their eventual death may well undermine the nation or cause they represent, they often designate a replacement leader, who they hope will also have charismatic qualities. This new leader may be a grown child of the charismatic leader or someone else the leader knows and trusts. The danger, of course, is that any new leaders will lack sufficient charisma to have their authority accepted by the followers of the original charismatic leader. For this reason, Weber recognized that charismatic authority ultimately becomes more stable when it is evolves into traditional or rational-legal authority. Transformation into traditional authority can happen when charismatic leaders' authority becomes accepted as residing in their bloodlines, so that their authority passes to their children and then to their grandchildren. Transformation into rational-legal authority occurs when a society ruled by a charismatic leader develops the rules and bureaucratic structures that we associate with a government. Weber used the term **routinization of charisma** to refer to the transformation of charismatic authority in either of these ways.

KEY TAKEAWAYS

- Power refers to the ability to have one's will carried out despite the resistance of others.
- According to Max Weber, the three types of legitimate authority are traditional, rational-legal, and charismatic.
- Charismatic authority is relatively unstable because the authority held by a charismatic leader may not easily extend to anyone else after the leader dies.

FOR YOUR REVIEW

1. Think of someone, either a person you have known or a national or historical figure, whom you regard as a charismatic leader. What is it about this person that makes her or him charismatic?
2. Why is rational-legal authority generally more stable than charismatic authority?

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3.4.3: Types of Political Systems

LEARNING OBJECTIVES

1. Discuss the advantages and disadvantages of representative democracy.
2. Explain why authoritarian and totalitarian regimes are more unstable politically than democracies and monarchies.

Various states and governments obviously exist around the world. In this context, **state** means the political unit within which power and authority reside. This unit can be a whole nation or a subdivision within a nation. Thus the nations of the world are sometimes referred to as states (or nation-states), as are subdivisions within a nation, such as California, New York, and Texas in the United States. **Government** means the group of persons who direct the political affairs of a state, but it can also mean the type of rule by which a state is run. Another term for this second meaning of government is **political system**, which we will use here along with *government*. The type of government under which people live has fundamental implications for their freedom, their welfare, and even their lives. Accordingly we briefly review the major political systems in the world today.

Democracy

The type of government with which we are most familiar is **democracy**, or a political system in which citizens govern themselves either directly or indirectly. The term *democracy* comes from Greek and means "rule of the people." In Lincoln's stirring words from the Gettysburg Address, democracy is "government of the people, by the people, for the people." In *direct* (or *pure*) *democracies*, people make their own decisions about the policies and distribution of resources that affect them directly. An example of such a democracy in action is the New England town meeting, where the residents of a town meet once a year and vote on budgetary and other matters. However, such direct democracies are impractical when the number of people gets beyond a few hundred. *Representative democracies* are thus much more common. In these types of democracies, people elect officials to represent them in legislative votes on matters affecting the population.

Representative democracy is more practical than direct democracy in a society of any significant size, but political scientists cite another advantage of representative democracy. At least in theory, it ensures that the individuals who govern a society and in other ways help a society function are the individuals who have the appropriate talents, skills, and knowledge to do so. In this way of thinking, the masses of people are, overall, too uninformed, too uneducated, and too uninterested to run a society themselves. Representative democracy thus allows for "the cream to rise to the top" so that the people who actually govern a society are the most qualified to perform this essential task (Seward, 2010).Seward, M. (2010). *The representative claim*. New York, NY: Oxford University Press. Although this argument has much merit, it is also true that many of the individuals who do get elected to office turn out to be ineffective and/or corrupt. Regardless of our political orientations, Americans can think of many politicians to whom these labels apply, from presidents down to local officials. As we discuss in Chapter 3.4 "Politics and Government", Section 3.4.5 "Politics in the United States" in relation to political lobbying, elected officials may also be unduly influenced by campaign contributions from corporations and other special-interest groups. To the extent this influence occurs, representative democracy falls short of the ideals proclaimed by political theorists.

The defining feature of representative democracy is voting in elections. When the United States was established more than 230 years ago, most of the world's governments were monarchies or other authoritarian regimes (discussed shortly). Like the colonists, people in these nations chafed under arbitrary power. The example of the American Revolution and the stirring words of its Declaration of Independence helped inspire the French Revolution of 1789 and other revolutions since, as people around the world have died in order to win the right to vote and to have political freedom.

Democracies are certainly not perfect. Their decision-making process can be quite slow and inefficient; as just mentioned, decisions may be made for special interests and not "for the people"; and, as we have seen in earlier chapters, pervasive inequalities of social class, race and ethnicity, gender, and age can exist. Moreover, in not all democracies have all people enjoyed the right to vote. In the United States, for example, African Americans could not vote until after the Civil War, with the passage of the 15th Amendment in 1870, and women did not win the right to vote until 1920, with the passage of the 19th Amendment.

In addition to generally enjoying the right to vote, people in democracies also have more freedom than those in other types of governments. Figure 3.4.3.1 "Freedom Around the World (Based on Extent of Political Rights and Civil Liberties)" depicts the nations of the world according to the extent of their political rights and civil liberties. The freest nations are found in North America, Western Europe, and certain other parts of the world, while the least free lie in Asia, the Middle East, and Africa.

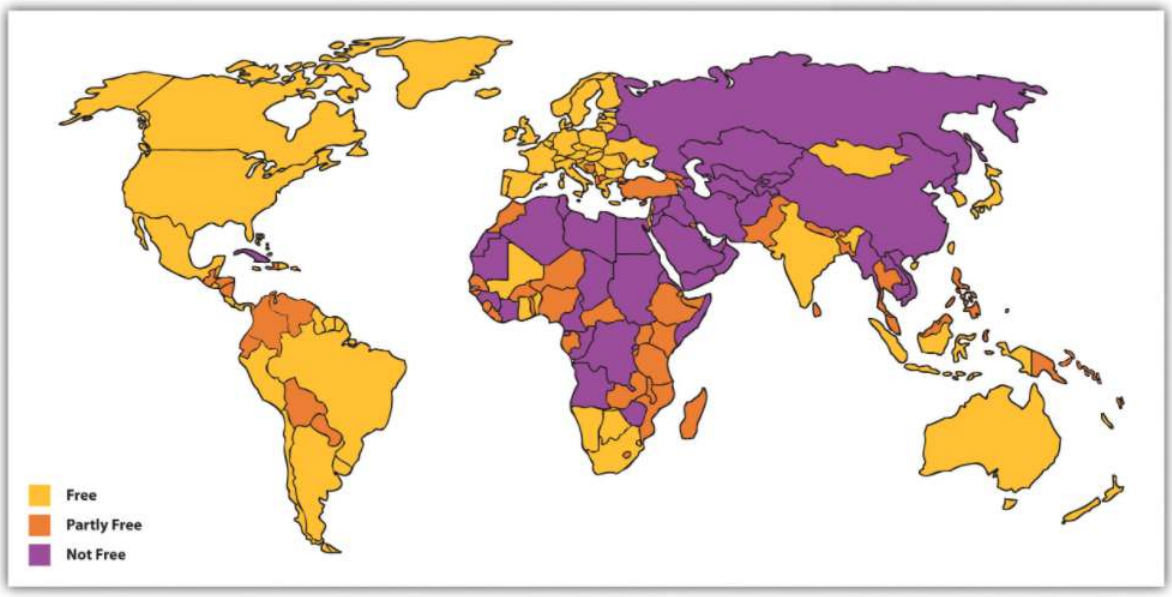


Figure 3.4.3.1: *Freedom Around the World (Based on Extent of Political Rights and Civil Liberties)*

Source: Adapted from Freedom House. (2010). Map of freedom in the world. Retrieved from http://www.freedomhouse.org/template.cfm?page=363&year=2010.

Monarchy

Monarchy is a political system in which power resides in a single family that rules from one generation to the next generation. The power the family enjoys is *traditional authority*, and many monarchs command respect because their subjects bestow this type of authority on them. Other monarchs, however, have ensured respect through arbitrary power and even terror. Royal families still rule today, but their power has declined from centuries ago. Today the Queen of England holds a largely ceremonial position, but her predecessors on the throne wielded much more power.



Figure 3.4.3.2: *Queen Elizabeth II of England holds a largely ceremonial position, but earlier English monarchs held much more power.*

Source: http://commons.wikimedia.org/wiki/File:Queen_Elisabeth_II.JPG.

This example reflects a historical change in types of monarchies from absolute monarchies to constitutional monarchies (Finer, 1997).Finer, S. E. (1997). *The history of government from the earliest times*. New York, NY: Oxford University Press. In *absolute monarchies*, the royal family claims a divine right to rule and exercises considerable power over their kingdom. Absolute monarchies were common in both ancient (e.g., Egypt) and medieval (e.g., England and China) times. In reality, the power of many absolute monarchs was not totally absolute, as kings and queens had to keep in mind the needs and desires of other powerful parties, including the clergy and nobility. Over time, absolute monarchies gave way to *constitutional monarchies*. In these monarchies, the royal family serves a symbolic and ceremonial role and enjoys little, if any, real power. Instead the executive and legislative branches of government—the prime minister and parliament in several nations—run the government, even if the royal

family continues to command admiration and respect. Constitutional monarchies exist today in several nations, including Denmark, Great Britain, Norway, Spain, and Sweden.

Authoritarianism and Totalitarianism

Authoritarianism and totalitarianism are general terms for nondemocratic political systems ruled by an individual or a group of individuals who are not freely elected by their populations and who often exercise arbitrary power. To be more specific, **authoritarianism** refers to political systems in which an individual or a group of individuals holds power, restricts or prohibits popular participation in governance, and represses dissent. **Totalitarianism** refers to political systems that include all the features of authoritarianism but are even more repressive as they try to regulate and control all aspects of citizens' lives and fortunes. People can be imprisoned for deviating from acceptable practices or may even be killed if they dissent in the mildest of ways. The purple nations in Figure 3.4.3.1 "Freedom Around the World (Based on Extent of Political Rights and Civil Liberties)" are mostly totalitarian regimes, and the orange ones are authoritarian regimes.

Compared to democracies and monarchies, authoritarian and totalitarian governments are more unstable politically. The major reason for this is that these governments enjoy no legitimate authority. Instead their power rests on fear and repression. The populations of these governments do not willingly lend their obedience to their leaders and realize that their leaders are treating them very poorly; for both these reasons, they are more likely than populations in democratic states to want to rebel. Sometimes they do rebel, and if the rebellion becomes sufficiently massive and widespread, a revolution occurs. In contrast, populations in democratic states usually perceive that they are treated more or less fairly and, further, that they can change things they do not like through the electoral process. Seeing no need for revolution, they do not revolt.

Since World War II, which helped make the United States an international power, the United States has opposed some authoritarian and totalitarian regimes while supporting others. The Cold War pitted the United States and its allies against Communist nations, primarily the Soviet Union, China, Cuba, and North Korea. But at the same time the United States opposed these authoritarian governments, it supported many others, including those in Chile, Guatemala, and South Vietnam, that repressed and even murdered their own citizens who dared to engage in the kind of dissent constitutionally protected in the United States (Sullivan, 2008).Sullivan, M. (2008). *American adventurism abroad: Invasions, interventions, and regime changes since World War II* (Rev. and expanded ed.). Malden, MA: Blackwell. Earlier in U.S. history, the federal and state governments repressed dissent by passing legislation that prohibited criticism of World War I and then by imprisoning citizens who criticized that war (Goldstein, 2001).Goldstein, R. J. (2001). *Political repression in modern America from 1870 to 1976* (Rev. ed.). Urbana: University of Illinois Press. During the 1960s and 1970s, the FBI, the CIA, and other federal agencies spied on tens of thousands of citizens who engaged in dissent protected by the First Amendment (Cunningham, 2004).Cunningham, D. (2004). *There's something happening here: The new left, the Klan, and FBI counterintelligence*. Berkeley: University of California Press. While the United States remains a beacon of freedom and hope to much of the world's peoples, its own support for repression in the recent and more distant past suggests that eternal vigilance is needed to ensure that "liberty and justice for all" is not just an empty slogan.

KEY TAKEAWAYS

- The major types of political systems are democracies, monarchies, and authoritarian and totalitarian regimes.
- Authoritarian and totalitarian regimes are more unstable politically because their leaders do not enjoy legitimate authority and instead rule through fear.

FOR YOUR REVIEW

1. Why are democracies generally more stable than authoritarian or totalitarian regimes?
2. Why is legitimate authority as Max Weber conceived it not a characteristic of authoritarian or totalitarian regimes?

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3.4.4: Theories of Power and Society

LEARNING OBJECTIVES

1. Explain why veto-group competition is functional for society according to pluralist theory.
2. Outline the power-elite theory of C. Wright Mills.
3. Evaluate pluralist and elite theories.

These remarks raise some important questions: Just how democratic is the United States? Whose interests do our elected representatives serve? Is political power concentrated in the hands of a few or widely dispersed among all segments of the population? These and other related questions lie at the heart of theories of power and society. Let's take a brief look at some of these theories.

Pluralist Theory: A Functionalist Perspective

Recall that the smooth running of society is a central concern of functionalist theory. When applied to the issue of political power, functionalist theory takes the form of **pluralist theory**, which says that political power in the United States and other democracies is dispersed among several "veto groups" that compete in the political process for resources and influence. Sometimes one particular veto group may win and other times another group may win, but in the long run they win and lose equally and no one group has any more influence than another (Dahl, 1956).Dahl, R. A. (1956). *A preface to democratic theory*. Chicago, IL: University of Chicago Press.



Figure 3.4.4.1: *This photo of a labor strike depicts an example of the competition between two veto groups, labor and management, that characterizes American democracy. Pluralist theory assumes that veto groups win and lose equally in the long run and that no one group has more influence than another group.* © *Thinkstock*

As this process unfolds, says pluralist theory, the government might be an active participant, but it is an impartial participant. Just as parents act as impartial arbiters when their children argue with each other, so does the government act as a neutral referee to ensure that the competition among veto groups is done fairly, that no group acquires undue influence, and that the needs and interests of the citizenry are kept in mind.

The process of veto-group competition and its supervision by the government is functional for society, according to pluralist theory, for three reasons. First, it ensures that conflict among the groups is channeled within the political process instead of turning into outright hostility. Second, the competition among the veto groups means that all of these groups achieve their goals to at least some degree. Third, the government's supervision helps ensure that the outcome of the group competition benefits society as a whole.

Elite Theories: Conflict Perspectives

Several **elite theories** dispute the pluralist model. According to these theories, power in democratic societies is concentrated in the hands of a few wealthy individuals and organizations—or *economic elites*—that exert inordinate influence on the government and can shape its decisions to benefit their own interests. Far from being a neutral referee over competition among veto groups, the government is said to be controlled by economic elites or at least to cater to their needs and interests. As should be clear, elite theories fall squarely within the conflict perspective.

Perhaps the most famous elite theory is the *power-elite theory* of C. Wright Mills (1956).Mills, C. W. (1956). *The power elite*. New York, NY: Oxford University Press. According to Mills, the **power elite** is composed of government, big business, and the military, which together constitute a *ruling class* that controls society and works for its own interests, not for the interests of the citizenry. Members of the power elite, Mills said, see each other socially and serve together on the boards of directors of corporations, charitable organizations, and other bodies. When cabinet members, senators, and top generals and other military officials retire,

they often become corporate executives. Conversely, corporate executives often become cabinet members and other key political appointees. This circulation of the elites helps ensure their dominance over American life.

Mills's power-elite model remains popular, but other elite theories exist. They differ from Mills's model in several ways, including their view of the composition of the ruling class. Several theories see the ruling class as composed mostly of the large corporations and wealthiest individuals and see government and the military serving the needs of the ruling class rather than being part of it, as Mills implied. G. William Domhoff (2010)Domhoff, G. W. (2010). *Who rules America: Challenges to corporate and class dominance* (6th ed.). New York, NY: McGraw Hill. says that the ruling class is composed of the richest 0.5% to 1% of the population, who control more than half the nation's wealth, sit on the boards of directors just mentioned, and are members of the same social clubs and other voluntary organizations. Their control of corporations and other economic and political bodies helps maintain their inordinate influence over American life and politics.

Other elite theories say the government is more autonomous—not as controlled by the ruling class—than Mills thought. Sometimes the government takes the side of the ruling class and corporate interests, but sometimes it opposes them. Such *relative autonomy*, these theories say, helps ensure the legitimacy of the state, because if it always took the side of the rich it would look too biased and lose the support of the populace. In the long run, then, the relative autonomy of the state helps maintain ruling class control by making the masses feel the state is impartial when in fact it is not (Thompson, 1975).Thompson, E. P. (1975). *Whigs and hunters: The origin of the Black Act*. London, England: Allen Lane.

Assessing Pluralist and Elite Theories

As a way of understanding power in the United States and other democracies, pluralist and elite theories have much to offer, but neither type of theory presents a complete picture. Pluralist theory errs in seeing all special-interest groups as equally powerful and influential. Certainly the success of lobbying groups such as the National Rifle Association and the American Medical Association in the political and economic systems is testimony to the fact that not all special-interest groups are created equal. Pluralist theory also errs in seeing the government as a neutral referee. Sometimes the government does take sides on behalf of corporations by acting, or failing to act, in a certain way.

For example, U.S. antipollution laws and regulations are notoriously weak because of the influence of major corporations on the political process. Through their campaign contributions, lobbying, and other types of influence, corporations help ensure that pollution controls are kept as weak as possible (Simon, 2008).Simon, D. R. (2008). *Elite deviance* (9th ed.). Boston, MA: Allyn & Bacon. This problem received worldwide attention in the spring of 2010 after the explosion of an oil rig owned by BP, a major oil and energy company, spilled tens of thousands of barrels of oil into the Gulf of Mexico in the biggest environmental disaster in U.S. history. As the oil was leaking, news reports emphasized that individuals or political action committees (PACs) associated with BP had contributed $500,000 to U.S. candidates in the 2008 elections, that BP had spent $16 million on lobbying in 2009, and that the oil and gas industry had spent tens of millions of dollars on lobbying that year (Montopoli, 2010).Montopoli, B. (2010, May 5). BP spent millions on lobbying, campaign donations. *CBS News*. Retrieved from http://www.cbsnews.com/8301-503544_503162-20004240-20503544.html

Although these examples support the views of elite theories, the theories also paint too simple a picture. They err in implying that the ruling class acts as a unified force in protecting its interests. Corporations sometimes do oppose each other for profits and sometimes even steal secrets from each other, and governments do not always support the ruling class. For example, the U.S. government has tried to reduce tobacco smoking despite the wealth and influence of tobacco companies. While the United States, then, does not entirely fit the pluralist vision of power and society, neither does it entirely fit the elite vision. Yet the evidence that does exist of elite influence on the American political and economic systems reminds us that government is not always "of the people, by the people, for the people," however much we may wish it otherwise.

KEY TAKEAWAYS

- Pluralist theory assumes that political power in democracies is dispersed among several veto groups that compete equally for resources and influence.
- Elite theories assume that power is instead concentrated in the hands of a few wealthy individuals and organizations that exert inordinate influence on the government and can shape its decisions to benefit their own interests.

FOR YOUR REVIEW

1. Do pluralist or elite theories better explain the exercise of power in the United States? Explain your answer.

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3.4.5: Politics in the United States

LEARNING OBJECTIVES

1. Understand what political ideology is and how it is measured.
2. List the correlates of political participation.
3. Discuss the controversy over political lobbying.

The discussion of theories of power and society began to examine the U.S. political system. Let's continue this examination by looking at additional features of U.S. politics. We start with political ideology and political parties.

Political Ideology and Political Parties

Two central components of modern political systems are (a) the views that people hold of social, economic, and political issues and (b) the political organizations that try to elect candidates to represent those views. We call these components *political ideology* and *political parties*, respectively.

Political Ideology

Political ideology is a complex concept that is often summarized by asking people whether they are liberal or conservative. For example, the GSS asks, "I'm going to show you a seven-point scale on which the political views that people might hold are arranged from extremely liberal to extremely conservative. Where would you place yourself on this scale?" For convenience's sake, responses to this question in the 2008 GSS are grouped into three categories—liberal, moderate, and conservative—and displayed in Figure 3.4.5.1 "Political Ideology". We see that moderates slightly outnumber conservatives, who in turn outnumber liberals.

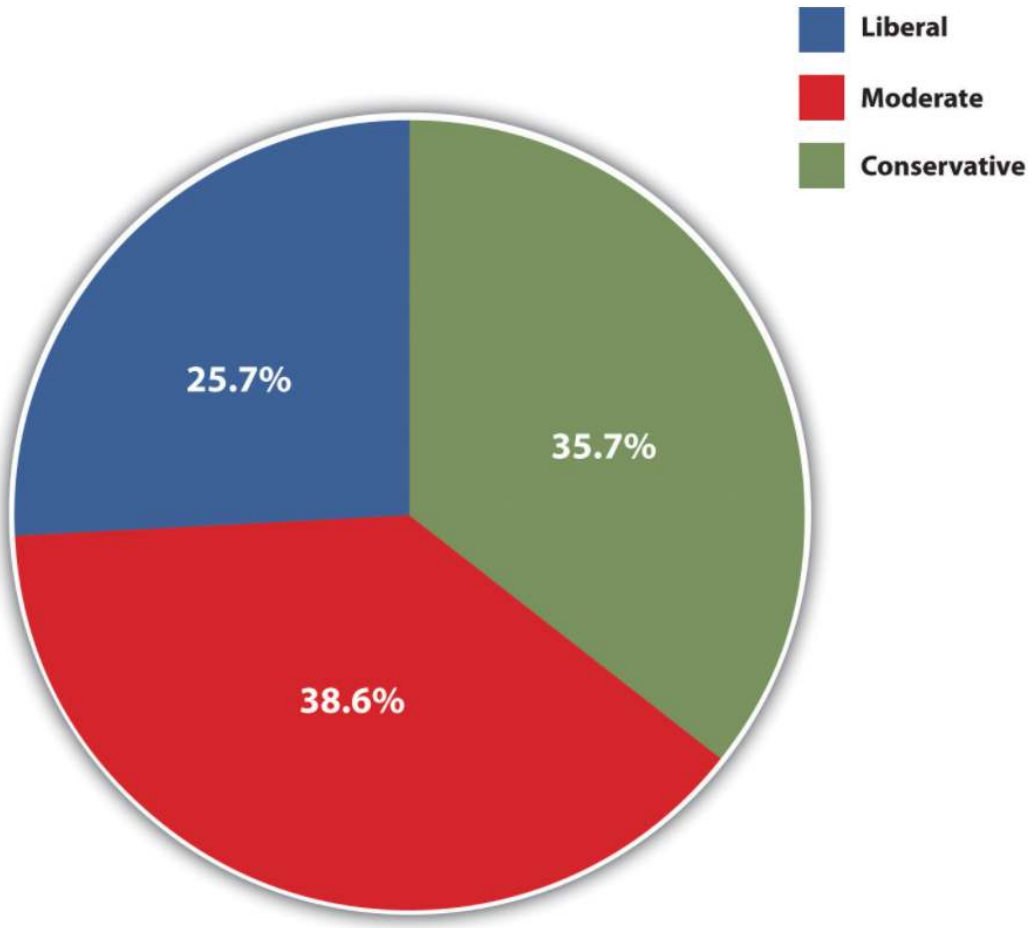


Figure 3.4.5.1: *Political Ideology*

Source: Data from General Social Survey, 2008.

This is a common measure of political ideology, but social scientists often advise using a series of questions to measure political ideology, which consists of views on at least two sorts of issues, social and economic. *Social issues* concern attitudes on such things as abortion and other controversial behaviors and government spending on various social problems. *Economic issues*, on the other hand, concern such things as taxes and the distribution of income and wealth. People can hold either liberal or conservative attitudes on both types of issues, but they can also hold mixed attitudes: liberal on social issues and conservative on economic ones, or conservative on social issues and liberal on economic ones. Educated, wealthy people, for example, may want lower taxes (generally considered a conservative view) but also may favor abortion rights and oppose the death penalty (both considered liberal positions). In contrast, less educated, working-class people may favor higher taxes for the rich (a liberal view, perhaps) but oppose abortion rights and favor the death penalty.

We also see mixed political ideologies when we look at African Americans' and whites' views on social and economic issues. African Americans tend to be more conservative than whites on social issues but more liberal on economic concerns. This tendency is depicted in Figure 3.4.5.2 "Race and Attitudes on Social and Economic Issues", which shows responses to GSS questions on whether homosexual sex is wrong, a social issue, and on whether the government should reduce income differences between the rich and poor, an economic issue. African Americans are more likely than whites to take a conservative view on the social issue by thinking that homosexual sex is wrong but are more likely to take a liberal view on the economic issue by thinking that the government should reduce income inequality.

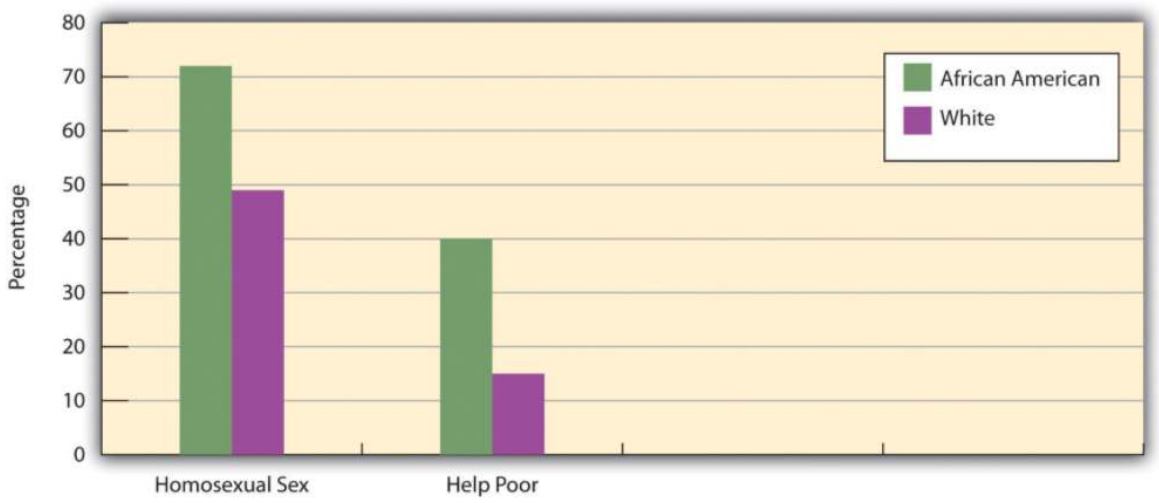


Figure 3.4.5.2: *Race and Attitudes on Social and Economic Issues*

Percentage saying that homosexual sex is always wrong and percentage saying that government should help the poor.

Source: Data from General Social Survey, 2008.

Political Parties

People's political ideologies often lead them to align with a **political party**, or an organization that supports particular political positions and tries to elect candidates to office to represent those positions. The two major political parties in the United States are, of course, the Democratic and Republican parties. However, in a national poll in October 2009, 44% of Americans called themselves Independents, compared to 30% who called themselves Democrats and only 17% who called themselves Republicans. The number of Americans who consider themselves Independents, then, almost equals the number who consider themselves either Democrats or Republicans (Rich, 2009).Rich, F. (2009, November 1). The G.O.P. Stalinists invade upstate New York. *The New York Times*, p. WK8.



Figure 3.4.5.3: *The number of Americans who call themselves political Independents almost equals the number who consider themselves either a Democrat or a Republican. © Thinkstock*

An important question for U.S. democracy is how much the Democratic and Republican parties differ on the major issues of the day. The Democratic Party is generally regarded as more liberal, while the Republican Party is regarded as more conservative, and voting records of their members in Congress generally reflect this difference. However, some critics of the U.S. political system think that in the long run there is not a "dime's worth of difference," to quote an old saying, between the two parties, as they both ultimately work to preserve corporate interests and capitalism itself (Alexander, 2008).Alexander, S. A. (2008, January 10). Socialists emerging as Democrats, Republicans lose voter confidence. *American Chronicle*. Retrieved from http://www.americanchronicle.com/articles/view/48507 In their view, the Democratic Party is part of the problem, as it tries only to reform the system instead of bringing about the far-reaching changes said to be needed to achieve true equality for all. These criticisms notwithstanding, it is true that neither of the major U.S. parties is as left-leaning as some of the major ones in

Western Europe. The two-party system in the United States may encourage middle-of-the road positions, as each party is afraid that straying too far from the middle will cost it votes. In contrast, because several Western European nations have a greater number of political parties, a party may feel freer to advocate more polarized political views (Muddle, 2007).Muddle, C. (2007). *Populist radical right parties in Europe*. New York, NY: Cambridge University Press.

Some scholars see this encouragement of middle-of-the-road positions (and thus political stability) as a benefit of the U.S. two-party system, while other scholars view it as a disadvantage because it limits the airing of views that might help a nation by challenging the status quo (Richard, 2010).Richard, J. (2010, May 29). One cheer for the two-party system. *OpEdNews*. Retrieved from http://www.opednews.com/articles/One-Cheer-for-the-Two-Part-by-Jerome-Richard-100527-100148.html One thing is clear: in the U.S. two-party model, it is very difficult for a third party to make significant inroads, because the United States lacks a *proportional representation system*, found in many other democracies, in which parties win seats proportional to their share of the vote (Disch, 2002).Disch, L. J. (2002). *The tyranny of the two-party system*. New York, NY: Columbia University Press. Instead, the United States has a winner-takes-all system in which seats go to the candidates with the most votes. Even though the Green Party has several million supporters across the country, for example, its influence on national policy has been minimal, although it has had more influence in a few local elections.

Whether or not the Democratic and Republican parties are that different, U.S. citizens certainly base their party preference in part on their own political ideology. Evidence of this is seen in Figure 3.4.5.4 "Political Ideology and Political Party Preference", which shows the political ideology of GSS respondents who call themselves Democrats or Republicans. People's political ideology is clearly linked to their party preference.

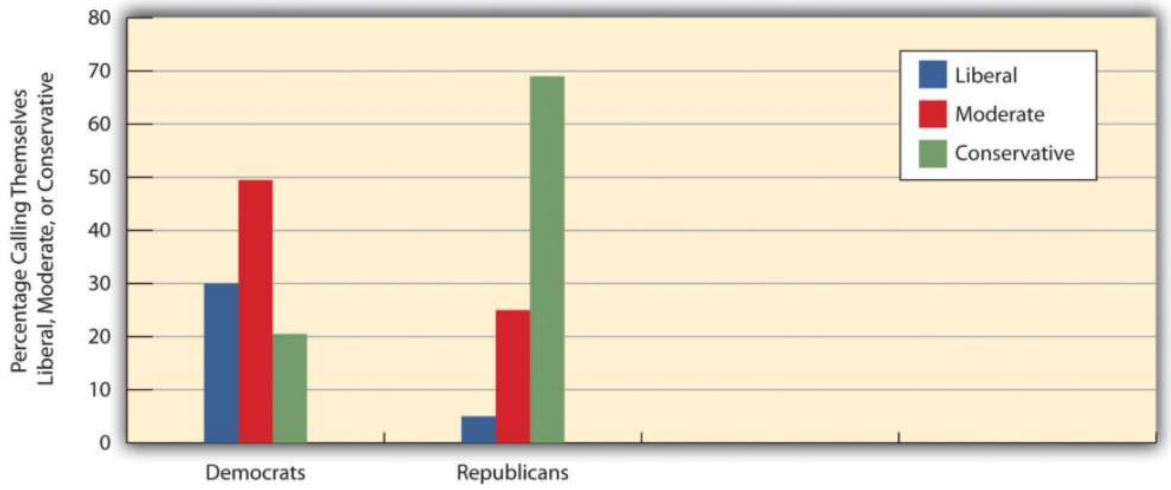


Figure 3.4.5.4: *Political Ideology and Political Party Preference*

Source: Data from General Social Survey, 2008.

Political Participation

Perhaps the most important feature of representative democracies is that people vote for officials to represent their views, interests, and needs. For a democracy to flourish, political theorists say, it is essential that "regular" people participate in the political process. The most common type of political participation, of course, is voting; other political activities include campaigning for a candidate, giving money to a candidate or political party, and writing letters to political officials. Despite the importance of these activities in a democratic society, not very many people take part in them. Voting is also relatively uncommon among Americans, as the United States ranks lower than most of the world's democracies in voter turnout (International Institute for Democracy and Electoral Assistance, 2009).International Institute for Democracy and Electoral Assistance. (2009). Voter turnout. Retrieved from http://www.idea.int/vt/index.cfm

LEARNING FROM OTHER SOCIETIES

Increasing Voter Turnout in the United States

As the text discusses, the United States ranks low internationally in voter turnout. In 2008, about 133 million Americans voted in the federal elections. Although this number sounds impressive, it represented only about 57% of the voting-age population. Thus, only slightly more than half of Americans voted in 2008 despite the excitement produced by having the first African American, Barack Obama, on the national ticket for one of the two major political parties.

Why does the United States not rank higher in voter turnout? Although the text discusses voter apathy among Americans, other factors also make a difference. In this regard, the experience of other democratic nations provides guidance for increasing voter turnout in the United States, which trails these nations by a substantial margin.

Why is voter turnout so much higher in other democracies? Voting scholars emphasize that certain practices that make it easier or more difficult to register and vote can greatly influence voter turnout (Ellis, Gratschew, Pammett, & Thiessen, 2006).Ellis, A., Gratschew, M., Pammett, J. H., & Thiessen, E. (Eds.). (2006). *Engaging the electorate: Initiatives to promote voter turnout from around the world*. Stockholm, Sweden: International Institute for Democracy and Electoral Assistance. These practices include (a) allowing same-day voter registration versus requiring registration a month or more before an election, (b) having multiple voting days versus a single voting day, (c) having the election on a weekend or rest day versus a weekday or workday, (d) having or not having alternative voting procedures (e.g., mail-in voting), and (e) having more or fewer polling places. Nations differ in the extent to which they adopt and use practices that promote registration and voting, and they also differ in the degree to which they use voter information and advertising campaigns and other efforts to encourage voting. In general, these practices and efforts are more often found in other democracies than in the United States.

For example, New Zealand has a well-staffed and well-funded agency, the Electoral Enrolment Centre (EEC), that regularly engages in intensive publicity campaigns to encourage New Zealanders to register to vote. (Voter registration in New Zealand is compulsory, but voting itself is not.) The EEC systematically evaluates the effectiveness of its publicity efforts to ensure that they are as effective as possible, and it makes changes as needed for future efforts. To encourage registration among young people and members of certain ethnic groups that traditionally have low voter registration rates, the EEC visits their households with the hope that personal contact will be more effective in encouraging them to register. The EEC also provides provisional registration for 17-year-olds, who fill out a form with information that is automatically transferred to the official registration list when they turn 18, the New Zealand voting age. The EEC's many efforts combine with compulsory registration, even though no one has ever been prosecuted for not registering, to produce a voter registration rate of about 95%, one of the highest rates of any democracy (Thiessen, 2006).Thiessen, E. (2006). Making the electoral process as easy as possible: Elections New Zealand. In A. Ellis, M. Gratschew, J. H. Pammett, & E. Thiessen (Eds.), *Engaging the electorate: Initiatives to promote voter turnout from around the world* (pp. 28–30). Stockholm, Sweden: International Institute for Democracy and Electoral Assistance.

In Sweden, a national agency called the Election Authority (translated from its Swedish name, *Valmyndigheten*) produces information campaigns before each election to educate eligible voters about the candidates and issues at stake. Advertisements and other information are transmitted through television, radio, and Internet outlets and also sent via email. A special effort is made to distribute materials at locations where large groups of people routinely gather, such as businesses, shopping areas, and bus and train stations. Special effort is also made to reach groups with traditionally lower voting rates, including young people, immigrants, and people with disabilities (Lemón & Gratschew, 2006).Lemón, K., & Gratschew, M. (2006). Educating the voter about the electoral process: The Swedish election authority. In A. Ellis, M. Gratschew, J. H. Pammett, & E. Thiessen (Eds.), *Engaging the electorate: Initiatives to promote voter turnout from around the world* (pp. 32–34). Stockholm, Sweden: International Institute for Democracy and Electoral Assistance. Elections in Sweden occur on the third Sunday of September; because fewer people work on Sunday, it is thought that Sunday voting increases voter turnout.

Although many factors explain why voter turnout varies among the democracies of the world, many scholars think that the practices and efforts just listed help raise voter turnout. If so, the United States may be able to increase its own turnout by adopting and/or increasing its use of these practices and efforts. In this regard, the United States has much to learn from other democracies.

Not only is U.S. voter turnout relatively low in the international sphere, but it has also declined since the 1960s (see Figure 3.4.5.5 "Trends in Voter Turnout in Nonpresidential Election Years"). One factor that explains these related trends is *voter apathy*, prompted by a lack of faith that voting makes any difference and that government can be helpful. This lack of faith is often

called **political alienation**. As Figure 3.4.5.6 "Trust in U.S. Government" dramatically shows, lack of faith in the government has dropped drastically since the 1960s, thanks in part, no doubt, to the Vietnam War during the 1960s and 1970s and the Watergate scandal of 1970s.

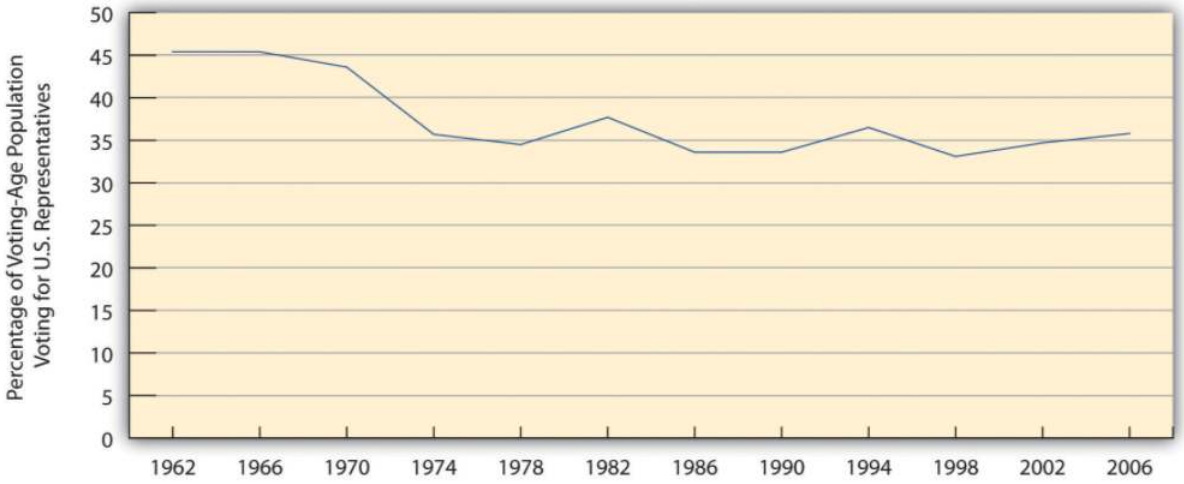


Figure 3.4.5.5: *Trends in Voter Turnout in Nonpresidential Election Years*

Source: Data from U.S. Census Bureau. (2009). Statistical abstract of the United States: 2009. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

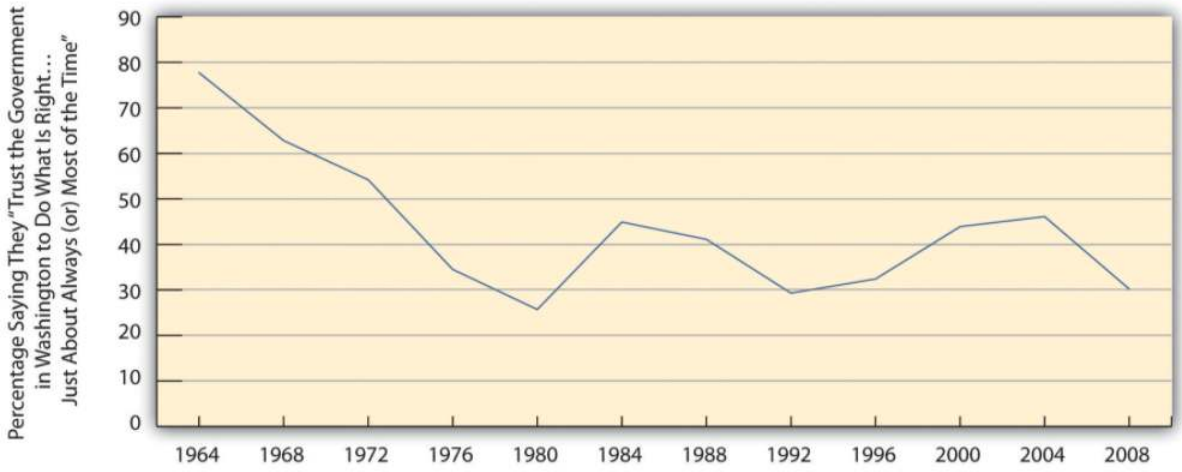


Figure 3.4.5.6: *Trust in U.S. Government*

Source: Data from American National Election Study.

Yet it is also true that voter turnout varies greatly among Americans. In general, several sets of factors make citizens more likely to vote and otherwise participate in the political process (Burns, Schlozman, & Verba, 2001).Burns, N., Schlozman, K. L., & Verba, S. (2001). *The private roots of public action: Gender, equality, and political participation*. Cambridge, MA: Harvard University Press. These factors, or correlates of political participation, include (a) high levels of *resources*, including time, money, and communication skills; (b) *psychological engagement* in politics, including a strong interest in politics and a sense of trust in the political process; and (c) involvement in *interpersonal networks* of voluntary and other organizations that recruit individuals into political activity. Thus people who are, for example, wealthier, more interested in politics, and more involved in interpersonal networks are more likely to vote and take part in other political activities than those who are poorer, less interested in politics, and less involved in interpersonal networks. Reflecting these factors, age and high socioeconomic status are especially important predictors of voting and other forms of political participation, as citizens who are older, wealthier, and more educated tend to have

more resources, to be more interested in politics and more trustful of the political process, and to be more involved in interpersonal networks. As a result, they are much more likely to vote than people who are younger and less educated (see Figure 3.4.5.7 "Age, Education, and Percentage Voting, 2008").

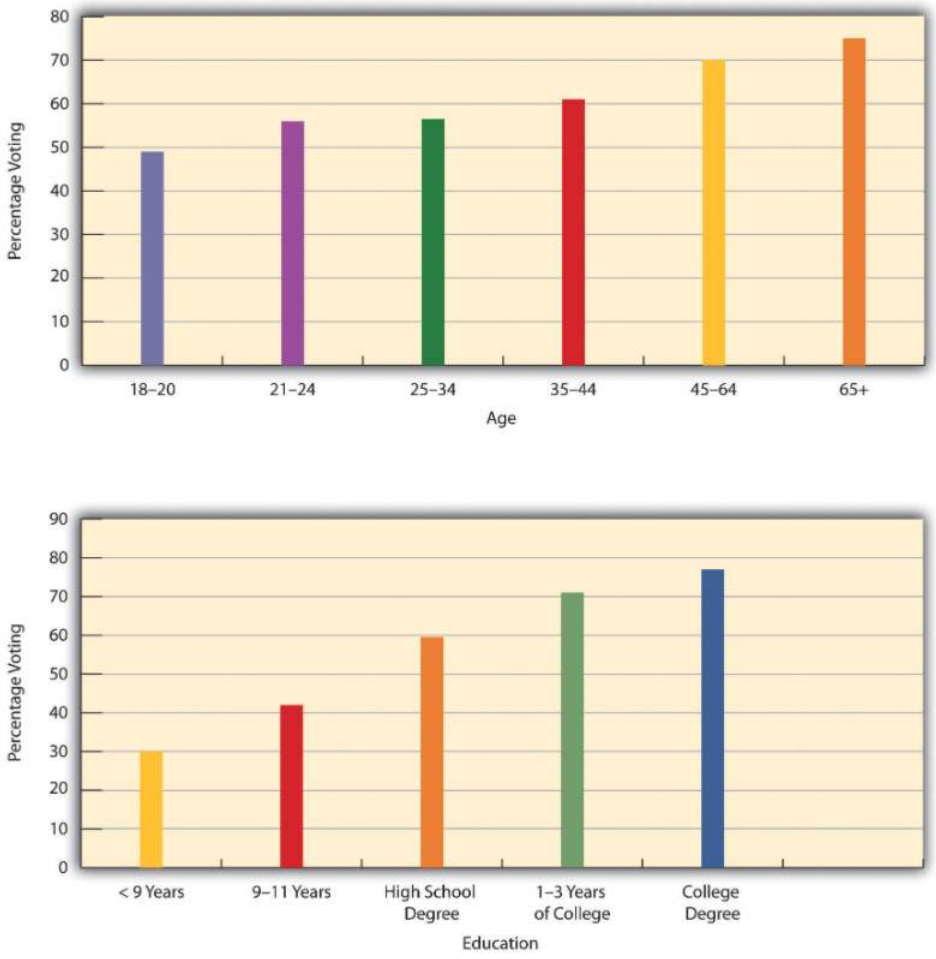


Figure 3.4.5.7: *Age, Education, and Percentage Voting, 2008*

Source: Data from U.S. Census Bureau. (2009). Statistical abstract of the United States: 2009. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

The lower voting rates for young people might surprise many readers: because many college students are politically active, it seems obvious that they should vote at high levels. That might be true for some college students, but the bulk of college students are normally not politically active, because they are too busy with their studies, extracurricular activities, and/or work, and because they lack sufficient interest in politics to be active. It is also true that there are many more people aged 18 to 24 (about 30 million), the traditional ages for college attendance, than there are actual college students (11 million). In view of these facts, the lower voting rates for young people are not that surprising after all.

SOCIOLOGY MAKING A DIFFERENCE

Felony Disenfranchisement

As the text discusses, one of the fundamental principles of a democracy is a right to vote. Political scholars consider voting and other forms of political participation as important activities in their own right but also as effective means to help integrate people into a society and to give them a sense of civic responsibility. Some scholars thus mourn a decline they perceive in *civic engagement*, as they feel that this decline is undermining social integration and civic responsibility.

For these reasons, the *disenfranchisement* (deprival of voting rights) of convicted felons has attracted much attention in recent years, as most states have laws that take away the right to vote if someone has been convicted of a felony: 48 states prohibit felons from voting while they are incarcerated, with only Maine and Vermont permitting voting while someone is behind bars. Felony disenfranchisement often continues once someone is released from prison, as 35 states prohibit voting while an offender is still on parole; two states, Kentucky and Virginia, prohibit voting permanently for anyone with a felony conviction. According to The Sentencing Project, a nonprofit organization advocating for sentencing reform, about 5.3 million Americans cannot vote because they have felony convictions. Because felons are disproportionately likely to be poor and African American or Latino, felony disenfranchisement has a disproportionate impact on the African American and Latino communities. An estimated 13% of African American men cannot vote for this reason.

Two pioneering scholars on felony disenfranchisement are sociologists Jeff Manza and Christopher Uggen, who documented the impact of felony disenfranchisement on actual election outcomes. They found that felony disenfranchisement affected the results of seven U.S. Senate elections and led to a Republican majority in the U.S. Senate in the early 1980s and then again in the mid-1990s. They also found that felony disenfranchisement almost certainly affected the outcome of a presidential election. In 2000, George W. Bush was declared the winner of the presidential election in Florida, and thus of the whole nation, by only 537 votes. An estimated 600,000 felons were not allowed to vote in Florida in 2000. They were disproportionally African American and would thus have been very likely to vote for Bush's opponent, Al Gore, if they had been allowed to vote. Felony disenfranchisement thus affected the outcome of the 2000 presidential election and the course of U.S. domestic and foreign policy in the ensuing years.

In documenting the impact of felony disenfranchisement on actual elections, the research by sociologists Manza and Uggen helped underscore the need to reform felony disenfranchisement laws. Once again, sociology is helping make a difference. (Manza & Uggen, 2008; The Sentencing Project, 2010)Manza, J., & Uggen, C. (2008). *Locked out: Felon disenfranchisement and American democracy*. New York, NY: Oxford University Press; The Sentencing Project. (2010). *Felony disenfranchisement laws in the United States*. Washington, DC: Author.

Race and ethnicity also influence voting. In particular, Asians and Latinos vote less often than African Americans and whites among the citizen population. In 2008, roughly 65% of African Americans and 66% of non-Latino whites voted, compared to only 48% of Asians and 50% of Latinos (File & Cressey, 2010).File, T., & Cressey, S. (2010). *Voting and registration in the election of 2008* (Current Population Report P20-562). Washington, DC: U.S. Census Bureau. The voting percentage for African Americans and Latinos was the highest for these groups since the Census Bureau began measuring citizens' voting in 1996, possibly because of the presence of Barack Obama, who considers himself an African American, on the Democratic ticket.



Figure 3.4.5.8: *Voting rates differ by race and ethnicity. In particular, Asians and Latinos are less likely than African Americans and non-Latino whites to vote. © Thinkstock*

The impact of age, race/ethnicity, education, and other variables on voting rates provides yet another example of the sociological perspective. As should be evident, they show that these aspects of our social backgrounds affect a very important political behavior, voting, even if we are not conscious of this effect.

Special-Interest Groups and Lobbying: The Influence Industry

From 2003 through 2008, **political action committees (PACs)**, organizations formed by special-interest groups to raise and spend money on behalf of political campaigns and various political issues, contributed more than $1 billion to the election campaigns of candidates for Congress (U.S. Census Bureau, 2010).U.S. Census Bureau. (2010). *Statistical abstract of the United States: 2010*. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab In 2008 and 2009, special-interest groups spent more than $6.3 billion to lobby Congress, the White House, and various federal agencies. They employed some 14,000 lobbyists, who outnumbered members of Congress 27 to 1, on such issues as health care, military spending, and transportation (Center for Responsive Politics, 2009).Center for Responsive Politics. (2009). Lobbying database. Retrieved

from http://www.opensecrets.org/lobbyists The top lobbying group in 2009 was the U.S. Chamber of Commerce, which spent more than $65 million to lobby Congress, federal agencies, and other parties; in second place was Exxon Mobil, which spent more than $21 million. The pharmaceutical and health products industry as a whole spent more than $200 million in 2009, while the insurance industry spent $122 million, oil and gas companies $121 million, electric and gas utilities $108 million, and business associations $93 million.



Figure 3.4.5.9: *The U.S. Chamber of Commerce and other lobbying groups spent more than $6.3 billion in 2008 and 2009 on their efforts to influence federal legislation and regulations. © Thinkstock*

Dubbed the "influence industry," these lobbying efforts have long been criticized as having too much impact on federal policy and spending priorities. It is logical to think that the influence industry spends these large sums of money because it hopes to affect key legislation and other policies. This expenditure raises an important question: are PACs, special-interest groups, and lobbying good or bad for democracy? This question goes to the heart of the debate between pluralist and elite theories, discussed earlier. Representatives of PACs and lobbying groups say it is important that elected officials hear all possible views on complex issues and that these organizations merely give money to help candidates who already think a certain way. Supporting this notion, public officials say they listen to all sides before making up their minds and are not unduly influenced by the money they receive and by the lobbying they encounter. For their part, pluralist theorists say PACs and lobbying groups are examples of the competing veto groups favored by the pluralist model and that no one special-interest group wins out in the long run (James, 2004).James, M. R. (2004). *Deliberative democracy and the plural polity*. Lawrence: University Press of Kansas.

Critics of the influence industry say that its impact is both large and unwarranted and charge that PACs, lobbyists, and the special-interest groups that fund them are buying influence and subverting democracy. Ample evidence exists, they say, of the impact of the influence industry on which candidates get elected and on which legislation gets passed or not passed. While special-interest groups for various sides of an issue do compete with each other, they continue, corporations and their PACs are much better funded and much more influential than the groups that oppose them (Clawson, Neustadtl, & Weller, 1998; Cook & Chaddock, 2009).Clawson, D., Neustadtl, A., & Weller, M. (1998). *Dollars and votes: How business campaign contributions subvert democracy*. Philadelphia, PA: Temple University Press; Cook, D. T., & Chaddock, G. R. (2009, September 28). How Washington lobbyists peddle power. *The Christian Science Monitor*. Retrieved from http://www.csmonitor.com/USA/Politics/2009/0928/how-washington-lobbyists-peddle-power These concerns motivated sharp criticism of a U.S. Supreme Court decision in January 2010 regarding election advertisements by corporations and unions. The decision permitted corporations and unions to use money from their general funds to pay for ads urging the public to vote for or against a particular candidate. Because corporations have much more money than unions, the ruling was widely seen as being a procorporation one. The majority decision said that prohibitions of such advertising violated freedom of political speech by corporations and unions, while the minority decision said the ruling "threatens to undermine the integrity of elected institutions across the nation" (Vogel, 2010).Vogel, K. P. (2010, January 21). Court decision opens floodgates for corporate cash. *Politico*. Retrieved from http://www.politico.com/news/stories/0110/31786.html

KEY TAKEAWAYS

- Political ideology consists of views on social issues and on economic issues. An individual might be liberal or conservative on both kinds of issues, or liberal on one kind of issue and conservative on the other kind.
- Almost as many Americans consider themselves Independents as consider themselves either Democrats or Republicans. Although some scholars say that there is not very much difference between the Democratic and Republican parties, liberals are more likely to consider themselves Democrats, and conservatives are more likely to consider themselves Republicans.
- Voting is the most common form of political participation. Several factors influence the likelihood of voting, and socioeconomic status (education and income) is a very important factor in this regard.
- Political lobbying remains a very controversial issue, and critics continue to charge that the "influence industry" has too much sway over American social and economic policy.

FOR YOUR REVIEW

- Do you consider yourself to be politically conservative, moderate, or liberal? What are examples of some of your beliefs that lead you to define yourself in this manner?
- Is political lobbying good or bad overall for the United States? Explain your answer.

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3.4.6: War and Terrorism

LEARNING OBJECTIVES

1. Distinguish international war and civil war.
2. List the major types of terrorism.
3. Evaluate the law enforcement and structural-reform approaches for dealing with terrorism.

War and terrorism are both forms of armed conflict that aim to defeat an opponent. Although war and terrorism have been part of the human experience for thousands of years, their manifestation in the contemporary era is particularly frightening, thanks to evermore powerful weapons, including nuclear arms, that threaten human existence. Because governments play a fundamental role in both war and terrorism, a full understanding of politics and government requires examination of key aspects of these two forms of armed conflict. We start with war and then turn to terrorism.

War

Wars occur both between nations and within nations, when two or more factions engage in armed conflict. War between nations is called **international war**, while war within nations is called **civil war**. The most famous civil war to Americans, of course, is the American Civil War, also called the War Between the States, that pitted the North against the South from 1861 through 1865. More than 600,000 soldiers on both sides died on the battlefield or from disease, a number that exceeds American deaths in all the other wars the United States has fought. More than 100 million soldiers and civilians are estimated to have died during the international and civil wars of the 20th century (Leitenberg, 2006).Leitenberg, M. (2006). Deaths in wars and conflicts in the 20th century. Ithaca, NY: Cornell University Peace Studies Program. Many novels and films depict the heroism with which soldiers fight, while other novels and films show the horror that war entails. As Sydney H. Schanberg (2005),Schanberg, S. H. (2005, May 10). Not a pretty picture. *The Village Voice*, p. 1. a former *New York Times* reporter who covered the wars in Vietnam and Cambodia, has bluntly observed, "'History,' Hegel said, 'is a slaughterhouse.' And war is how the slaughter is carried out."

Explaining War



Figure 3.4.6.1: *Scholars have attempted to explain why human beings wage war. A popular explanation comes from the field of evolutionary biology and claims that a tendency toward warfare is hardwired into our genetic heritage because it conferred certain evolutionary advantages.*

Source: Photo courtesy of Sgt. Joshua Risner, U.S. Army, http://commons.wikimedia.org/wiki/File:US_Army_51817_BAGHDAD_-_Iraqi_Soldiers,_with_the_6th_IA_Division,_familiarize_themselves_with_their_targets_and_prepare_for_a_PKC_machine_gun_range_at_Combat_Outpost_402,_here,_Sept._28._In_addition_to_marksmanship.jpg.

The enormity of war has stimulated scholarly interest in why humans wage war. A popular explanation for war derives from evolutionary biology. According to this argument, war is part of our genetic heritage because the humans who survived tens of thousands of years ago were those who were most able, by virtue of their temperament and physicality, to take needed resources from other humans they attacked and to defend themselves from attackers. In this manner, a genetic tendency for physical aggression and warfare developed and thus still exists today. In support of this evolutionary argument, some scientists note that chimpanzees and other primates also engage in group aggression against others of their species (Wrangham, 2004).Wrangham, R. W. (2004). Killer species. *Daedalus*, *133*(4), 25–35.

However, other scientists dispute the evolutionary explanation for several reasons (Begley, 2009; Roscoe, 2007).Begley, S. (2009, June 29). Don't blame the caveman. *Newsweek* 52–62; Roscoe, P. (2007). Intelligence, coalitional killing, and the antecedents of war. *American Anthropologist*, *109*(3), 487–495. First, the human brain is far more advanced than the brains of other primates, and genetic instincts that might drive their behavior do not necessarily drive human behavior. Second, many societies studied by anthropologists have been very peaceful, suggesting that a tendency to warfare is more cultural than biological. Third, most people

are not violent, and most soldiers have to be resocialized (in boot camp or its equivalent) to overcome their deep moral convictions against killing; if warlike tendencies were part of human genetic heritage, these convictions would not exist.

If warfare is not biological in origin, then it is best understood as a social phenomenon, one that has its roots in the decisions of political and military officials. Sometimes, as with the U.S. entrance into World War II after Pearl Harbor, these decisions are sincere and based on a perceived necessity to defend a nation's people and resources, and sometimes these decisions are based on cynicism and deceit. A prime example of the latter dynamic is the Vietnam War. The 1964 Gulf of Tonkin Resolution, in which Congress authorized President Lyndon Johnson to wage an undeclared war in Vietnam, was passed after North Vietnamese torpedo boats allegedly attacked U.S. ships. However, later investigation revealed that the attack never occurred and that the White House lied to Congress and the American people (Wells, 1994).Wells, T. (1994). *The war within: America's battle over Vietnam*. Berkeley: University of California Press. Four decades later, questions of possible deceit were raised after the United States began the war against Iraq because of its alleged possession of weapons of mass destruction. These weapons were never found, and critics charged that the White House had fabricated and exaggerated evidence of the weapons in order to win public and congressional support for the war (Danner, 2006).Danner, M. (2006). *The secret way to war: The Downing Street memo and the Iraq War's buried history*. New York, NY: New York Review of Books.

The Cost of War

Beyond its human cost, war also has a heavy financial cost. From 2003 through 2010, the war in Iraq cost the United States some $750 billion (O'Hanlon & Livingston, 2010);O'Hanlon, M. E., & Livingston, I. (2010). *Iraq index: Tracking variables of reconstruction & security in post-Saddam Iraq*. Washington, DC: Brookings Institution. from 2001 through 2010, the war in Afghanistan cost the United States more than $300 billion (Mulrine, 2010).Mulrine, A. (2010, June 11). Will cost of Afghanistan War become a 2010 campaign issue? *U.S.News & World Report*. Retrieved from http://politics.usnews.com/news/articles/2010/2006/2011/will-cost-of-afghanistan-war-become-a-2010-campaign-issue.html These two wars thus cost almost $1.1 trillion combined, for an average of $100 billion per year during this period. This same yearly amount could have paid for one year's worth (California figures) of **all** the following (National Priorities Project, 2010):National Priorities Project. (2010). Federal budget trade-offs. Retrieved from http://www.nationalpriorities.org/tradeoffs?location_type=1&state=6&program=707&tradeoff_item_item=999&submit_tradeoffs=Get+Trade+Off

- 231,000 police officers,
- 11.4 million children receiving low-income health care (Medicaid),
- 2.6 million students receiving full tuition scholarships at state universities,
- 2.5 million Head Start slots for children, and
- 280,000 elementary school teachers.

These trade-offs bring to mind President Eisenhower's famous observation that "every gun that is made, every warship launched, every rocket fired, signifies in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed." War indeed has a heavy human cost, not only in the numbers of dead and wounded, but also in the diversion of funds from important social functions.

Terrorism

Terrorism is hardly a new phenomenon, but Americans became horrifyingly familiar with it on September 11, 2001, when about 3,000 people died after planes hijacked by Middle Eastern terrorists crashed into the World Trade Center, the Pentagon, and a field in Pennsylvania. The attacks on 9/11 remain in the nation's consciousness, and many readers may know someone who died on that terrible day. The attacks also spawned a vast national security network that now reaches into almost every aspect of American life. This network is so secretive, so huge, and so expensive that no one really knows precisely how large it is and how much it costs (Priest & Arkin, 2010).Priest, D., & Arkin, W. M. (2010, July 20). A hidden world, growing beyond control. *The Washington Post*, p. A1. Questions of how best to deal with terrorism continue to be debated, and there are few, if any, easy answers to these questions.

Not surprisingly, sociologists and other scholars have written many articles and books about terrorism. This section draws on their work to discuss the definition of terrorism, the major types of terrorism, explanations for terrorism, and strategies for dealing with terrorism. An understanding of all these issues is essential to make sense of the concern and controversy about terrorism that exists throughout the world today.



Figure 3.4.6.2: *As the attacks on 9/11 remind us, terrorism involves the use of indiscriminate violence to instill fear in a population and thereby win certain political, economic, or social objectives.*

Source: Photo courtesy of Bill Biggart, http://www.flickr.com/photos/nostri-imago/4951407339.

There is an old saying that "one person's freedom fighter is another person's terrorist." This saying indicates one of the defining features of terrorism but also some of the problems in coming up with a precise definition of it. Some years ago, the Irish Republican Army (IRA) waged a campaign of terrorism against the British government and its people as part of its effort to drive the British out of Northern Ireland. Many people in Northern Ireland and elsewhere hailed IRA members as freedom fighters, while many other people condemned them as cowardly terrorists. Although most of the world labeled the 9/11 attacks as terrorism, some individuals applauded them as acts of heroism. These examples indicate that there is only a thin line, if any, between terrorism on the one hand and freedom fighting and heroism on the other hand. Just as beauty is in the eyes of the beholder, so is terrorism. The same type of action is either terrorism or freedom fighting, depending on who is characterizing the action.

Although dozens of definitions of **terrorism** exist, most take into account what are widely regarded as the three defining features of terrorism: (a) the use of violence; (b) the goal of making people afraid; and (c) the desire for political, social, economic, and/or cultural change. A popular definition by political scientist Ted Robert Gurr (1989, p. 201)Gurr, T. R. (1989). Political terrorism: Historical antecedents and contemporary trends. In T. R. Gurr (Ed.), *Violence in America: Protest, rebellion, reform* (Vol. 2, pp. 201–230). Newbury Park, CA: Sage. captures these features: "the use of unexpected violence to intimidate or coerce people in the pursuit of political or social objectives."

Types of Terrorism

When we think about this definition, 9/11 certainly comes to mind, but there are, in fact, several kinds of terrorism—based on the identity of the actors and targets of terrorism—to which this definition applies. A typology of terrorism again by Gurr (1989)Gurr, T. R. (1989). Political terrorism: Historical antecedents and contemporary trends. In T. R. Gurr (Ed.), *Violence in America: Protest, rebellion, reform* (Vol. 2, pp. 201–230). Newbury Park, CA: Sage. is popular: (a) vigilante terrorism, (b) insurgent terrorism, (c) transnational (or international) terrorism, and (d) state terrorism.

Vigilante terrorism is committed by private citizens against other private citizens. Sometimes the motivation is racial, ethnic, religious, or other hatred, and sometimes the motivation is to resist social change. The violence of racist groups like the Ku Klux Klan was vigilante terrorism, as was the violence used for more than two centuries by white Europeans against Native Americans. What we now call "hate crime" is a contemporary example of vigilante terrorism.

Insurgent terrorism is committed by private citizens against their own government or against businesses and institutions seen as representing the "establishment." Insurgent terrorism is committed by both left-wing groups and right-wing groups and thus has no political connotation. U.S. history is filled with insurgent terrorism, starting with some of the actions the colonists waged against British forces before and during the American Revolution, when "the meanest and most squalid sort of violence was put to the service of revolutionary ideals and objectives" (Brown, 1989, p. 25).Brown, R. M. (1989). Historical patterns of violence. In T. R. Gurr (Ed.), *Violence in America: Protest, rebellion, reform* (Vol. 2, pp. 23–61). Newbury Park, CA: Sage. An example here is tarring and feathering: hot tar and then feathers were smeared over the unclothed bodies of Tories. Some of the labor violence committed after the Civil War also falls under the category of insurgent terrorism, as does some of the violence committed by left-wing groups during the 1960s and 1970s. A relatively recent example of right-wing insurgent terrorism is the infamous 1995 bombing of the federal building in Oklahoma City by Timothy McVeigh and Terry Nichols that killed 168 people.

Transnational terrorism is committed by the citizens of one nation against targets in another nation. This is the type that has most concerned Americans at least since 9/11, yet 9/11 was not the first time Americans had been killed by international terrorism. A decade earlier, a truck bombing at the World Trade Center killed six people and injured more than 1,000 others. In 1988, 189 Americans were among the 259 passengers and crew who died when a plane bound for New York exploded over Lockerbie, Scotland; agents from Libya were widely thought to have planted the bomb. Despite all these American deaths, transnational

terrorism has actually been much more common in several other nations: London, Madrid, and various cities in the Middle East have frequently been the targets of international terrorists.

State terrorism involves violence by a government that is meant to frighten its own citizens and thereby stifle their dissent. State terrorism may involve mass murder, assassinations, and torture. Whatever its form, state terrorism has killed and injured more people than all the other kinds of terrorism combined (Wright, 2007).Wright, T. C. (2007). *State terrorism in Latin America: Chile, Argentina, and international human rights*. Lanham, MD: Rowman & Littlefield. Genocide, of course is the most deadly type of state terrorism, but state terrorism also occurs on a smaller scale. As just one example, the violent response of Southern white law enforcement officers to the civil rights protests of the 1960s amounted to state terrorism, as officers murdered or beat hundreds of activists during this period. Although state terrorism is usually linked to authoritarian regimes, many observers say that the U.S. government also engaged in state terror during the 19th century, when U.S. troops killed thousands of Native Americans (Brown, 1971).Brown, D. A. (1971). *Bury my heart at Wounded Knee: An Indian history of the American West*. New York, NY: Holt, Rinehart and Winston.



Figure 3.4.6.3: *Genocide is the most deadly type of state terrorism. The Nazi holocaust killed some 6 million Jews and 6 million other people.*

Source: Photo courtesy of U.S. Holocaust Memorial Museum, National Archives and Records Administration, http://commons.wikimedia.org/wiki/File:Buchenwald_Survivors_74607.jpg.

Explaining Terrorism

Why does terrorism occur? It is easy to assume that terrorists must have psychological problems that lead them to have sadistic personalities, and that they are simply acting irrationally and impulsively. However, most scholars agree that terrorists are psychologically normal despite their murderous violence and, in fact, are little different from other types of individuals who use violence for political ends. As one scholar observed,

Most terrorists are no more or less fanatical than the young men who charged into Union cannonfire at Gettysburg or those who parachuted behind German lines into France. They are no more or less cruel and coldblooded than the Resistance fighters who

executed Nazi officials and collaborators in Europe, or the American GI's ordered to "pacify" Vietnamese villages. (Rubenstein, 1987, p. 5)Rubenstein, R. E. (1987). *Alchemists of revolution: Terrorism in the modern world*. New York, NY: Basic Books.

Contemporary terrorists tend to come from well-to-do families and to be well-educated themselves; ironically, their social backgrounds are much more advantaged in these respects than are those of common street criminals, despite the violence they commit.

If terrorism cannot be said to stem from individuals' psychological problems, then what are its roots? In answering this question, many scholars say that terrorism has structural roots. In this view, terrorism is a rational response, no matter horrible it may be, to perceived grievances regarding economic, social, and/or political conditions (LaFree & Dugan, 2009).LaFree, G., & Dugan, L. (2009). Research on terrorism and countering terrorism. *Crime and Justice: A Review of Research, 39*, 413–477. The heads of the U.S. 9/11 Commission, which examined the terrorist attacks of that day, reflected this view in the following assessment:

We face a rising tide of radicalization and rage in the Muslim world—a trend to which our own actions have contributed. The enduring threat is not Osama bin Laden but young Muslims with no jobs and no hope, who are angry with their own governments and increasingly see the United States as an enemy of Islam. (Kean & Hamilton, 2007, p. B1)Kean, T. H., & Hamilton, L. H. (2007, September 9). Are we safer today? *The Washington Post*, p. B1.

As this assessment indicates, structural conditions do not justify terrorism, of course, but they do help explain why some individuals decide to commit it.

Stopping Terrorism

Efforts to stop terrorism take two forms (White, 2012).White, J. R. (2012). *Terrorism and homeland security: An introduction* (7th ed.). Belmont, CA: Wadsworth. The first form involves attempts to capture known terrorists and to destroy their camps and facilities and is commonly called a *law enforcement* or *military* approach. The second form stems from the recognition of the structural roots of terrorism just described and is often called a *structural-reform* approach. Each approach has many advocates among terrorism experts, and each approach has many critics.

Law enforcement and military efforts have been known to weaken terrorist forces, but terrorist groups have persisted despite these measures. Worse yet, these measures may ironically inspire terrorists to commit further terrorism and increase public support for their cause. Critics also worry that the military approach endangers civil liberties, as the debate over the U.S. response to terrorism since 9/11 so vividly illustrates (Cole & Lobel, 2007).Cole, D., & Lobel, J. (2007). *Less safe, less free: Why America is losing the war on terror*. New York, NY: New Press. This debate took an interesting turn in late 2010 amid the increasing use of airport scanners that generate body images. Many people criticized the scanning as an invasion of privacy, and they also criticized the invasiveness of the "pat-down" searches that were used for people who chose not to be scanned (Reinberg, 2010).Reinberg, S. (2010, November 23). Airport body scanners safe, experts say. *BusinessWeek*. Retrieved from http://www.businessweek.com/lifestyle/content/healthday/646395.html

In view of all these problems, many terrorism experts instead favor the structural-reform approach, which they say can reduce terrorism by improving or eliminating the conditions that give rise to the discontent that leads individuals to commit terrorism. Here again the assessment of the heads of the 9/11 Commission illustrates this view:

We must use all the tools of U.S. power—including foreign aid, educational assistance and vigorous public diplomacy that emphasizes scholarship, libraries and exchange programs—to shape a Middle East and a Muslim world that are less hostile to our interests and values. America's long-term security relies on being viewed not as a threat but as a source of opportunity and hope. (Kean & Hamilton, 2007, p. B1)Kean, T. H., & Hamilton, L. H. (2007, September 9). Are we safer today? *The Washington Post*, p. B1.

KEY TAKEAWAYS

- War takes an enormous human and financial toll. Many critics dispute the evolutionary argument that a tendency toward warfare is hardwired into human genetics.
- Terrorism involves the use of intimidating violence to achieve political ends. Whether a given act of violence is perceived as terrorism or as freedom fighting often depends on whether someone approves of the goal of the violence.
- The law enforcement/military approach to countering terrorism may weaken terrorist groups, but it also may increase their will to fight and popular support for their cause and endanger civil liberties.

FOR YOUR REVIEW

1. Do you think the evolutionary explanation of warfare makes sense? Why or why not?
2. Which means of countering terrorism do you prefer more, the law enforcement/military approach or the structural-reform approach? Explain your answer.

Toward a More Perfect Union: What Sociology Suggests

Sociological theory and research are once again relevant for addressing certain issues raised by studies of politics and government. Several issues especially come to mind.

The first is the possible monopolization and misuse of power by a relatively small elite composed of the powerful or the "haves," as they are often called. If elite theories are correct, this small elite takes advantage of its place at the top of American society and its concomitant wealth, power, and influence to benefit its own interests. Sociological work that supports the assumptions of elite theories does not necessarily imply any specific measures to reduce the elite's influence, but it does suggest the need for consumer groups and other public-interest organizations to remain vigilant about elite misuse of power and to undertake efforts to minimize this misuse.

The second issue is the lack of political participation from the segments of American society that traditionally have very little power: the poor, the uneducated, and people of color. Because voting and other forms of political participation are much more common among the more educated and wealthy segments of society, the relative lack of participation by those without power helps ensure that they remain without power. Sociological research on political participation thus underscores the need to promote voting and other political participation by the poor and uneducated if American democratic and egalitarian ideals are to be achieved. This need also applies to reversing the disenfranchisement of felons, as discussed in the "Sociology Making a Difference" box that appeared earlier in this chapter.

A third issue is how best to counter terrorism. Sociology's emphasis on the need to address the structural roots of social issues has been a theme of this book and was first highlighted in the discussion of the sociological imagination. This emphasis is reflected in the structural-reform strategy for countering terrorism discussed in Chapter 3.4 "Politics and Government", Section 3.4.6 "War and Terrorism". Efforts to counter terrorism that do not address the structural conditions underlying many acts of terrorism ultimately help ensure that new acts of terrorism will arise. To say this is not meant to excuse or justify any terrorism, but it is meant to recognize an important reality that must be kept in mind as the world continues to deal with the threat of terrorism.

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3.4.7: End-of-Chapter Material

Summary

1. Politics involves the distribution of power in a society. Three types of authority, or the legitimate use of power, exist. Traditional authority is based on a society's customs and traditions, while rational-legal authority stems from a society's rules. Charismatic authority derives from an individual's extraordinary personal qualities and is the most unstable of the three types of authority, because it ends with the death of the person who possesses this type of authority.
2. The major types of political systems in the world today are democracies, monarchies, and authoritarian and totalitarian regimes. Few pure democracies exist, and most take the form of representative democracies, in which people elect officials to represent their views and interests. Monarchies are much less common than they used to be, and today's monarchs primarily serve symbolic and ceremonial functions. Authoritarian and totalitarian regimes exist in different parts of the world and typically involve harsh repression of their citizenries.
3. Pluralist and elite theories both try to explain the distribution and exercise of power. Pluralist theory says that society is composed of special-interest groups whose competition ensures that the interests of all segments of society are represented. Elite theory says that power is concentrated in the hands of relatively few individuals and organizations. Mills's power-elite model attributes power to the nation's top government, business, and military leaders, while other elite theories say that power is concentrated in the hands of a relatively few families at the top of the socioeconomic system.
4. Political ideology is usually classified along a continuum from very liberal to very conservative. It consists of social and economic views on which some people may hold inconsistent positions; for example, they may hold liberal views on social issues but conservative views on economic issues. Political participation is the cornerstone of democracy, but in the United States relatively few people vote or otherwise take part in the political process. Voter apathy and alienation help account for the lack of voting, as do low levels of education and other variables.
5. Lobbying by various special-interest groups certainly influences the political process, but the different parties disagree on whether lobbying is good or bad. To the extent that lobbying by corporate interests unduly influences the political process, elite theories of the political system are supported.
6. War takes an enormous human and financial toll. Some scientists believe that a tendency toward warfare is hardwired into human genes because of the evolutionary advantages it once conferred, but other scientists question this explanation on several grounds.
7. Terrorism involves the use of violence to intimidate people to gain political, social, or economic advantages. Debate continues on whether a law enforcement/military approach or a structural-reform approach is the better method for countering terrorism.

USING SOCIOLOGY

You are a key aide to a U.S. senator who has been asked to participate on a university forum on voter apathy. The senator asks you to write a memo for her that outlines important steps that would help reduce apathy and increase voter turnout. What actions and policies do you recommend in the memo?

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CHAPTER OVERVIEW

4: Understand the components of research.

4.1: Sociology as a Social Science
4.2: Stages in the Sociological Research Process

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4.1: Sociology as a Social Science

LEARNING OBJECTIVES

1. Explain what is meant by saying that sociology is a social science.
2. Describe the difference between a generalization and a law in scientific research.
3. List the sources of knowledge on which people rely for their understanding of social reality and explain why the knowledge gained from these sources may sometimes be faulty.
4. List the basic steps of the scientific method.

Like anthropology, economics, political science, and psychology, sociology is a social science. All these disciplines use research to try to understand various aspects of human thought and behavior. Although this chapter naturally focuses on sociological research methods, much of the discussion is also relevant for research in the other social and behavioral sciences.

When we say that sociology is a social science, we mean that it uses the scientific method to try to understand the many aspects of society that sociologists study. An important goal is to yield **generalizations**—general statements regarding trends among various dimensions of social life. We discussed many such generalizations in Chapter 5.1 "Sociology and the Sociological Perspective": men are more likely than women to commit suicide, young people were more likely to vote for Obama than McCain in 2008, and so forth. A generalization is just that: a statement of a tendency, rather than a hard-and-fast law. For example, the statement that men are more *likely* than women to commit suicide does not mean that every man commits suicide and no woman commits suicide. It means only that men have a higher suicide rate, even though most men, of course, do not commit suicide. Similarly, the statement that young people were more likely to vote for Obama than for McCain in 2008 does not mean that all young people voted for Obama; it means only that they were more likely than not to do so.



Figure 4.1.1: *A generalization regarding the 2008 election is that young people were more likely to vote for Barack Obama than for John McCain. This generalization does not mean that every young person voted for Obama and no young person voted for McCain; it means only that they were more likely than not to vote for Obama.*

Source: Photo courtesy of Roxanne Jo Mitchell, http://commons.wikimedia.org/wiki/File:Flickr_Obama_Austin_01.jpg.

Many people will not fit the pattern of such a generalization, because people are shaped but not totally determined by their social environment. That is both the fascination and the frustration of sociology. Sociology is fascinating because no matter how much sociologists are able to predict people's behavior, attitudes, and life chances, many people will not fit the predictions. But sociology is frustrating for the same reason. Because people can never be totally explained by their social environment, sociologists can never completely understand the sources of their behavior, attitudes, and life chances.

In this sense, sociology as a social science is very different from a discipline such as physics, in which known laws exist for which no exceptions are possible. For example, we call the law of gravity a law because it describes a physical force that exists on the earth at all times and in all places and that always has the same result. If you were to pick up the book you are now reading—or the computer or other device on which you are reading or listening to—and then let go, the object you were holding would definitely fall to the ground. If you did this a second time, it would fall a second time. If you did this a billion times, it would fall a billion times. In fact, if there were even one time out of a billion that your book or electronic device did not fall down, our understanding of the physical world would be totally revolutionized, the earth could be in danger, and you could go on television and make a lot of money.



Figure 4.1.2: *People's attitudes, behavior, and life chances are influenced but not totally determined by many aspects of their social environment. © Thinkstock*

For better or worse, people are less predictable than this object that keeps falling down. Sociology can help us understand the social forces that affect our behavior, beliefs, and life chances, but it can only go so far. That limitation conceded, sociological understanding can still go fairly far toward such an understanding, and it can help us comprehend who we are and what we are by helping us first understand the profound yet often subtle influence of our social backgrounds on so many things about us.

Although sociology as a discipline is very different from physics, it is not as different as one might think from this and the other "hard" sciences. Like these disciplines, sociology as a social science relies heavily on systematic research that follows the standard rules of the scientific method. We return to these rules and the nature of sociological research later in this chapter. Suffice it to say here that careful research is essential for a sociological understanding of people, social institutions, and society.

At this point a reader might be saying, "I already know a lot about people. I could have told you that young people voted for Obama. I already had heard that men have a higher suicide rate than women. Maybe our social backgrounds do influence us in ways I had not realized, but what beyond that does sociology have to tell me?"

Students often feel this way because sociology deals with matters already familiar to them. Just about everyone has grown up in a family, so we all know something about it. We read a lot in the media about topics like divorce and health care, so we all already know something about these, too. All this leads some students to wonder if they will learn anything in their introduction to sociology course that they do not already know.

How Do We Know What We Think We Know?

Let's consider this issue a moment: how do we know what we think we know? Our usual knowledge and understanding of social reality come from at least five sources: (a) personal experience; (b) common sense; (c) the media (including the Internet); (d) "expert authorities," such as teachers, parents, and government officials; and (e) tradition. These are all important sources of our understanding of how the world "works," but at the same time their value can often be very limited.

Personal Experience

Let's look at these sources separately by starting with personal experience. Although personal experiences are very important, not everyone has the same personal experience. This fact casts some doubt on the degree to which our personal experiences can help us understand everything about a topic and the degree to which we can draw conclusions from them that necessarily apply to other people. For example, say you grew up in Maine or Vermont, where more than 98% of the population is white. If you relied on your personal experience to calculate how many people of color live in the country, you would conclude that almost everyone in the United States is also white, which certainly is not true. As another example, say you grew up in a family where your parents had the proverbial perfect marriage, as they loved each other deeply and rarely argued. If you relied on your personal experience to understand the typical American marriage, you would conclude that most marriages were as good as your parents' marriage, which, unfortunately, also is not true. Many other examples could be cited here, but the basic point should be clear: although personal experience is better than nothing, it often offers only a very limited understanding of social reality other than our own.

Common Sense

If personal experience does not help that much when it comes to making predictions, what about common sense? Although common sense can be very helpful, it can also contradict itself. For example, which makes more sense, *haste makes waste* or *he or she who hesitates is lost*? How about *birds of a feather flock together* versus *opposites attract*? Or *two heads are better than one* versus *too many cooks spoil the broth*? Each of these common sayings makes sense, but if sayings that are opposite of each other both make sense, where does the truth lie? Can common sense always be counted on to help us understand social life? Slightly more than five centuries ago, everyone "knew" the earth was flat—it was just common sense that it had to be that way. Slightly more than a century ago, some of the leading physicians in the United States believed that women should not go to college because the stress of higher education would disrupt their menstrual cycles (Ehrenreich & English, 1979).Ehrenreich, B., & English, D. (1979). *For her own good: 150 years of the experts' advice to women*. Garden City, NY: Anchor Books. If that bit of common sense(lessness) were still with us, many of the women reading this book would not be in college.



Figure 4.1.3: *During the late 19th century, a common belief was that women should not go to college because the stress of higher education would disrupt their menstrual cycles. This example shows that common sense is often incorrect. © Thinkstock*

Still, perhaps there are some things that make so much sense they just have to be true; if sociology then tells us that they are true, what have we learned? Here is an example of such an argument. We all know that older people—those 65 or older—have many more problems than younger people. First, their health is generally worse. Second, physical infirmities make it difficult for many elders to walk or otherwise move around. Third, many have seen their spouses and close friends pass away and thus live lonelier lives than younger people. Finally, many are on fixed incomes and face financial difficulties. All of these problems indicate that older people should be less happy than younger people. If a sociologist did some research and then reported that older people are indeed less happy than younger people, what have we learned? The sociologist only confirmed the obvious.

The trouble with this confirmation of the obvious is that the "obvious" turns out not to be true after all. In the 2008 General Social Survey, which was given to a random sample of Americans, respondents were asked, "Taken all together, how would you say things are these days? Would you say that you are very happy, pretty happy, or not too happy?" Respondents aged 65 or older were actually slightly more likely than those younger than 65 to say they were very happy! About 40% of older respondents reported feeling this way, compared with only 30% of younger respondents (see Figure 4.1.4 "Age and Happiness"). What we all "knew" was obvious from common sense turns out not to have been so obvious after all.

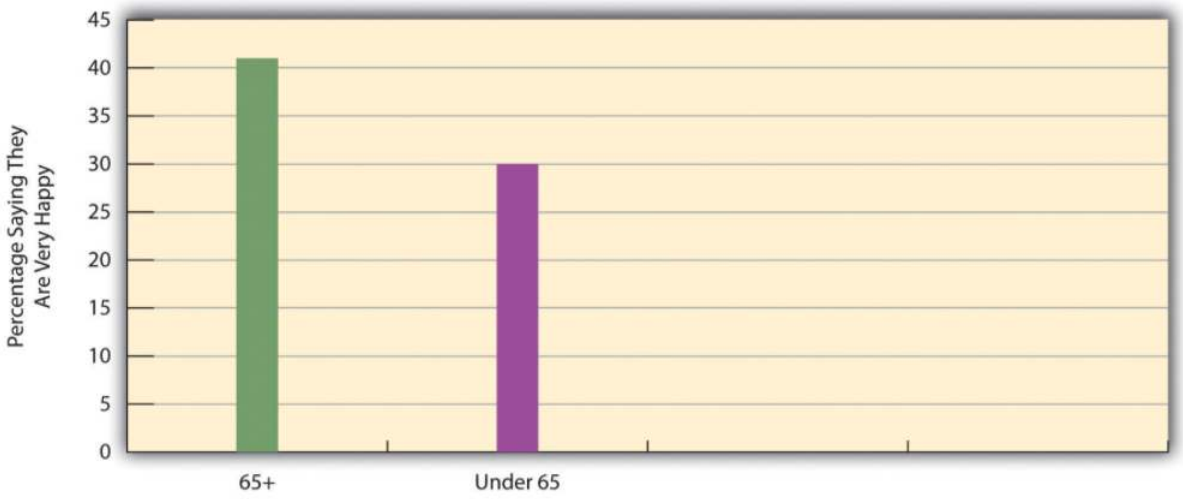


Figure 4.1.4: Age and Happiness

Source: Data from General Social Survey, 2008.

The Media



Figure 4.1.5: *The news media often oversimplify complex topics and in other respects provide a misleading picture of social reality. As one example, news coverage sensationalizes violent crime and thus suggests that such crime is more common than it actually is.* © *Thinkstock*

If personal experience and common sense do not always help that much, how about the media? We learn a lot about current events and social and political issues from the Internet, television news, newspapers and magazines, and other media sources. It is certainly important to keep up with the news, but media coverage may oversimplify complex topics or even distort what the best evidence from systematic research seems to be telling us. A good example here is crime. Many studies show that the media sensationalize crime and suggest there is much more violent crime than there really is. For example, in the early 1990s, the evening newscasts on the major networks increased their coverage of murder and other violent crimes, painting a picture of a nation where crime was growing rapidly. The reality was very different, however, as crime was actually declining. The view that crime was growing was thus a myth generated by the media (Kurtz, 1997).Kurtz, H. (1997, August 12). The crime spree on network news. *The Washington Post*, p. D1.

Expert Authorities

Expert authorities, such as teachers, parents, and government officials, are a fourth source that influences our understanding of social reality. We learn much from our teachers and parents and perhaps from government officials, but, for better or worse, not all of what we learn from these sources about social reality is completely accurate. Teachers and parents do not always have the latest research evidence at their fingertips, and various biases may color their interpretation of any evidence with which they are familiar. As many examples from U.S. history illustrate, government officials may simplify or even falsify the facts. We should perhaps always listen to our teachers and parents and maybe even to government officials, but that does not always mean they give us a true, complete picture of social reality.

Tradition

A final source that influences our understanding of social reality is tradition, or long-standing ways of thinking about the workings of society. Tradition is generally valuable, because a society should always be aware of its roots. However, traditional ways of thinking about social reality often turn out to be inaccurate and incomplete. For example, traditional ways of thinking in the United States once assumed that women and people of color were biologically and culturally inferior to men and whites. Although some Americans continue to hold these beliefs, these traditional assumptions have given way to more egalitarian assumptions. As we shall also see in later chapters, most sociologists certainly do not believe that women and people of color are biologically and culturally inferior.

If we cannot always trust personal experience, common sense, the media, expert authorities, and tradition to help us understand social reality, then the importance of systematic research gathered by sociology and the other social sciences becomes apparent.

The Scientific Method

As noted earlier, because sociology is a social science, sociologists follow the rules of the **scientific method** in their research. Most readers probably learned these rules in science classes in high school, college, or both. The scientific method is followed in the natural, physical, and social sciences to help yield the most accurate and reliable conclusions possible, especially ones that are free of bias or methodological errors. An overriding principle of the scientific method is that research should be conducted as objectively as possible. Researchers are often passionate about their work, but they must take care not to let the findings they expect and even hope to uncover affect how they do their research. This in turn means that they must not conduct their research in a manner that "helps" achieve the results they expect to find. Such bias can happen unconsciously, and the scientific method helps reduce the potential for this bias as much as possible.

This potential is arguably greater in the social sciences than in the natural and physical sciences. The political views of chemists and physicists typically do not affect how an experiment is performed and how the outcome of the experiment is interpreted. In contrast, researchers in the social sciences, and perhaps particularly in sociology, often have strong feelings about the topics they are studying. Their social and political beliefs may thus influence how they perform their research on these topics and how they interpret the results of this research. Following the scientific method helps reduce this possible influence.

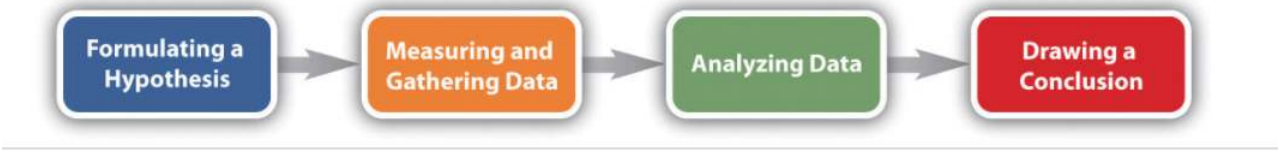


Figure 4.1.6: *The Scientific Method*

As you probably learned in a science class, the scientific method involves these basic steps: (a) formulating a hypothesis, (b) measuring and gathering data to test the hypothesis, (c) analyzing these data, and (d) drawing appropriate conclusions (see Figure 4.1.6 "The Scientific Method"). In following the scientific method, sociologists are no different from their colleagues in the natural and physical sciences or the other social sciences, even though their research is very different in other respects. The next section discusses the stages of the sociological research process in more detail.

KEY TAKEAWAYS

- As a social science, sociology presents generalizations, or general statements regarding trends among various dimensions of social life. There are always many exceptions to any generalization, because people are not totally determined by their social environment.
- Our knowledge and understanding of social reality usually comes from five sources: (a) personal experience, (b) common sense, (c) the media, (d) expert authorities, and (e) tradition. Sometimes and perhaps often, the knowledge gained from these sources is faulty.
- Like research in other social sciences, sociological research follows the scientific method to ensure the most accurate and reliable results possible. The basic steps of the scientific method include (a) formulating a hypothesis, (b) measuring and gathering data to test the hypothesis, (c) analyzing these data, and (d) drawing appropriate conclusions.

FOR YOUR REVIEW

- Think of a personal experience you have had that might have some sociological relevance. Write a short essay in which you explain how this experience helped you understand some aspect of society. Your essay should also consider whether the understanding gained from your personal experience is generalizable to other people and situations.
- Why do you think the media sometimes provide a false picture of social reality? Does this problem result from honest mistakes, or is the media's desire to attract more viewers, listeners, and readers to blame?

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4.2: Stages in the Sociological Research Process

LEARNING OBJECTIVES

1. List the major stages of the sociological research process.
2. Describe the different types of units of analysis in sociology.
3. Explain the difference between an independent variable and a dependent variable.

Sociological research consists of several stages. The researcher must first choose a topic to investigate and then become familiar with prior research on the topic. Once appropriate data are gathered and analyzed, the researcher can then draw appropriate conclusions. This section discusses these various stages of the research process.

Choosing a Research Topic

The first step in the research process is choosing a topic. There are countless topics from which to choose, so how does a researcher go about choosing one? Many sociologists choose a topic based on a *theoretical interest* they may have. For example, Émile Durkheim's interest in the importance of social integration motivated his monumental study of suicide. Many sociologists since the 1970s have had a theoretical interest in gender, and this interest has motivated a huge volume of research on the difference that gender makes for behavior, attitudes, and life chances. The link between theory and research lies at the heart of the sociological research process, as it does for other social, natural, and physical sciences. Accordingly, this book discusses many examples of studies motivated by sociologists' varied theoretical interests.



Figure 4.2.1: *Many sociologists, such as the two pictured here, have a theoretical interest in gender that leads them to investigate the importance of gender for many aspects of the social world.*

Many sociologists also choose a topic based on a *social policy interest* they may have. For example, sociologists concerned about poverty have investigated its effects on individuals' health, educational attainment, and other outcomes during childhood, adolescence, and adulthood. Sociologists concerned about racial prejudice and discrimination have carried out many studies documenting their negative consequences for people of color. The roots of sociology in the United States lie in the use of sociological knowledge to achieve social reform, and many sociologists today continue to engage in numerous research projects because of their social policy interests. The news story that began this chapter discussed an important example of this type of research. The "Sociology Making a Difference" box further discusses research of this type.

SOCIOLOGY MAKING A DIFFERENCE

Survey Research to Help the Poor

The Community Service Society (CSS) of New York City is a nonprofit organization that, according to its Web site (http://www.cssny.org), "engages in advocacy, research and direct service" to help low-income residents of the city. It was established about 160 years ago and has made many notable accomplishments over the years, including aiding the victims of the *Titanic* disaster in 1912, helping initiate the free school lunch program that is now found around the United States, and establishing the largest senior volunteer program in the nation.

A key component of the CSS's efforts today involves gathering much information about the lives of poor New Yorkers through an annual survey of random samples of these residents. Because the needs of the poor are so often neglected and their voices so often unheard, the CSS calls this effort the Unheard Third survey, as the poor represent about one-third of the New York City population. The Unheard Third survey asks respondents their opinions about many issues affecting their lives and also asks them many questions about such matters as their health and health care needs, employment status and job satisfaction, debt, and housing. The CSS then uses all this information in reports about the needs of the poor and near-poor in New York that it

> prepares for city and state officials, the news media, and key individuals in the private sector. In these ways, the CSS uses survey research in the service of society. As its Web site (http://www.cssny.org/research) states, "research is a critical tool we use to increase our understanding of conditions that drive poverty as we advocate for public policy and programs that will improve the economic standing of low-income New Yorkers."

A third source of inspiration for research topics is *personal experience*. Like other social scientists (and probably also natural and physical scientists), many sociologists have had various experiences during childhood, adolescence, or adulthood that lead them to study a topic from a sociological standpoint. For example, a sociologist whose parents divorced while the sociologist was in high school may become interested in studying the effects of divorce on children. A sociologist who was arrested during college for a political protest may become interested in studying how effective protest might be for achieving the aims of a social movement. A sociologist who acted in high school plays may choose a dissertation during graduate school that focuses on a topic involving social interaction. Although the exact number will never be known, many research studies in sociology are undoubtedly first conceived because personal experience led the author to become interested in the theory or social policy addressed by the study.

Conducting a Literature Review

Whatever topic is chosen, the next stage in the research process is a review of the literature. A researcher who begins a new project typically reads a good number of studies that have already been published on the topic that the researcher wants to investigate. In sociology, most of these studies are published in journals, but many are also published as books. The government and private research organizations also publish reports that researchers consult for their literature reviews.

Regardless of the type of published study, a literature review has several goals. First, the researcher needs to determine that the study she or he has in mind has not already been done. Second, the researcher needs to determine how the proposed study will add to what is known about the topic of the study. How will the study add to theoretical knowledge of the topic? How will the study improve on the methodology of earlier studies? How will the study aid social policy related to the topic? Typically, a research project must answer at least one of these questions satisfactorily for it to have a chance of publication in a scholarly journal, and a thorough literature review is necessary to determine the new study's possible contribution. A third goal of a literature review is to see how prior studies were conducted. What research design did they use? From where did their data come? How did they measure key concepts and variables? A thorough literature review enhances the methodology of the researcher's new study and enables the researcher to correct any possible deficiencies in the methodology of prior studies.

In "the old days," researchers would conduct a literature review primarily by going to an academic library, consulting a printed index of academic journals, trudging through shelf after shelf of printed journals, and photocopying articles they found or taking notes on index cards. Those days are long gone, and thankfully so. Now researchers use any number of electronic indexes and read journal articles online or download a PDF version to read later. Literature reviews are still a lot of work, but the time they take is immeasurably shorter than just a decade ago.

Formulating a Hypothesis

After the literature review has been completed, it is time to formulate the hypothesis that will guide the study. As you might remember from a science class, a **hypothesis** is a statement of the relationship between two variables concerning the units of analysis the researcher is studying. To understand this definition, we must next define *variable* and *unit of analysis*. Let's start with **unit of analysis**, which refers to the type of entity a researcher is studying. As we discuss further in a moment, the most common unit of analysis in sociology is a person, but other units of analysis include organizations and geographical locations. A **variable** is any feature or factor that may differ among the units of analysis that a researcher is studying. Key variables in sociological studies of people as the units of analysis include gender, race and ethnicity, social class, age, and any number of attitudes and behaviors. Whatever unit of analysis is being studied, sociological research aims to test relationships between variables or, more precisely, to test whether one variable affects another variable, and a hypothesis outlines the nature of the relationship that is to be tested.

Suppose we want to test the hypothesis that women were more likely than men to have voted for Obama in 2008. The first variable in this hypothesis is gender, whether someone is a woman or a man. (As Chapter 2.4 "Gender and Gender Inequality" discusses, gender is actually more complex than this, but let's keep things simple for now.) The second variable is voting preference—for example, whether someone voted for Obama or McCain. In this example, gender is the independent variable and voting preference is the dependent variable. An **independent variable** is a variable we think can affect another variable. This other variable is the **dependent variable**, or the variable we think is affected by the independent variable (see Figure 4.2.2 "Causal Path for the

Independent and Dependent Variable"). When sociological research tests relationships between variables, it normally is testing whether an independent variable affects a dependent variable.

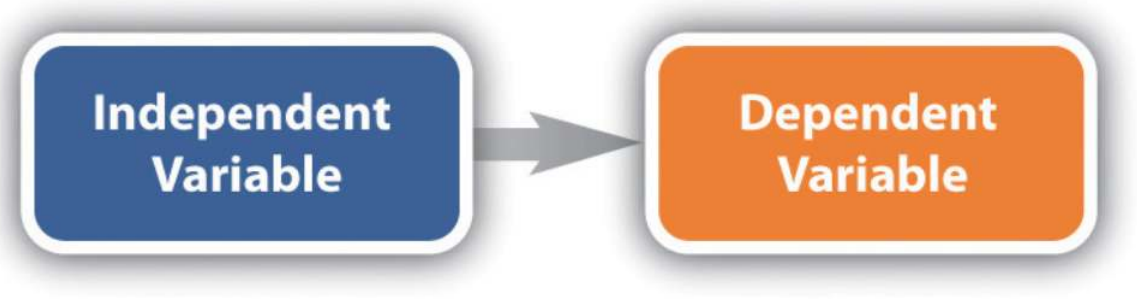


Figure 4.2.2: *Causal Path for the Independent and Dependent Variable*

Many hypotheses in sociology involve variables concerning people, but many also involve variables concerning organizations and geographical locations. As this statement is meant to suggest, sociological research is conducted at different levels, depending on the unit of analysis chosen. As noted earlier, the most common unit of analysis in sociology is the *person*; this is probably the type of research with which you are most familiar. If we conduct a national poll to see how gender influences voting decisions or how race influences views on the state of the economy, we are studying characteristics, or variables, involving people, and the person is the unit of analysis. Another common unit of analysis in sociology is the *organization*. Suppose we conduct a study of hospitals to see whether the patient-to-nurse ratio (the number of patients divided by the number of nurses) is related to the average number of days that patients stay in the hospital. In this example, the patient-to-nurse ratio and the average number of days patients stay are both characteristics of the hospital, and the hospital is the unit of analysis. A third unit of analysis in sociology is the *geographical location*, whether it is cities, states, regions of a country, or whole societies. In the United States, for example, large cities generally have higher violent crime rates than small cities. In this example, the city is the unit of analysis.

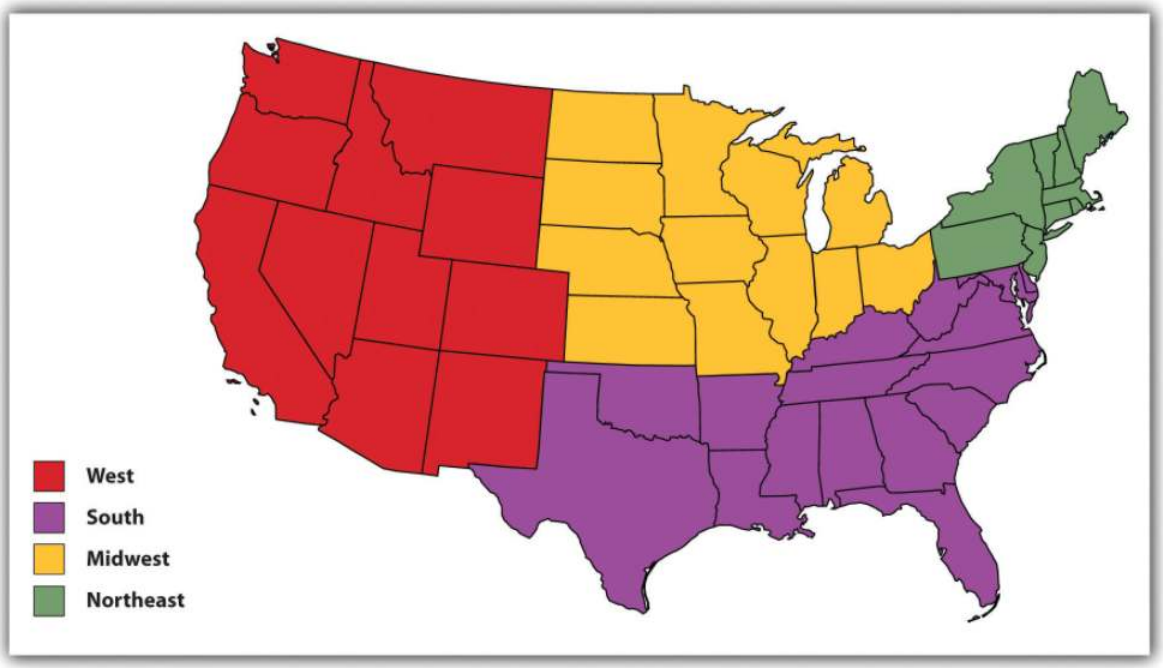


Figure 4.2.3: *One of the units of analysis in sociological research is the geographical location. The major regions of the United States are often compared on various characteristics. In one notable finding, the South has the highest regional homicide rate.*

Source: Adapted from http://commons.wikimedia.org/wiki/File:Blank_US_Map.svg.

Measuring Variables and Gathering Data

After the hypothesis has been formulated, the sociologist is now ready to begin the actual research. Data must be gathered via one or more of the research designs examined later in this chapter, and variables must be measured. Data can either be *quantitative* (numerical) or *qualitative* (nonnumerical). Data gathered through a questionnaire are usually quantitative. The answers a *respondent* gives to a questionnaire are coded for computer analysis. For example, if a question asks whether respondents consider themselves to be politically conservative, moderate, or liberal, those who answer "conservative" might receive a "1" for computer analysis; those who choose "moderate" might receive a "2"; and those who say "liberal" might receive a "3."

Data gathered through observation and/or intensive interviewing, research designs discussed later in this chapter, are usually qualitative. If a researcher interviews college students at length to see what they think about dating violence and how seriously they regard it, the researcher may make simple comparisons, such as "most" of the interviewed students take dating violence very seriously, but without really statistically analyzing the in-depth responses from such a study. Instead, the goal is to make sense of what the researcher observes or of the in-depth statements that people provide to an interviewer and then to relate the major findings to the hypothesis or topic the researcher is investigating.

The measurement of variables is a complex topic and lies far beyond the scope of this discussion. Suffice it to say that accurate measurement of variables is essential in any research project. In a questionnaire, for example, a question should be worded clearly and unambiguously. Take the following question, which has appeared in national surveys: "Do you ever drink more than you think you should?" This question is probably meant to measure whether the respondent has an alcohol problem. But some respondents might answer yes to this question even if they only have a few drinks per year if, for example, they come from a religious background that frowns on alcohol use; conversely, some respondents who drink far too much might answer no because they do not think they drink too much. A researcher who interpreted a yes response from the former respondents as an indicator of an alcohol problem or a no response from the latter respondents as an indicator of no alcohol problem would be in error.

As another example, suppose a researcher hypothesizes that younger couples are happier than older couples. Instead of asking couples how happy they are through a questionnaire, the researcher decides to observe couples as they walk through a shopping mall. Some interesting questions of measurement arise in this study. First, how does the researcher know who is a couple? Second, how sure can the researcher be of the approximate age of each person in the couple? The researcher might be able to distinguish people in their 20s or early 30s from those in their 50s and 60s, but age measurement beyond this gross comparison might often be in error. Third, how sure can the researcher be of the couple's degree of happiness? Is it really possible to determine how happy a couple is by watching them for a few moments in the mall? What exactly does being happy look like, and do all people look this way when they are happy? These and other measurement problems in this particular study might be so severe that the study should not be done, at least if the researcher hopes to publish it.

Sampling

After any measurement issues have been resolved, it is time to gather the data. For the sake of simplicity, let's assume the unit of analysis is the person. A researcher who is doing a study "from scratch" must decide which people to study. Because it is certainly impossible to study everybody, the researcher only studies a **sample**, or subset of the population of people in whom the researcher is interested. Depending on the purpose of the study, the population of interest varies widely: it can be the adult population of the United States, the adult population of a particular state or city, all young women aged 13–18 in the nation, or countless other variations.

Many researchers who do survey research (discussed later) study people selected for a **random sample** of the population of interest. In a random sample, everyone in the population (whether it be the whole U.S. population or just the population of a state or city, all the college students in a state or city or all the students at just one college, and so forth) has the same chance of being included in the survey. The ways in which random samples are chosen are too complex to fully discuss here, but suffice it to say the methods used to determine who is in the sample are equivalent to flipping a coin or rolling some dice. The beauty of a random sample is that it allows us to generalize the results of the sample to the population from which the sample comes. This means that we can be fairly sure of the attitudes of the whole U.S. population by knowing the attitudes of just 400 people randomly chosen from that population.

Other researchers use *nonrandom* samples, in which members of the population do not have the same chance of being included in the study. If you ever filled out a questionnaire after being approached in a shopping mall or campus student center, it is very likely that you were part of a nonrandom sample. While the results of the study (marketing research or social science research) for which

you were interviewed might have been interesting, they could not necessarily be generalized to all students or all people in a state or in the nation because the sample for the study was not random.



Figure 4.2.4: *High school classes often are used as a convenience sample in sociological and other social science research. © Thinkstock*

A specific type of nonrandom sample is the **convenience sample**, which refers to a nonrandom sample that is used because it is relatively quick and inexpensive to obtain. If you ever filled out a questionnaire during a high school or college class, as many students have done, you were very likely part of a convenience sample—a researcher can simply go into class, hand out a survey, and have the data available for coding and analysis within a few minutes. Convenience samples often include students, but they also include other kinds of people. When prisoners are studied, they constitute a convenience sample, because they are definitely not going anywhere. Partly because of this fact, convenience samples are also sometimes called *captive-audience samples*.

Another specific type of nonrandom sample is the **quota sample**. In this type of sample, a researcher tries to ensure that the makeup of the sample resembles one or more characteristics of the population as closely as possible. For example, on a campus of 10,000 students where 60% of the students are women and 40% are men, a researcher might decide to study 100 students by handing out a questionnaire to those who happen to be in the student center building on a particular day. If the researcher decides to have a quota sample based on gender, the researcher will select 60 women students and 40 male students to receive the questionnaire. This procedure might make the sample of 100 students more representative of all the students on campus than if it were not used, but it still does not make the sample entirely representative of all students. The students who happen to be in the student center on a particular day might be very different in many respects from most other students on the campus.

As we shall see later when research design is discussed, the choice of a design is very much related to the type of sample that is used. Surveys lend themselves to random samples, for example, while observation studies and experiments lend themselves to nonrandom samples.

Analyzing Data

After all data have been gathered, the next stage is to analyze the data. If the data are quantitative, the analysis will almost certainly use highly sophisticated statistical techniques beyond the scope of this discussion. Many statistical analysis software packages exist for this purpose, and sociologists learn to use one or more of these packages during graduate school. If the data are qualitative, researchers analyze their data (what they have observed and/or what people have told them in interviews) in ways again beyond our scope. Many researchers now use qualitative analysis software that helps them uncover important themes and patterns in the qualitative data they gather. However qualitative or quantitative data are analyzed, it is essential that the analysis be as accurate as possible. To go back to a point just made, this means that variable measurement must also be as accurate as possible, because even expert analysis of inaccurate data will yield inaccurate results. As a phrase from the field of computer science summarizes this problem, “garbage in, garbage out.” Data analysis can be accurate only if the data are accurate to begin with.

Criteria of Causality

As researchers analyze their data, they naturally try to determine whether their analysis supports their hypothesis. As noted above, when we test a hypothesis, we want to be able to conclude that an independent variable affects a dependent variable. Four criteria must be satisfied before we can conclude this (see Table 4.2.1 "Criteria of Causality").

Table 4.2.1:Criteria of Causality

1. The independent variable and dependent variable must be statistically related.
2. The independent variable must precede the dependent variable in time and/or in logic.
3. The relationship between the independent variable and dependent variable must not be spurious.

4. No better explanation exists for the relationship between the independent variable and the dependent variable.

First, the independent variable and the dependent variable must be *statistically related*. That means that the independent variable makes a statistical difference for where one ranks on the dependent variable. Suppose we hypothesize that age was related to voting preference in the 2008 presidential election. Here age is clearly the independent variable and voting preference the dependent variable. (It is possible for age to affect voting preference, but it is not possible for voting preference to affect age.) Exit poll data indicate that 66% of 18- to 24-year-olds voted for Obama in 2008, while only 45% of those 65 and older voted for him. The two variables are thus statistically related, as younger voters were more likely than older voters to prefer Obama.

The second criterion is called the *causal order* (or chicken-and-egg) problem and reflects the familiar saying that "correlation does not mean causation." Just because an independent and a dependent variable are related does not automatically mean that the independent variable affects the dependent variable. It might well be that the dependent variable is affecting the independent. To satisfy this criterion, the researcher must be sure that the independent variable precedes the dependent variable in time or in logic. In the example just discussed, age might affect voting preference, but voting preference definitely cannot affect age. However, causal order is not as clear in other hypotheses. For example, suppose we find a statistical relationship between marital happiness and job satisfaction: the more happy people are in their marriage, the more satisfied they are with their jobs. Which makes more sense, that having a happy marriage leads you to like your job more, or that being satisfied with your work leads you to have a happier marriage? In this example, causal order is not very clear, and thus the second criterion is difficult to satisfy.

The third criterion involves **spurious relationships**. A relationship between an independent variable and dependent variable is spurious if a third variable accounts for the relationship because it affects both the independent and dependent variables. Although this sounds a bit complicated, an example or two should make it clear. If you did a survey of Americans 18 and older, you would find that people who attend college have worse acne than people who do not attend college. Does this mean that attending college causes worse acne? Certainly not. You would find this statistical relationship only because a third variable, age, affects both the likelihood of attending college and the likelihood of having acne: young people are more likely than older people to attend college, and also more likely—for very different reasons—to have acne. Controlling for age makes it clear that the original relationship between attending college and having acne was spurious. Figure 4.2.5 "Diagram of a Spurious Relationship" diagrams this particular spurious relationship; notice that there is no causal arrow between the attending college and having acne variables.

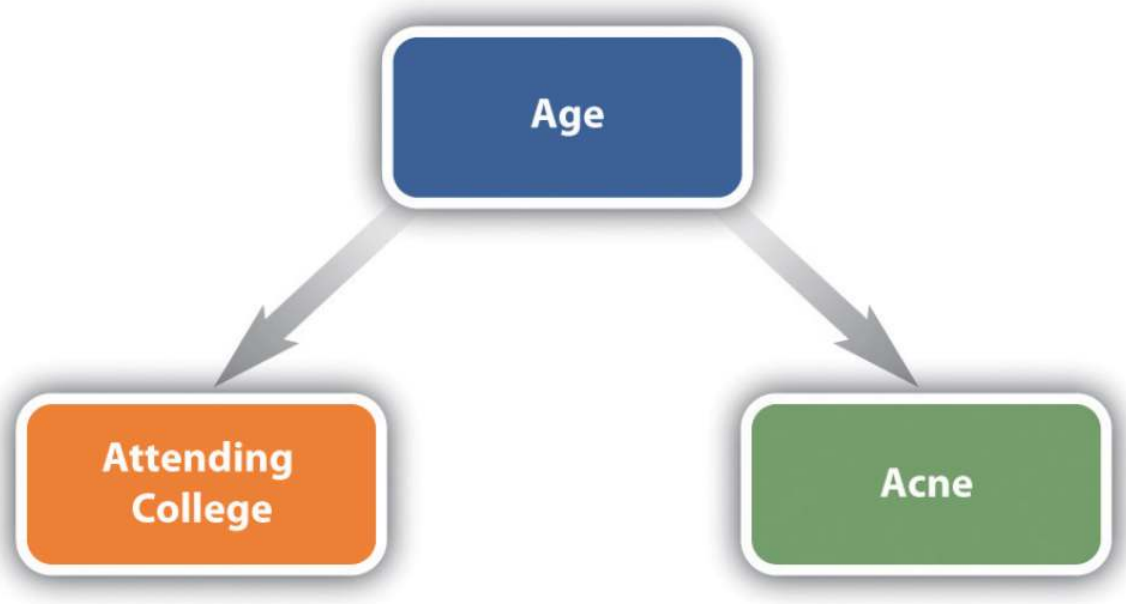


Figure 4.2.5: *Diagram of a Spurious Relationship*

In another example, the more fire trucks at a fire, the more damage the fire causes. Does that mean that fire trucks somehow make fires worse, as the familiar saying "too many cooks spoil the broth" might suggest? Of course not! The third variable here is the intensity of the fire: the more intense the fire, the more fire trucks respond to fight it, and the more intense the fire, the more damage it causes. The relationship between number of fire trucks and damage the fire causes is spurious.

The final criterion of causality is that our explanation for the relationship between the independent and dependent variables is the *best explanation*. Even if the first three criteria are satisfied, that does not necessarily mean the two variables are in fact related. For example, the U.S. crime rate dropped in the early 1980s, and in 1984 the reelection campaign of President Ronald Reagan took credit for this drop. This relationship satisfied the first three criteria: the crime rate fell after President Reagan took office in 1981, the drop in the crime rate could not have affected the election of this president, and there was no apparent third variable that influenced both why Reagan was elected and why the crime rate fell. However, social scientists pointed to another reason that accounted for the crime rate decrease during the 1980s: a drop in the birth rate some 15–20 years earlier, which led to a decrease during the early 1980s of the number of U.S. residents in the high-crime ages of 15–30 (Steffensmeier & Harer, 1991).Steffensmeier, D., & Harer, M. D. (1991). Did crime rise or fall during the Reagan presidency? The effects of an "aging" U.S. population on the nation's crime rate. *Journal of Research in Crime and Delinquency, 28*(3), 330–359. The relationship between the election of Ronald Reagan and the crime rate drop was thus only a coincidence.

Drawing a Conclusion

Once the data are analyzed, the researcher finally determines whether the data analysis supports the hypothesis that has been tested, taking into account the criteria of causality just discussed. Whether or not the hypothesis is supported, the researcher (if writing for publication) typically also discusses what the results of the present research imply for both prior and future studies on the topic. If the primary purpose of the project has been to test or refine a particular theory, the conclusion will discuss the implications of the results for this theory. If the primary purpose has been to test or advance social policy, the conclusion will discuss the implications of the results for policy making relevant to the project's subject matter.

KEY TAKEAWAYS

- Several stages compose the sociological research process. These stages include (a) choosing a research topic, (b) conducting a literature review, (c) measuring variables and gathering data, (d) analyzing data, and (e) drawing a conclusion.
- Sociologists commonly base their choice of a research topic on one or more of the following: (a) a theoretical interest, (b) a social policy interest, and (c) one or more personal experiences.
- Accurate measurement of variables is essential for sound sociological research. As a minimum, measures should be as clear and unambiguous as possible.

FOR YOUR REVIEW

- Consider the following question from a survey: "Generally speaking, are you very happy, somewhat happy, or not too happy?" Write a brief essay in which you evaluate how well this question measures happiness.
- Think of a personal experience you have had that lends itself to a possible research project. Write a brief essay in which you describe the experience and discuss the hypothesis that the research project based on the experience would address.

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CHAPTER OVERVIEW

5: Develop an ability to interpret facts through critical thinking and the use of the inquiry method.

5.1: The Sociological Perspective
5.2: Understanding Society

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5.1: The Sociological Perspective

LEARNING OBJECTIVES

1. Define the sociological perspective.
2. Provide examples of how Americans may not be as “free” as they think.
3. Explain what is meant by considering individuals as “social beings.”

Most Americans probably agree that we enjoy a great amount of freedom. And yet perhaps we have less freedom than we think, because many of our choices are influenced by our society in ways we do not even realize. Perhaps we are not as distinctively individualistic as we believe we are.

For example, consider the right to vote. The secret ballot is one of the most cherished principles of American democracy. We vote in secret so that our choice of a candidate is made freely and without fear of punishment. That is all true, but it is also possible to guess the candidate for whom any one individual will vote if enough is known about the individual. This is because our choice of a candidate is affected by many aspects of our social backgrounds and, in this sense, is not made as freely as we might think.

To illustrate this point, consider the 2008 presidential election between Democrat Barack Obama and Republican John McCain. Suppose a room is filled with 100 randomly selected voters from that election. Nothing is known about them except that they were between 18 and 24 years of age when they voted. Because exit poll data found that Obama won 66% of the vote from people in this age group (http://abcnews.go.com/PollingUnit/ExitPolls), a prediction that each of these 100 individuals voted for Obama would be correct about 66 times and incorrect only 34 times. Someone betting $1 on each prediction would come out $32 ahead ($66 – $34 = $32), even though the only thing known about the people in the room is their age.



Figure 5.1.1: *Young people were especially likely to vote for Barack Obama in 2008, while white men tended, especially in Wyoming and several other states, to vote for John McCain. These patterns illustrate the influence of our social backgrounds on many aspects of our lives.*

Source: Obama photo courtesy of the Obama-Biden Transition Project, http://change.gov/about/photo; McCain photo courtesy of the United States Congress, http://www.gpoaccess.gov/pictorial/111th/states/az.pdf.

Now let’s suppose we have a room filled with 100 randomly selected white men from Wyoming who voted in 2008. We know only three things about them: their race, gender, and state of residence. Because exit poll data found that 67% of white men in Wyoming voted for McCain, a prediction can be made with fairly good accuracy that these 100 men tended to have voted for McCain. Someone betting $1 that each man in the room voted for McCain would be right about 67 times and wrong only 33 times and would come out $34 ahead ($67 – $33 = $34). Even though young people in the United States and white men from Wyoming had every right and freedom under our democracy to vote for whomever they wanted in 2008, they still tended to vote for a particular candidate because of the influence of their age (in the case of the young people) or of their gender, race, and state of residence (white men from Wyoming).

Yes, Americans have freedom, but our freedom to think and act is constrained at least to some degree by society’s standards and expectations and by the many aspects of our social backgrounds. This is true for the kinds of important beliefs and behaviors just discussed, and it is also true for less important examples. For instance, think back to the last class you attended. How many of the women wore evening gowns? How many of the men wore skirts? Students are “allowed” to dress any way they want in most colleges and universities, but notice how few students, if any, dress in the way just mentioned. They do not dress that way because of the strange looks and even negative reactions they would receive.

Think back to the last time you rode in an elevator. Why did you not face the back? Why did you not sit on the floor? Why did you not start singing? Children can do these things and “get away with it,” because they look cute doing so, but adults risk looking odd. Because of that, even though we are “allowed” to act strangely in an elevator, we do not.

The basic point is that society shapes our attitudes and behavior even if it does not determine them altogether. We still have freedom, but that freedom is limited by society's expectations. Moreover, our views and behavior depend to some degree on our social location in society—our gender, race, social class, religion, and so forth. Thus society as a whole and our own social backgrounds affect our attitudes and behaviors. Our social backgrounds also affect one other important part of our lives, and that is our **life chances**—our chances (whether we have a good chance or little chance) of being healthy, wealthy, and well educated and, more generally, of living a good, happy life.

The influence of our **social environment** in all of these respects is the fundamental understanding that **sociology**—the scientific study of social behavior and social institutions—aims to present. At the heart of sociology is the **sociological perspective**, the view that our social backgrounds influence our attitudes, behavior, and life chances. In this regard, we are not just individuals but rather *social beings* deeply enmeshed in society. Although we all differ from one another in many respects, we share with many other people basic aspects of our social backgrounds, perhaps especially gender, race and ethnicity, and social class. These shared qualities make us more similar to each other than we would otherwise be.

Does **society** totally determine our beliefs, behavior, and life chances? No. Individual differences still matter, and disciplines such as psychology are certainly needed for the most complete understanding of human action and beliefs. But if individual differences matter, so do society and the social backgrounds from which we come. Even the most individual attitudes and behaviors, such as the voting decisions discussed earlier, are influenced to some degree by our social backgrounds and, more generally, by the society to which we belong.

In this regard, consider what is perhaps the most personal decision one could make: the decision to take one's own life. What could be more personal and individualistic than this fatal decision? When individuals commit suicide, we usually assume that they were very unhappy, even depressed. They may have been troubled by a crumbling romantic relationship, bleak job prospects, incurable illness, or chronic pain. But not all people in these circumstances commit suicide; in fact, few do. Perhaps one's chances of committing suicide depend at least in part on various aspects of the person's social background.

In this regard, consider suicide rates—the percentage of a particular group of people who commit suicide, usually taken as, say, eight suicides for every 100,000 people in that group. Different groups have different suicide rates. As just one example, men are more likely than women to commit suicide (Figure 5.1.2 "Gender and Suicide Rate, 2006"). Why is this? Are men more depressed than women? No, the best evidence indicates that women are more depressed than men (Klein, Corwin, & Ceballos, 2006)Klein, L. C., Corwin, E. J., & Ceballos, R. M. (2006). The social costs of stress: How sex differences in stress responses can lead to social stress vulnerability and depression in women. In C. L. M. Keyes & S. H. Goodman (Eds.), *Women and depression: A handbook for the social, behavioral, and biomedical sciences* (pp. 199–218). New York, NY: Cambridge University Press. and that women try to commit suicide more often than men (Centers for Disease Control and Prevention, 2008).Centers for Disease Control and Prevention. (2008). Suicide: Facts at a glance. Retrieved from http://www.cdc.gov/ViolencePrevention/pdf/Suicide-DataSheet-a.pdf If so, there must be something about being a man that makes it more likely that males' suicide attempts will result in death. One of these "somethings" is that males are more likely than females to try to commit suicide with a firearm, a far more lethal method than, say, taking an overdose of sleeping pills (Miller & Hemenway, 2008).Miller, M., & Hemenway. D. (2008). Guns and suicide in the United States. *New England Journal of Medicine, 359*, 989–991. If this is true, then it is fair to say that gender influences our chances of committing suicide, even if suicide is perhaps the most personal of all acts.

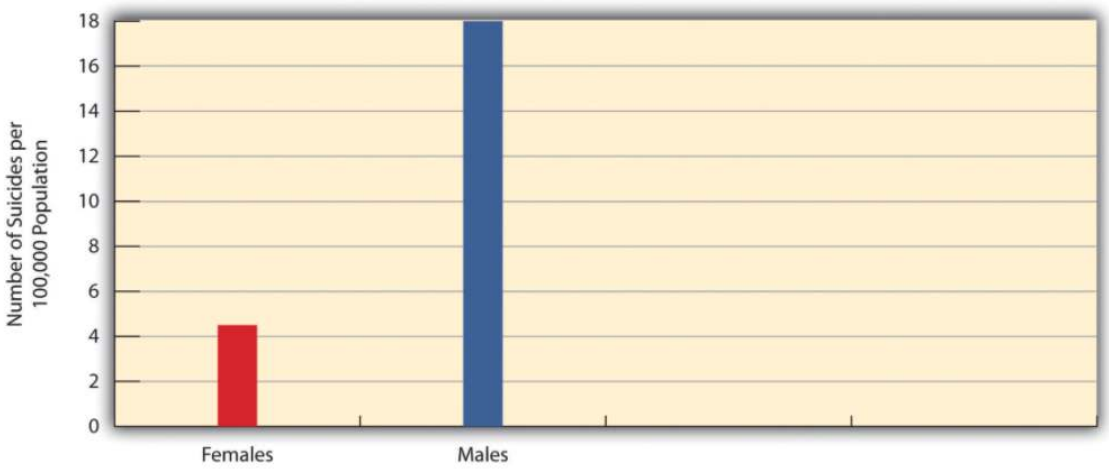


Figure 5.1.2: *Gender and Suicide Rate, 2006*

Source: Data from U.S. Census Bureau. (2010). Statistical abstract of the United States: 2010. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.census.gov/compendia/statab.

In the United States, suicide rates are generally higher west of the Mississippi River than east of it (Figure 5.1.3 "U.S. Suicide Rates, 2000–2006 (Number of Suicides per 100,000 Population)"). Is that because people out west are more depressed than those back east? No, there is no evidence of this. Perhaps there is something else about the western states that helps lead to higher suicide rates. For example, many of these states are sparsely populated compared to their eastern counterparts, with people in the western states living relatively far from one another. Because we know that social support networks help people deal with personal problems and deter possible suicides (Stack, 2000),Stack, S. (2000). Sociological research into suicide. In D. Lester (Ed.), *Suicide prevention: Resources for the millennium* (pp. 17–30). New York, NY: Routledge. perhaps these networks are weaker in the western states, helping lead to higher suicide rates. Then too, membership in organized religion is lower out west than back east (Finke & Stark, 2005).Finke, R., & Stark, S. (2005). *The churching of America: Winners and losers in our religious economy* (2nd ed.). New Brunswick, NJ: Rutgers University Press. Because religious beliefs help us deal with personal problems, perhaps suicide rates are higher out west in part because religious belief is weaker. Thus a depressed person out west is, all other things being equal, at least a little more likely than a depressed person back east to commit suicide.

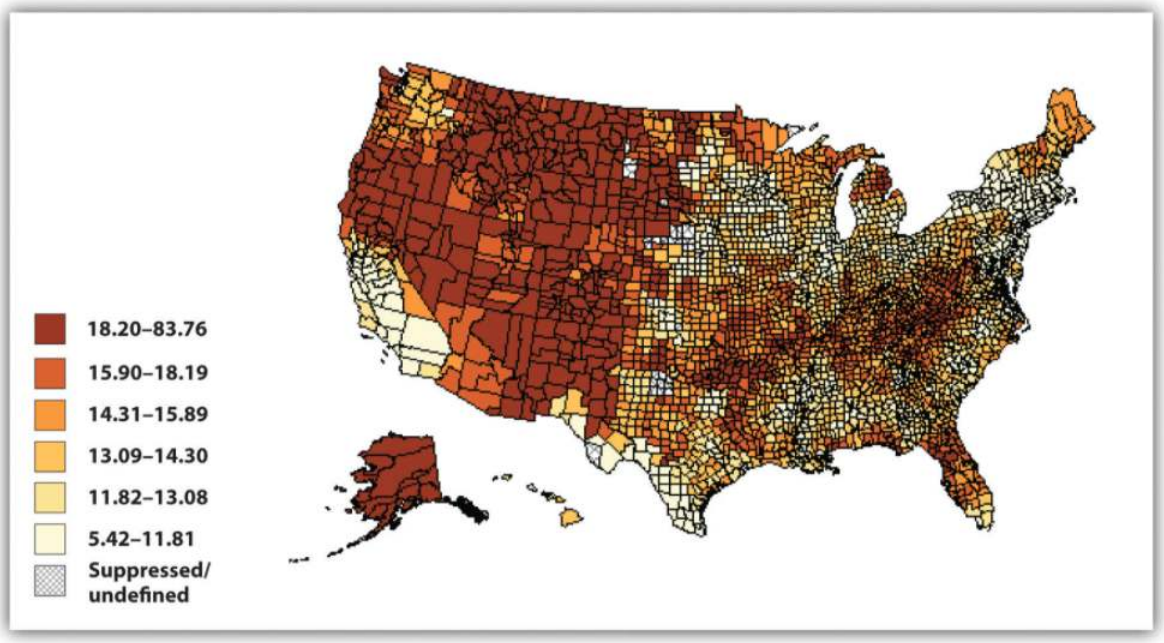


Figure 5.1.3: *U.S. Suicide Rates, 2000–2006 (Number of Suicides per 100,000 Population)*

Source: Adapted from Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention. (2009). National suicide statistics at a glance. Retrieved from http://www.cdc.gov/violenceprevention/suicide/statistics/suicide_map.html.

KEY TAKEAWAYS

- According to the sociological perspective, social backgrounds influence attitudes, behavior, and life chances.
- Social backgrounds influence but do not totally determine attitudes and behavior.
- Americans may be less "free" in their thoughts and behavior than they normally think they are.

FOR YOUR REVIEW

1. Do you think that society constrains our thoughts and behaviors as the text argues? Why or why not?
2. Describe how one aspect of your own social background has affected an important attitude you hold, a behavior in which you have engaged, or your ability to do well in life (life chances).

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5.2: Understanding Society

LEARNING OBJECTIVES

- Explain the debunking motif.
- Define the sociological imagination.
- Explain what is meant by the blaming-the-victim ideology.

We have just seen that sociology regards individuals as social beings influenced in many ways by their social environment and perhaps less free to behave and think than Americans ordinarily assume. If this insight suggests to you that sociology might have some other surprising things to say about the social world, you are certainly correct. Max Weber (1864–1920), a founder of sociology, wrote long ago that a major goal of sociology was to reveal and explain "inconvenient facts" (Gerth & Mills, 1946, p. 147).Gerth, H., & Mills, C. W. (Eds.). (1946). *From Max Weber: Essays in sociology*. New York, NY: Oxford University Press. These facts include the profound influence of society on the individual and also, as we shall see throughout this book, the existence and extent of social inequality.

In line with Weber's observation, as sociologists use the sociological perspective in their theory and research, they often challenge conventional understandings of how society works and of controversial social issues. This emphasis is referred to as the *debunking motif*, to which we now turn.

The Debunking Motif

As Peter L. Berger (1963, pp. 23–24)Berger, P. L. (1963). *Invitation to sociology: A humanistic perspective*. Garden City, NY: Anchor Books. noted in his classic book *Invitation to Sociology*, "The first wisdom of sociology is this—things are not what they seem." Social reality, he said, has "many layers of meaning," and a goal of sociology is to help us discover these multiple meanings. He continued, "People who like to avoid shocking discoveries…should stay away from sociology."

As Berger was emphasizing, sociology helps us see through conventional understandings of how society works. He referred to this theme of sociology as the **debunking motif**. By "looking for levels of reality other than those given in the official interpretations of society" (p. 38),Berger, P. L. (1963). *Invitation to sociology: A humanistic perspective*. Garden City, NY: Anchor Books. Berger said, sociology looks beyond on-the-surface understandings of social reality and helps us recognize the value of alternative understandings. In this manner, sociology often challenges conventional understandings about social reality and social institutions.

For example, suppose two people meet at a college dance. They are interested in getting to know each other. What would be an on-the-surface understanding and description of their interaction over the next few minutes? What do they say? If they are like a typical couple who just met, they will ask questions like, What's your name? Where are you from? What dorm do you live in? What's your major? Now, such a description of their interaction is OK as far as it goes, but what is *really* going on here? Does either of the two people really care that much about the other person's answers to these questions? Isn't each one more concerned about how the other person is responding, both verbally and nonverbally, during this brief interaction? For example, is the other person paying attention and smiling? Isn't this kind of understanding a more complete analysis of these few minutes of interaction than an understanding based solely on the answers to questions like, What's your major? For the most complete understanding of this brief encounter, then, we must look beyond the rather superficial things the two people are telling each other to uncover the true meaning of what is going on.

As another example, consider the power structure in a city or state. To know who has the power to make decisions, we would probably consult a city or state charter or constitution that spells out the powers of the branches of government. This written document would indicate who makes decisions and has power, but what would it *not* talk about? To put it another way, who or what else has power to influence the decisions elected officials make? Big corporations? Labor unions? The media? Lobbying groups representing all sorts of interests? The city or state charter or constitution may indicate who has the power to make decisions, but this understanding would be limited unless one looks beyond these written documents to get a deeper, more complete understanding of how power really operates in the setting being studied.

Social Structure and the Sociological Imagination

One way sociology achieves a more complete understanding of social reality is through its focus on the importance of the social forces affecting our behavior, attitudes, and life chances. This focus involves an emphasis on **social structure**, the social patterns through which a society is organized. Social structure can be both horizontal or vertical. **Horizontal social structure** refers to the

social relationships and the social and physical characteristics of communities to which individuals belong. Some people belong to many networks of social relationships, including groups like the PTA and the Boy or Girl Scouts, while other people have fewer such networks. Some people grew up on streets where the houses were crowded together, while other people grew up in areas where the homes were much farther apart. These are examples of the sorts of factors constituting the horizontal social structure that forms such an important part of our social environment and backgrounds.

The other dimension of social structure is vertical. **Vertical social structure**, more commonly called **social inequality**, refers to ways in which a society or group ranks people in a hierarchy, with some more "equal" than others. In the United States and most other industrial societies, such things as wealth, power, race and ethnicity, and gender help determine one's social ranking, or position, in the vertical social structure. Some people are at the top of society, while many more are in the middle or at the bottom. People's positions in society's hierarchy in turn often have profound consequences for their attitudes, behaviors, and life chances, both for themselves and for their children.

In recognizing the importance of social structure, sociology stresses that individual problems are often rooted in problems stemming from the horizontal and vertical social structures of society. This key insight informed C. Wright Mills's (1959)Mills, C. W. (1959). *The sociological imagination*. London, England: Oxford University Press. classic distinction between **personal troubles** and **public issues**. *Personal troubles* refer to a problem affecting individuals that the affected individual, as well as other members of society, typically blame on the individual's own failings. Examples include such different problems as eating disorders, divorce, and unemployment. *Public issues*, whose source lies in the social structure and culture of a society, refer to social problems affecting many individuals. Thus problems in society help account for problems that individuals experience. Mills felt that many problems ordinarily considered private troubles are best understood as public issues, and he coined the term **sociological imagination** to refer to the ability to appreciate the structural basis for individual problems.

To illustrate Mills's viewpoint, let's use our sociological imaginations to understand some important contemporary social problems. We will start with unemployment, which Mills himself discussed. If only a few people were unemployed, Mills wrote, we could reasonably explain their unemployment by saying they were lazy, lacked good work habits, and so forth. If so, their unemployment would be their own personal trouble. But when millions of people are out of work, unemployment is best understood as a public issue because, as Mills (1959, p. 9)Mills, C. W. (1959). *The sociological imagination*. London, England: Oxford University Press. put it, "the very structure of opportunities has collapsed. Both the correct statement of the problem and the range of possible solutions require us to consider the economic and political institutions of the society, and not merely the personal situation and character of a scatter of individuals."

The growing unemployment rate stemming from the severe economic downturn that began in 2008 provides a telling example of the point Mills was making. Millions of people lost their jobs through no fault of their own. While some individuals are undoubtedly unemployed because they are lazy or lack good work habits, a more structural explanation focusing on lack of opportunity is needed to explain why so many people were out of work as this book went to press. If so, unemployment is best understood as a public issue rather than a personal trouble.

Another contemporary problem is crime, which we explore further in Chapter 1.4 "Deviance, Crime, and Social Control". If crime were only a personal trouble, then we could blame crime on the moral failings of individuals, and some explanations of crime do precisely this. But such an approach ignores the fact that crime is a public issue, because structural factors such as inequality and the physical characteristics of communities contribute to high crime rates among certain groups in American society. As an illustration, consider identical twins separated at birth. One twin grows up in a wealthy suburb or rural area, while the other twin grows up in a blighted neighborhood in a poor, urban area. Twenty years later, which twin will be more likely to have a criminal record? You probably answered the twin growing up in the poor, rundown urban neighborhood. If so, you recognize that there is something about growing up in that type of neighborhood that increases the chances of a person becoming prone to crime. That "something" is the structural factors just mentioned. Criminal behavior is a public issue, not just a personal trouble.



Figure 5.2.1: *Although eating disorders often stem from personal problems, they also may reflect a cultural emphasis for women to have slender bodies. © Thinkstock*

A third problem is eating disorders. We usually consider a person's eating disorder to be a personal trouble that stems from a lack of control, low self-esteem, or another personal problem. This explanation may be OK as far as it goes, but it does not help us understand why so many people have the personal problems that lead to eating disorders. Perhaps more important, this belief also neglects the larger social and cultural forces that help explain such disorders. For example, most Americans with eating disorders are women, not men. This gender difference forces us to ask what it is about being a woman in American society that makes eating disorders so much more common. To begin to answer this question, we need to look to the standard of beauty for women that emphasizes a slender body (Whitehead & Kurz, 2008).Whitehead, K., & Kurz, T. (2008). Saints, sinners and standards of femininity: Discursive constructions of anorexia nervosa and obesity in women's magazines. *Journal of Gender Studies, 17,* 345–358. If this cultural standard did not exist, far fewer American women would suffer from eating disorders than do now. Even if every girl and woman with an eating disorder were cured, others would take their places unless we could somehow change the cultural standard of female slenderness. To the extent this explanation makes sense, eating disorders are best understood as a public issue, not just as a personal trouble.

Picking up on Mills's insights, William Ryan (1976)Ryan, W. (1976). *Blaming the victim*. New York, NY: Vintage Books. pointed out that Americans typically think that social problems such as poverty and unemployment stem from personal failings of the people experiencing these problems, not from structural problems in the larger society. Using Mills's terms, Americans tend to think of social problems as personal troubles rather than public issues. As Ryan put it, they tend to believe in **blaming the victim** rather than **blaming the system**.

To help us understand a blaming-the-victim ideology, let's consider why poor children in urban areas often learn very little in their schools. A blaming-the-victim approach, according to Ryan, would say that the children's parents do not care about their learning, fail to teach them good study habits, and do not encourage them to take school seriously. This type of explanation may apply to some parents, in Ryan's opinion, but it ignores a much more important reason: the sad shape of America's urban schools, which are decrepit structures housing old textbooks and out-of-date equipment. To improve the schooling of children in urban areas, he wrote, we must improve the schools themselves, and not just try to "improve" the parents.

As this example suggests, a blaming-the-victim approach points to solutions to social problems such as poverty and illiteracy that are very different from those suggested by a more structural approach that "blames the system." If we blame the victim, we would spend our limited dollars to address the personal failings of individuals who suffer from poverty, illiteracy, poor health, eating disorders, and other difficulties. If instead we blame the system, we would focus our attention on the various social conditions (decrepit schools, cultural standards of female beauty, and the like) that account for these difficulties. A sociological perspective suggests that the latter approach is ultimately needed to help us deal successfully with the social problems facing us today.

Sociology and Social Reform: Public Sociology

This book's subtitle is "understanding and changing the social world." The last several pages were devoted to the subtitle's first part, *understanding*. Our discussion of Mills's and Ryan's perspectives in turn points to the implications of a sociological understanding for *changing* the social world. This understanding suggests the need to focus on the various aspects of the social environment that help explain both social issues and private troubles, to recall Mills's terms.

The use of sociological knowledge to achieve social reform was a key theme of sociology as it developed in the United States after emerging at the University of Chicago in the 1890s (Calhoun, 2007).Calhoun, C. (2007). Sociology in America: An introduction. In C. Calhoun (Ed.), *Sociology in America: A history* (pp. 1–38). Chicago, IL: University of Chicago Press. The early Chicago sociologists aimed to use their research to achieve social reform and, in particular, to reduce poverty and its related effects. They worked closely with Jane Addams (1860–1935), a renowned social worker who founded Hull House (a home for the poor in Chicago) in 1899 and won the Nobel Peace Prize in 1931. Addams gained much attention for her analyses of poverty and other social problems of the time, and her book *Twenty Years at Hull House* remains a moving account of her work with the poor and ill

in Chicago (Deegan, 1990).Deegan, M. J. (1990). *Jane Addams and the men of the Chicago school, 1892–1918*. New Brunswick, NJ: Transaction.

About the same time, W. E. B. Du Bois (1868–1963), a sociologist and the first African American to obtain a PhD from Harvard University, wrote groundbreaking books and articles on race in American society and, more specifically, on the problems facing African Americans (Morris, 2007).Morris, A. D. (2007). Sociology of race and W. E. B. Du Bois: The path not taken. In C. Calhoun (Ed.), *Sociology in America: A history* (pp. 503–534). Chicago, IL: University of Chicago Press. One of these works was his 1899 book *The Philadelphia Negro: A Social Study*, which attributed the problems facing Philadelphia blacks to racial prejudice among whites. Du Bois also helped found the National Association for the Advancement of Colored People (NAACP). A contemporary of Du Bois was Ida B. Wells-Barnett (1862–1931), a former slave who became an activist for women's rights and worked tirelessly to improve the conditions of African Americans. She wrote several studies of lynching and joined Du Bois in helping to found the NAACP (Bay, 2009).Bay, M. (2009). *To tell the truth freely: The life of Ida B. Wells*. New York, NY: Hill and Wang.

American sociology has never fully lost its early calling, but by the 1940s and 1950s many sociologists had developed a more scientific, professional orientation that disregarded social reform (Calhoun, 2007).Calhoun, C. (2007). Sociology in America: An introduction. In C. Calhoun (Ed.), *Sociology in America: A history* (pp. 1–38). Chicago, IL: University of Chicago Press. In 1951, a group of sociologists who felt that sociology had abandoned the discipline's early social reform orientation formed a new national association, the Society for the Study of Social Problems (SSSP). SSSP's primary aim today remains the use of sociological knowledge to achieve social justice (http://sssp1.org). During the 1960s, a new wave of young sociologists, influenced by the political events and social movements of that tumultuous period, took up the mantle of social reform and clashed with their older colleagues. A healthy tension has existed since then between sociologists who see social reform as a major goal of their work and those who favor sociological knowledge for its own sake.

In 2004, the president of the American Sociological Association, Michael Burawoy, called for "public sociology," or the use of sociological insights and findings to address social issues and achieve social change (Burawoy, 2005).Burawoy, M. (2005). 2004 presidential address: For public sociology. *American Sociological Review, 70*, 4–28. His call ignited much excitement and debate, as public sociology became the theme or prime topic of several national and regional sociology conferences and of special issues or sections of major sociological journals. Several sociology departments began degree programs or concentrations in public sociology, and a Google search of "public sociology" in November 2010 yielded 32,000 results. In the spirit of public sociology, the chapters that follow aim to show the relevance of sociological knowledge for social reform.

KEY TAKEAWAYS

- The debunking motif involves seeing beyond taken-for-granted assumptions of social reality.
- According to C. Wright Mills, the sociological imagination involves the ability to recognize that private troubles are rooted in public issues and structural problems.
- Early U.S. sociologists emphasized the use of sociological research to achieve social reform, and today's public sociology reflects the historical roots of sociology in this regard.

FOR YOUR REVIEW

1. Select an example of a "private trouble" and explain how and why it may reflect a structural problem in society.
2. Do you think it is important to emphasize the potential use of sociological research to achieve social reform? Why or why not?

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CHAPTER OVERVIEW

6: Recognize the various methods of research.

6.1: Research Design in Sociology

6.2: Ethical Issues in Sociological Research

6.3: Sociological Research in the Service of Society

6: Recognize the various methods of research. is shared under a not declared license and was authored, remixed, and/or curated by LibreTexts.

6.1: Research Design in Sociology

LEARNING OBJECTIVE

1. List the major advantages and disadvantages of surveys, experiments, and observational studies.

We now turn to the major methods that sociologists use to gather the information they analyze in their research. Table 6.1.1 "Major Sociological Research Methods" summarizes the advantages and disadvantages of each method.

Table 6.1.1: Major Sociological Research Methods

Method	Advantages	Disadvantages
Survey	Many people can be included. If given to a random sample of the population, a survey's results can be generalized to the population.	Large surveys are expensive and time consuming. Although much information is gathered, this information is relatively superficial.
Experiments	If random assignment is used, experiments provide fairly convincing data on cause and effect.	Because experiments do not involve random samples of the population and most often involve college students, their results cannot readily be generalized to the population.
Observation (field research)	Observational studies may provide rich, detailed information about the people who are observed.	Because observation studies do not involve random samples of the population, their results cannot readily be generalized to the population.
Existing data	Because existing data have already been gathered, the researcher does not have to spend the time and money to gather data.	The data set that is being analyzed may not contain data on all the variables in which a sociologist is interested or may contain data on variables that are not measured in ways the sociologist prefers.

Types of Sociological Research

Surveys

The survey is the most common method by which sociologists gather their data. The Gallup Poll is perhaps the best-known example of a survey and, like all surveys, gathers its data with the help of a questionnaire that is given to a group of respondents. The Gallup Poll is an example of a survey conducted by a private organization, but it typically includes only a small range of variables. It thus provides a good starting point for research but usually does not include enough variables for a full-fledged sociological study. Sociologists often do their own surveys, as does the government and many organizations in addition to Gallup.

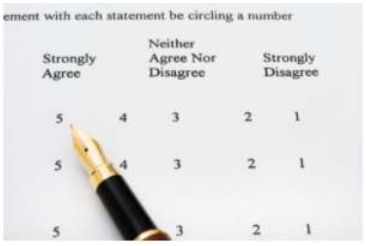


Figure 6.1.1: *The survey is the most common research design in sociological research. Respondents either fill out questionnaires themselves or provide verbal answers to interviewers asking them the questions. © Thinkstock*

The General Social Survey, described earlier, is an example of a face-to-face survey, in which interviewers meet with respondents to ask them questions. This type of survey can yield a lot of information, because interviewers typically will spend at least an hour asking their questions, and a high **response rate** (the percentage of all people in the sample who agree to be interviewed), which is important to be able to generalize the survey's results to the entire population. On the downside, this type of survey can be very expensive and time-consuming to conduct.

Because of these drawbacks, sociologists and other researchers have turned to telephone surveys. Most Gallup Polls are conducted over the telephone. Computers do random-digit dialing, which results in a random sample of all telephone numbers being selected. Although the response rate and the number of questions asked are both lower than in face-to-face surveys (people can just hang up

the phone at the outset or let their answering machine take the call), the ease and low expense of telephone surveys are making them increasingly popular.

Mailed surveys, done by mailing questionnaires to respondents, are still used, but not as often as before. Compared with face-to-face surveys, mailed questionnaires are less expensive and time consuming but have lower response rates, because many people simply throw out the questionnaire along with other junk mail.

Whereas mailed surveys are becoming less popular, surveys done over the Internet are becoming more popular, as they can reach many people at very low expense. A major problem with Web surveys is that their results cannot necessarily be generalized to the entire population, because not everyone has access to the Internet.

Experiments

Experiments are the primary form of research in the natural and physical sciences, but in the social sciences they are for the most part found only in psychology. Some sociologists still use experiments, however, and they remain a powerful tool of social research.

The major advantage of experiments is that the researcher can be fairly sure of a cause-and-effect relationship because of the way the experiment is set up. Although many different experimental designs exist, the typical experiment consists of an **experimental group** and a **control group**, with subjects *randomly assigned* to either group. The researcher makes a change to the experimental group that is not made to the control group. If the two groups differ later in some variable, then it is safe to say that the condition to which the experimental group was subjected was responsible for the difference that resulted.



Figure 6.1.2: *Experiments are very common in the natural and physical sciences and in sociology. A major advantage of experiments is that they are very useful for establishing cause-and-effect-relationships. © Thinkstock*

Most experiments take place in the laboratory, which for psychologists may be a room with a one-way mirror, but some experiments occur in “the field,” or in a natural setting. In Minneapolis, Minnesota, in the early 1980s, sociologists were involved in a much-discussed field experiment sponsored by the federal government. The researchers wanted to see whether arresting men for domestic violence made it less likely that they would commit such violence again. To test this hypothesis, the researchers had police do one of the following after arriving at the scene of a domestic dispute: they either arrested the suspect, separated him from his wife or partner for several hours, or warned him to stop but did not arrest or separate him. The researchers then determined the percentage of men in each group who committed repeated domestic violence during the next 6 months and found that those who were arrested had the lowest rate of recidivism, or repeat offending (Sherman & Berk, 1984).Sherman, L. W., & Berk, R. A. (1984). The specific deterrent effects of arrest for domestic assault. *American Sociological Review, 49*, 261–272. This finding led many jurisdictions across the United States to adopt a policy of mandatory arrest for domestic violence suspects. However, replications of the Minneapolis experiment in other cities found that arrest sometimes reduced recidivism for domestic violence but also sometimes increased it, depending on which city was being studied and on certain characteristics of the suspects, including whether they were employed at the time of their arrest (Sherman, 1992).Sherman, L W. (1992). *Policing domestic violence: Experiments and dilemmas*. New York, NY: Free Press.

As the Minneapolis study suggests, perhaps the most important problem with experiments is that their results are not generalizable beyond the specific subjects studied. The subjects in most psychology experiments, for example, are college students, who are not typical of average Americans: they are younger, more educated, and more likely to be middle class. Despite this problem, experiments in psychology and other social sciences have given us very valuable insights into the sources of attitudes and behavior.

Observational Studies and Intensive Interviewing

Observational research, also called field research, is a staple of sociology. Sociologists have long gone into the field to observe people and social settings, and the result has been many rich descriptions and analyses of behavior in juvenile gangs, bars, urban street corners, and even whole communities.

Observational studies consist of both **participant observation** and **nonparticipant observation**. Their names describe how they differ. In participant observation, the researcher is part of the group that she or he is studying. The researcher thus spends time with the group and might even live with them for a while. Several classical sociological studies of this type exist, many of them involving people in urban neighborhoods (Liebow, 1967, 1993; Whyte, 1943).Liebow, E. (1967). *Tally's corner*. Boston, MA: Little, Brown; Liebow, E. (1993). *Tell them who I am: The lives of homeless women*. New York, NY: Free Press; Whyte, W. F. (1943). *Street corner society: The social structure of an Italian slum*. Chicago, IL: University of Chicago Press. Participant researchers must try not to let their presence influence the attitudes or behavior of the people they are observing. In nonparticipant observation, the researcher observes a group of people but does not otherwise interact with them. If you went to your local shopping mall to observe, say, whether people walking with children looked happier than people without children, you would be engaging in nonparticipant observation.

A related type of research design is *intensive interviewing*. Here a researcher does not necessarily observe a group of people in their natural setting but rather sits down with them individually and interviews them at great length, often for one or two hours or even longer. The researcher typically records the interview and later transcribes it for analysis. The advantages and disadvantages of intensive interviewing are similar to those for observational studies: intensive interviewing provides much information about the subjects being interviewed, but the results of such interviewing cannot necessarily be generalized beyond the subjects.

A classic example of field research is Kai T. Erikson's *Everything in Its Path* (1976),Erikson, K. T. (1976). *Everything in its path: Destruction of community in the Buffalo Creek flood*. New York, NY: Simon and Schuster. a study of the loss of community bonds in the aftermath of a flood in a West Virginia mining community, Buffalo Creek. The flood occurred when an artificial dam composed of mine waste gave way after days of torrential rain. The local mining company had allowed the dam to build up in violation of federal law. When it broke, 132 million gallons of water broke through and destroyed several thousand homes in seconds while killing 125 people. Some 2,500 other people were rendered instantly homeless. Erikson was called in by the lawyers representing the survivors to document the sociological effects of their loss of community, and the book he wrote remains a moving account of how the destruction of the Buffalo Creek way of life profoundly affected the daily lives of its residents.



Figure 6.1.3: *Intensive interviewing can yield in-depth information about the subjects who are interviewed, but the results of this research design cannot necessarily be generalized beyond these subjects. © Thinkstock*

Similar to experiments, observational studies cannot automatically be generalized to other settings or members of the population. But in many ways they provide a richer account of people's lives than surveys do, and they remain an important method of sociological research.

Existing Data

Sometimes sociologists do not gather their own data but instead analyze existing data that someone else has gathered. The U.S. Census Bureau, for example, gathers data on all kinds of areas relevant to the lives of Americans, and many sociologists analyze census data on such topics as poverty, employment, and illness. Sociologists interested in crime and the legal system may analyze data from court records, while medical sociologists often analyze data from patient records at hospitals. Analysis of existing data such as these is called **secondary data analysis**. Its advantage to sociologists is that someone else has already spent the time and money to gather the data. A disadvantage is that the data set being analyzed may not contain data on all the variables in which a sociologist may be interested or may contain data on variables that are not measured in ways the sociologist might prefer.

Nonprofit organizations often analyze existing data, usually gathered by government agencies, to get a better understanding of the social issue with which an organization is most concerned. They then use their analysis to help devise effective social policies and strategies for dealing with the issue. The "Learning From Other Societies" box discusses a nonprofit organization in Canada that analyzes existing data for this purpose.

LEARNING FROM OTHER SOCIETIES

Social Research and Social Policy in Canada

In several nations beyond the United States, nonprofit organizations often use social science research, including sociological research, to develop and evaluate various social reform strategies and social policies. Canada is one of these nations. Information on Canadian social research organizations can be found at http://www.canadiansocialresearch.net/index.htm.

The Canadian Research Institute for Social Policy (CRISP) at the University of New Brunswick is one of these organizations. According to its Web site (http://www.unb.ca/crisp/index.php), CRISP is "dedicated to conducting policy research aimed at improving the education and care of Canadian children and youth…and supporting low-income countries in their efforts to build research capacity in child development." To do this, CRISP analyzes data from large data sets, such as the Canadian National Longitudinal Survey of Children and Youth, and it also evaluates policy efforts at the local, national, and international levels.

A major concern of CRISP has been developmental problems in low-income children and teens. These problems are the focus of a CRISP project called Raising and Leveling the Bar: A Collaborative Research Initiative on Children's Learning, Behavioral, and Health Outcomes. This project at the time of this writing involved a team of five senior researchers and almost two dozen younger scholars. CRISP notes that Canada may have the most complete data on child development in the world but that much more research with these data needs to be performed to help inform public policy in the area of child development. CRISP's project aims to use these data to help achieve the following goals, as listed on its Web site: (a) safeguard the healthy development of infants, (b) strengthen early childhood education, (c) improve schools and local communities, (d) reduce socioeconomic segregation and the effects of poverty, and (e) create a family enabling society (http://www.unb.ca/crisp/rlb.html). This project has written many policy briefs, journal articles, and popular press articles to educate varied audiences about what the data on children's development suggest for child policy in Canada.

KEY TAKEAWAYS

- The major types of sociological research include surveys, experiments, observational studies, and the use of existing data.
- Surveys are very common and allow for the gathering of much information on respondents that is relatively superficial. The results of surveys that use random samples can be generalized to the population that the sample represents.
- Observational studies are also very common and enable in-depth knowledge of a small group of people. Because the samples of these studies are not random, the results cannot necessarily be generalized to a population.
- Experiments are much less common in sociology than in psychology. When field experiments are conducted in sociology, they can yield valuable information because of their experimental design.

FOR YOUR REVIEW

1. Write a brief essay in which you outline the various kinds of surveys and discuss the advantages and disadvantages of each type.
2. Suppose you wanted to study whether gender affects happiness. Write a brief essay that describes how you would do this either with a survey or with an observational study.

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6.2: Ethical Issues in Sociological Research

LEARNING OBJECTIVE

1. Describe two kinds of ethical issues and/or guidelines that characterize sociological research.

Research involving human subjects must follow certain ethical standards to make sure the subjects are not harmed. Such harm can be quite severe in medical research unless certain precautions are taken. For example, in 1932 the U.S. Public Health Service began studying several hundred poor, illiterate African American men in Tuskegee, Alabama. The men had syphilis, for which no cure then existed, and were studied to determine its effects. After scientists found a decade later that penicillin could cure this disease, the government scientists decided not to give penicillin to the Tuskegee men because doing so would end their research. As a result, several of the men died from their disease, and some of their wives and children came down with it. The study did not end until the early 1970s, when the press finally disclosed the experiment. Several observers likened it to experiments conducted by Nazi scientists. If the subjects had been white and middle class, they said, the government would have ended the study once it learned that penicillin could cure syphilis (Jones, 1981).Jones, J. H. (1981). *Bad blood: The Tuskegee syphilis experiment*. New York, NY: Free Press.



Figure 6.2.1: *In a study that began in 1932 of syphilis among African American men in Tuskegee, Alabama, government physicians decided not to give penicillin to the men after it was found that this drug would cure syphilis.*

Source: Photo courtesy of Department of Health, Education, and Welfare, Center for Disease Control, http://commons.wikimedia.org/wiki/File:Tuskegee-syphilis-experiment-test-subjects.gif.

Fortunately, sociological research does not have this potential for causing death or serious illness, but it still can cause other kinds of harm and thus must follow ethical standards. The federal government has an extensive set of standards for research on human subjects, and the major sociology professional society, the American Sociological Association, has a code of ethics for sociological research.

One of the most important ethical guidelines in sociological and other human-subject research concerns privacy and confidentiality. When they do research, sociologists should protect the privacy and confidentiality of their subjects. When a survey is used, the data must be coded (prepared for computer analysis) anonymously, and in no way should it be possible for any answers to be connected with the respondent who gave them. In field research, anonymity must also be maintained, and aliases (fake names) should normally be used when the researcher reports what she or he has been observing.

Some sociologists consider the privacy and confidentiality of subjects so important that they have risked imprisonment when they have refused to violate confidentiality. In one example, a graduate student named Mario Brajuha had been doing participant observation as a restaurant waiter on Long Island, New York, when the restaurant burned down. When the police suspected arson, they asked Brajuha to turn over his field notes. When Brajuha refused, he was threatened with imprisonment. Meanwhile, two suspects in the case also demanded his field notes for their legal defense, but again Brajuha refused. The controversy ended 2 years later when the suspects died and the prosecutor's office abandoned its effort to obtain the notes (Brajuha & Hallowell, 1986).Brajuha, M., & Hallowell, L. (1986). Legal intrusion and the politics of fieldwork: The impact of the Brajuha case. *Urban Life*, *14*, 454–478.

In another case, a graduate student named Rik Scarce refused to turn over his field notes on radical environmentalists after one of the groups he was studying vandalized a university laboratory. Scarce was jailed for contempt of court when he refused to tell a grand jury what he had learned about the group and spent several months behind bars (Monaghan, 1993).Monaghan, P. (1993). Sociologist is jailed for refusing to testify about research subject. *Chronicle of Higher Education*, *39*, 10.

A third example aroused much discussion among sociologists when it came to light. Laud Humphreys studied male homosexual sex that took place in public bathrooms. He did so by acting as the lookout in several encounters where two men had sex; the men

did not know Humphreys was a researcher. He also wrote down their license plates and obtained their addresses and a year later disguised himself and interviewed the men at their homes. Many sociologists and other observers later criticized Humphreys for acting so secretly and for violating his subjects' privacy. Humphreys responded that he protected the men's names and that their behavior was not private, as it was conducted in a public setting (Humphreys, 1975).Humphreys, L. (1975). *Teamroom trade: Impersonal sex in public places*. Chicago, IL: Aldine.



Figure 6.2.2: *The requirement of informed consent becomes an ethical issue when prisoners are studied, because prisoners may feel pressured to participate in the study. © Thinkstock*

Another ethical issue concerns *consent*. Before a researcher can begin obtaining data, the subjects of the research must normally sign an *informed consent* form. This form summarizes the aims of the study and the possible risks of being a subject. If researchers want to study minors (under age 18), they normally must obtain a signature from a parent or legal guardian. Informed consent is a requirement for most "real" research these days, but ethical issues arise over the meaning of "consent." For consent to have any real meaning, potential research subjects must have the right to refuse to take part in a research project without any penalties whatsoever. Otherwise, they may feel pressured to participate in the project without really wanting to do so. This result would violate what "consent" is supposed to mean in the research process. Sometimes subjects are promised a small reward (often between $5 and $20) for taking part in a research project, but they are still utterly free to refuse to do so, and this small inducement is not considered to be undue pressure to participate.

Informed consent becomes a particular problem when a researcher wants to include certain populations in a study. Perhaps the clearest example of such a problem is when a study involves prisoners. When prisoners are asked to be interviewed or to fill out a questionnaire, they certainly can refuse to do so, but they may feel pressured to participate. They realize that if they do participate, they may be more likely to be seen as a "model" prisoner, which helps them win "good time" that reduces their sentence or helps them win a release decision from a parole board. Conversely, if they refuse to participate, they not only lose these advantages but also may be seen as a bit of a troublemaker and earn extra scrutiny from prison guards. Scholarly societies continue to debate the ethical issues involved in studies of prisoners and other vulnerable populations (e.g., offenders in juvenile institutions, patients in mental institutions), and there are no easy answers to the ethical questions arising in such studies.

As all these examples of ethical issues demonstrate, it is not always easy to decide whether a particular research project is ethically justifiable. Partly for this reason, colleges and universities have committees that review proposed human-subject research to ensure that federal guidelines are followed.

KEY TAKEAWAYS

- Potential ethical issues in sociological research are normally not as serious as those in medical research, but sociologists must still take care to proceed in an ethical manner in their research.
- The guideline that informed consent must be obtained from potential research subjects is a special issue for vulnerable populations such as prisoners.

FOR YOUR REVIEW

1. Do you think it is appropriate to ask prisoners to take part in a research study? Why or why not?
2. If you were a researcher and police demanded to see notes you had taken as part of your research, would you turn the notes over to the police, or would you refuse to do so at the risk of being arrested? Explain your answer.

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6.3: Sociological Research in the Service of Society

Should the primary aim of sociological research be to help improve society, or should its primary aim be to discover social knowledge for its own sake? There is no right or wrong answer to this question. However, following in the spirit of the early American sociologists, this book hopes to show the relevance of sociological knowledge and insights, as derived from sound, objective research, for addressing many of the social issues facing American society and various nations around the world.

Although sociological research findings may be relevant for many social issues, this certainly does not guarantee that these findings will actually be marshaled to address these issues. For this to happen, elected officials and other policymakers must be open to the implications of research findings, and an informed public must make its desire for addressing these issues known. For many readers, the introduction to sociology course they are now taking might be the only sociology course they ever take; other readers will take more sociology courses and may even become a sociology major. Regardless of how many sociology courses you do take, and regardless of whether you become an elected official or policymaker or you remain a member of the informed public, this book hopes to help you think like a sociologist as social issues continue and emerge in the many years ahead.

USING SOCIOLOGY

Imagine that you are the mayor of a city of about 100,000 residents. Similar to many other cities, yours has a mixture of rich and poor neighborhoods. Because you and one of your key advisers were sociology majors in college, you both remember that the type of neighborhoods in which children grow up can influence many aspects of their development. Your adviser suggests that you seek a large federal grant to conduct a small field experiment to test the effects of neighborhoods in your city. In this experiment, 60 families from poor neighborhoods would be recruited to volunteer. Half of these families would be randomly selected to move to middle-class neighborhoods with their housing partially subsidized (the experimental group), and the other 30 families would remain where they are (the control group). A variety of data would then be gathered about the children in both groups of families over the next decade to determine whether living in middle-class neighborhoods improved the children's cognitive and social development.

You recognize the potential value of this experiment, but you also wonder whether it is entirely ethical, as it would be virtually impossible to maintain the anonymity of the families in the experimental group and perhaps even in the control group. You also worry about the political problems that might result if the people already in the middle-class neighborhoods object to the new families moving into their midst. Do you decide to apply for the federal grant? Why or why not?

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CHAPTER OVERVIEW

7: Compare and contrast the three sociological theories.

7.1: Theoretical Perspectives in Sociology

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7.1: Theoretical Perspectives in Sociology

LEARNING OBJECTIVES

1. Distinguish macro approaches in sociology from micro approaches.
2. Summarize the most important beliefs and assumptions of functionalism and conflict theory.
3. Summarize the most important beliefs and assumptions of symbolic interactionism and exchange theory.

We have talked repeatedly about "a" sociological perspective, as if all sociologists share the same beliefs on how society works. This implication is misleading. Although all sociologists would probably accept the basic premise that social backgrounds affect people's attitudes, behavior, and life chances, their views as sociologists differ in many other ways.

Macro and Micro Approaches

Although this may be overly simplistic, sociologists' views basically fall into two camps: **macrosociology** and **microsociology**. Macrosociologists focus on the big picture, which usually means such things as social structure, social institutions, and social, political, and economic change. They look at the large-scale social forces that change the course of human society and the lives of individuals. Microsociologists, on the other hand, study social interaction. They look at how families, coworkers, and other small groups of people interact; why they interact the way they do; and how they interpret the meanings of their own interactions and of the social settings in which they find themselves. Often macro- and microsociologists look at the same phenomena but do so in different ways. Their views taken together offer a fuller understanding of the phenomena than either approach can offer alone.



Figure 7.1.1: *Microsociologists examine the interaction of small groups of people, such as the two women conversing here. These sociologists examine how and why individuals interact and interpret the meanings of their interaction. © Thinkstock*

The different but complementary nature of these two approaches can be seen in the case of armed robbery. Macrosociologists would discuss such things as why robbery rates are higher in poorer communities and whether these rates change with changes in the national economy. Microsociologists would instead focus on such things as why individual robbers decide to commit a robbery and how they select their targets. Both types of approaches give us a valuable understanding of robbery, but together they offer an even richer understanding.

Within the broad macro camp, two perspectives dominate: functionalism and conflict theory. Within the micro camp, two other perspectives exist: symbolic interactionism and utilitarianism (also called rational choice theory or exchange theory) (Collins, 1994).Collins, R. (1994). *Four sociological traditions*. New York, NY: Oxford University Press. We now turn to these four theoretical perspectives, which are summarized in Table 7.1.1 "Theory Snapshot".

Table 7.1.1:Theory Snapshot

Theoretical perspective	Major assumptions
Functionalism	Social stability is necessary to have a strong society, and adequate socialization and social integration are necessary to achieve social stability. Society's social institutions perform important functions to help ensure social stability. Slow social change is desirable, but rapid social change threatens social order. Functionalism is a macro theory.
Conflict theory	Society is characterized by pervasive inequality based on social class, gender, and other factors. Far-reaching social change is needed to reduce or eliminate social inequality and to create an egalitarian society. Conflict theory is a macro theory.

Theoretical perspective	Major assumptions
Symbolic interactionism	People construct their roles as they interact; they do not merely learn the roles that society has set out for them. As this interaction occurs, individuals negotiate their definitions of the situations in which they find themselves and socially construct the reality of these situations. In so doing, they rely heavily on symbols such as words and gestures to reach a shared understanding of their interaction. Symbolic interactionism is a micro theory.
Utilitarianism (rational choice theory or exchange theory)	People act to maximize their advantages in a given situation and to reduce their disadvantages. If they decide that benefits outweigh disadvantages, they will initiate the interaction or continue it if it is already under way. If they instead decide that disadvantages outweigh benefits, they will decline to begin interacting or stop the interaction if already begun. Social order is possible because people realize it will be in their best interests to cooperate and to make compromises when necessary. Utilitarianism is a micro theory.

Functionalism

Functionalism, also known as the functionalist perspective, arose out of two great revolutions of the 18th and 19th centuries. The first was the French Revolution of 1789, whose intense violence and bloody terror shook Europe to its core. The aristocracy throughout Europe feared that revolution would spread to their own lands, and intellectuals feared that social order was crumbling.

The Industrial Revolution of the 19th century reinforced these concerns. Starting first in Europe and then in the United States, the Industrial Revolution led to many changes, including the rise and growth of cities as people left their farms to live near factories. As the cities grew, people lived in increasingly poor, crowded, and decrepit conditions. One result of these conditions was mass violence, as mobs of the poor roamed the streets of European and American cities. They attacked bystanders, destroyed property, and generally wreaked havoc. Here was additional evidence, if European intellectuals needed it, of the breakdown of social order.

In response, the intellectuals began to write that a strong society, as exemplified by strong social bonds and rules and effective socialization, was needed to prevent social order from disintegrating (Collins, 1994).Collins, R. (1994). *Four sociological traditions*. New York, NY: Oxford University Press. In this regard, their view was similar to that of the 20th-century novel *Lord of the Flies* by William Golding (1954),Golding, W. (1954). *Lord of the flies*. London, England: Coward-McCann. which many college students read in high school. Some British boys are stranded on an island after a plane crash. No longer supervised by adults and no longer in a society as they once knew it, they are not sure how to proceed and come up with new rules for their behavior. These rules prove ineffective, and the boys slowly become savages, as the book calls them, and commit murder. However bleak, Golding's view echoes that of the conservative intellectuals writing in the aftermath of the French and Industrial Revolutions. Without a strong society and effective socialization, they warned, social order breaks down, and violence and other signs of social disorder result.

This general framework reached fruition in the writings of Émile Durkheim (1858–1917), a French scholar largely responsible for the sociological perspective as we now know it. Adopting the conservative intellectuals' view of the need for a strong society, Durkheim felt that human beings have desires that result in chaos unless society limits them. He wrote, "To achieve any other result, the passions first must be limited.…But since the individual has no way of limiting them, this must be done by some force exterior to him" (Durkheim, 1897/1952, p. 274).Durkheim, É. (1952). *Suicide*. New York, NY: Free Press. (Original work published 1897) This force, Durkheim continued, is the moral authority of society.

How does society limit individual aspirations? Durkheim emphasized two related social mechanisms: socialization and social integration. Socialization helps us learn society's rules and the need to cooperate, as people end up generally agreeing on important norms and values, while social integration, or our ties to other people and to social institutions such as religion and the family, helps socialize us and integrate us into society and reinforce our respect for its rules. In general, Durkheim added, society comprises many types of social facts, or forces external to the individual, that affect and constrain individual attitudes and behavior. The result is that socialization and social integration help establish a strong set of social rules—or, as Durkheim called it, a strong **collective conscience**—that is needed for a stable society. By so doing, society "creates a kind of cocoon around the individual, making him or her less individualistic, more a member of the group" (Collins, 1994, p. 181).Collins, R. (1994). *Four sociological traditions*. New York, NY: Oxford University Press. Weak rules or social ties weaken this "moral cocoon" and lead to social disorder. In all of these respects, says Randall Collins (1994, p. 181),Collins, R. (1994). *Four sociological traditions*. New York, NY: Oxford University Press. Durkheim's view represents the "core tradition" of sociology that lies at the heart of the sociological perspective.



Figure 7.1.2: *Émile Durkheim was a founder of sociology and largely responsible for the sociological perspective as we now know it.*

Source: Photo courtesy of http://www.marxists.org/glossary/people/d/pics/durkheim.jpg.

Durkheim used suicide to illustrate how social disorder can result from a weakening of society's moral cocoon. Focusing on group rates of suicide, he felt they could not be explained simply in terms of individual unhappiness and instead resulted from external forces. One such force is **anomie**, or normlessness, which results from situations, such as periods of rapid social change, when social norms are weak and unclear or social ties are weak. When anomie sets in, people become more unclear about how to deal with problems in their life. Their aspirations are no longer limited by society's constraints and thus cannot be fulfilled. The frustration stemming from anomie leads some people to commit suicide (Durkheim, 1897/1952).Durkheim, É. (1952). *Suicide*. New York, NY: Free Press. (Original work published 1897)

To test his theory, Durkheim gathered suicide rate data and found that Protestants had higher suicide rates than Catholics. To explain this difference, he rejected the idea that Protestants were less happy than Catholics and instead hypothesized that Catholic doctrine provides many more rules for behavior and thinking than does Protestant doctrine. Protestants' aspirations were thus less constrained than Catholics' desires. In times of trouble, Protestants also have fewer norms on which to rely for comfort and support than do Catholics. He also thought that Protestants' ties to each other were weaker than those among Catholics, providing Protestants fewer social support networks to turn to when troubled. In addition, Protestant belief is ambivalent about suicide, while Catholic doctrine condemns it. All of these properties of religious group membership combine to produce higher suicide rates among Protestants than among Catholics.

Today's functionalist perspective arises out of Durkheim's work and that of other conservative intellectuals of the 19th century. It uses the human body as a model for understanding society. In the human body, our various organs and other body parts serve important functions for the ongoing health and stability of our body. Our eyes help us see, our ears help us hear, our heart circulates our blood, and so forth. Just as we can understand the body by describing and understanding the functions that its parts serve for its health and stability, so can we understand society by describing and understanding the functions that its "parts"—or, more accurately, its social institutions—serve for the ongoing health and stability of society. Thus functionalism emphasizes the importance of social institutions such as the family, religion, and education for producing a stable society. We look at these institutions in later chapters.

Similar to the view of the conservative intellectuals from which it grew, functionalism is skeptical of rapid social change and other major social upheaval. The analogy to the human body helps us understand this skepticism. In our bodies, any sudden, rapid change is a sign of danger to our health. If we break a bone in one of our legs, we have trouble walking; if we lose sight in both our eyes, we can no longer see. Slow changes, such as the growth of our hair and our nails, are fine and even normal, but sudden changes like those just described are obviously troublesome. By analogy, sudden and rapid changes in society and its social institutions are troublesome according to the functionalist perspective. If the human body evolved to its present form and functions because these made sense from an evolutionary perspective, so did society evolve to its present form and functions because these made sense. Any sudden change in society thus threatens its stability and future. By taking a skeptical approach to social change, functionalism supports the status quo and is thus often regarded as a conservative perspective.

Conflict Theory

In many ways, **conflict theory** is the opposite of functionalism but ironically also grew out of the Industrial Revolution, thanks largely to Karl Marx (1818–1883) and his collaborator, Friedrich Engels (1820–1895). Whereas conservative intellectuals feared the mass violence resulting from industrialization, Marx and Engels deplored the conditions they felt were responsible for the mass violence and the capitalist society they felt was responsible for these conditions. Instead of fearing the breakdown of social order that mass violence represented, they felt that revolutionary violence was needed to eliminate capitalism and the poverty and misery they saw as its inevitable result (Marx, 1867/1906; Marx & Engels, 1848/1962).Marx, K. 1906. *Capital*. New York, NY: Random House. (Original work published 1867); Marx, K., & Engels, F. (1962). The communist manifesto. In *Marx and Engels: Selected works* (pp. 21–65). Moscow, Russia: Foreign Language Publishing House. (Original work published 1848)

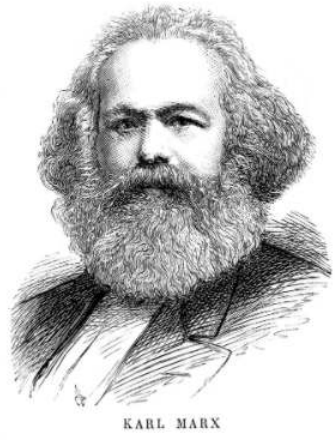


Figure 7.1.3: *Karl Marx and his collaborator Friedrich Engels were intense critics of capitalism. Their work inspired the later development of conflict theory in sociology. © Thinkstock*

According to Marx and Engels, every society is divided into two classes based on the ownership of the means of production (tools, factories, and the like). In a capitalist society, the **bourgeoisie**, or ruling class, owns the means of production, while the **proletariat**, or working class, does not own the means of production and instead is oppressed and exploited by the bourgeoisie. This difference creates an automatic conflict of interests between the two groups. Simply put, the bourgeoisie is interested in maintaining its position at the top of society, while the proletariat's interest lies in rising up from the bottom and overthrowing the bourgeoisie to create an egalitarian society.

In a capitalist society, Marx and Engels wrote, revolution is inevitable because of structural contradictions arising from the very nature of capitalism. Because profit is the main goal of capitalism, the bourgeoisie's interest lies in maximizing profit. To do so, capitalists try to keep wages as low as possible and to spend as little money as possible on working conditions. This central fact of capitalism, said Marx and Engels, eventually prompts the rise among workers of **class consciousness**, or an awareness of the reasons for their oppression. Their class consciousness in turn leads them to revolt against the bourgeoisie to eliminate the oppression and exploitation they suffer.

Over the years, Marx and Engels's views on the nature of capitalism and class relations have greatly influenced social, political, and economic theory and also inspired revolutionaries in nations around the world. However, history has not supported their prediction that capitalism will inevitably result in a revolution of the proletariat. For example, no such revolution has occurred in the United States, where workers never developed the degree of class consciousness envisioned by Marx and Engels. Because the United States is thought to be a free society where everyone has the opportunity to succeed, even poor Americans feel that the system is basically just. Thus various aspects of American society and ideology have helped minimize the development of class consciousness and prevent the revolution that Marx and Engels foresaw.

Despite this shortcoming, their basic view of conflict arising from unequal positions held by members of society lies at the heart of today's conflict theory. This theory emphasizes that different groups in society have different interests stemming from their different social positions. These different interests in turn lead to different views on important social issues. Some versions of the theory root conflict in divisions based on race and ethnicity, gender, and other such differences, while other versions follow Marx and Engels in seeing conflict arising out of different positions in the economic structure. In general, however, conflict theory emphasizes that the various parts of society contribute to ongoing inequality, whereas functionalist theory, as we have seen, stresses

that they contribute to the ongoing stability of society. Thus, while functionalist theory emphasizes the benefits of the various parts of society for ongoing social stability, conflict theory favors social change to reduce inequality. In this regard, conflict theory may be considered a progressive perspective.

Feminist theory has developed in sociology and other disciplines since the 1970s and for our purposes will be considered a specific application of conflict theory. In this case, the conflict concerns gender inequality rather than the class inequality emphasized by Marx and Engels. Although many variations of feminist theory exist, they all emphasize that society is filled with gender inequality such that women are the subordinate sex in many dimensions of social, political, and economic life (Tong, 2009).Tong, R. (2009). *Feminist thought: A more comprehensive introduction*. Boulder, CO: Westview Press. Liberal feminists view gender inequality as arising out of gender differences in socialization, while Marxist feminists say that this inequality is a result of the rise of capitalism, which made women dependent on men for economic support. On the other hand, radical feminists view gender inequality as present in all societies, not just capitalist ones. Chapter 2.4 "Gender and Gender Inequality" examines some of the arguments of feminist theory at great length.

Symbolic Interactionism

Whereas the functionalist and conflict perspectives are macro approaches, **symbolic interactionism** is a micro approach that focuses on the interaction of individuals and on how they interpret their interaction. Its roots lie in the work in the early 1900s of American sociologists, social psychologists, and philosophers who were interested in human consciousness and action. Herbert Blumer (1969),Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Englewood Cliffs, NJ: Prentice Hall. a sociologist at the University of Chicago, built on their writings to develop symbolic interactionism, a term he coined. This view remains popular today, in part because many sociologists object to what they perceive as the overly deterministic view of human thought and action and passive view of the individual inherent in the sociological perspective derived from Durkheim.

Drawing on Blumer's work, symbolic interactionists feel that people do not merely learn the roles that society has set out for them; instead they construct these roles as they interact. As they interact, they "negotiate" their definitions of the situations in which they find themselves and socially construct the reality of these situations. In so doing, they rely heavily on symbols such as words and gestures to reach a shared understanding of their interaction.

An example is the familiar symbol of shaking hands. In the United States and many other societies, shaking hands is a symbol of greeting and friendship. This simple act indicates that you are a nice, polite person with whom someone should feel comfortable. To reinforce this symbol's importance for understanding a bit of interaction, consider a situation where someone *refuses* to shake hands. This action is usually intended as a sign of dislike or as an insult, and the other person interprets it as such. Their understanding of the situation and subsequent interaction will be very different from those arising from the more typical shaking of hands.

Now let's say that someone does not shake hands, but this time the reason is that the person's right arm is broken. Because the other person realizes this, no snub or insult is inferred, and the two people can then proceed to have a comfortable encounter. Their definition of the situation depends not only on whether they shake hands but also, if they do not shake hands, on why they do not. As the term *symbolic interactionism* implies, their understanding of this encounter arises from what they do when they interact and their use and interpretation of the various symbols included in their interaction. According to symbolic interactionists, social order is possible because people learn what various symbols (such as shaking hands) mean and apply these meanings to different kinds of situations. If you visited a society where sticking your right hand out to greet someone was interpreted as a threatening gesture, you would quickly learn the value of common understandings of symbols.

Utilitarianism

Utilitarianism is a general view of human behavior that says people act to maximize their pleasure and to reduce their pain. It originated in the work of such 18th-century thinkers as the Italian economist Cesare Beccaria (1738–1794) and the English philosopher Jeremy Bentham (1748–1832). Both men thought that people act rationally and decide before they act whether their behavior will cause them more pleasure or pain. Applying their views to crime, they felt the criminal justice system in Europe at the time was far harsher than it needed to be to deter criminal behavior. Another 18th-century utilitarian thinker was Adam Smith, whose book *The Wealth of Nations* (1776/1910)Smith, A. (1910). *The wealth of nations*. London, England: J. M. Dent & Sons; New York, NY: E. P. Dutton. (Original work published 1776) laid the foundation for modern economic thought. Indeed, at the heart of economics is the view that sellers and buyers of goods and services act rationally to reduce their costs and in this and other ways to maximize their profits.

In sociology, utilitarianism is commonly called **exchange theory** or **rational choice theory** (Coleman, 1990; Homans, 1961).Coleman, J. S. (1990). *Foundations of social theory*. Cambridge, MA: Harvard University Press; Homans, G. (1961). *Social behavior: Its elementary forms*. Orlando, FL: Harcourt Brace Jovanovich. No matter what name it goes under, this view emphasizes that when people interact, they seek to maximize the benefits they gain from the interaction and to reduce the disadvantages. If they decide that the interaction's benefits outweigh its disadvantages, they will initiate the interaction or continue it if it is already under way. If they instead decide that the interaction's disadvantages outweigh its benefits, they will decline to begin interacting or stop the interaction if already begun. Social order is possible because people realize it will be in their best interests to cooperate and to make compromises when necessary.

A familiar application of exchange theory would be a dating relationship. Each partner in a dating relationship gives up a bit of autonomy in return for love and other benefits of being close to someone. Yet every relationship has its good and bad moments, and both partners make frequent compromises to ensure the relationship will endure. As long as the couple feels the good moments outweigh the bad moments, the relationship will continue. But once one or both partners decide the reverse is true, the relationship will end.

Comparing Macro and Micro Perspectives

This brief presentation of the four major theoretical perspectives in sociology is necessarily incomplete but should at least outline their basic points. Each perspective has its proponents, and each has its detractors. All four offer a lot of truth, and all four oversimplify and make other mistakes. We will return to them in many of the chapters ahead, but a brief critique is in order here.

A major problem with functionalist theory is that it tends to support the status quo and thus seems to favor existing inequalities based on race, social class, and gender. By emphasizing the contributions of social institutions such as the family and education to social stability, functionalist theory minimizes the ways in which these institutions contribute to social inequality.

Conflict theory also has its problems. By emphasizing inequality and dissensus in society, conflict theory overlooks the large degree of consensus on many important issues. And by emphasizing the ways in which social institutions contribute to social inequality, conflict theory minimizes the ways in which these institutions are necessary for society's stability.

Neither of these two macro perspectives has very much to say about social interaction, one of the most important building blocks of society. In this regard, the two micro perspectives, symbolic interactionism and utilitarianism, offer significant advantages over their macro cousins. Yet their very micro focus leads them to pay relatively little attention to the reasons for, and possible solutions to, such broad and fundamentally important issues as poverty, racism, sexism, and social change, which are all addressed by functionalism and conflict theory. In this regard, the two macro perspectives offer significant advantages over their micro cousins. In addition, one of the micro perspectives, rational choice theory, has also been criticized for ignoring the importance of emotions, altruism, and other values for guiding human interaction (Lowenstein, 1996).Lowenstein, G. (1996). Out of control: Visceral influences on behavior. *Organizational Behavior and Human Decision Processes, 65*, 272–292.

These criticisms aside, all four perspectives taken together offer a more comprehensive understanding of social phenomena than any one perspective can offer alone. To illustrate this, let's return to our armed robbery example. A functionalist approach might suggest that armed robbery and other crimes actually serve positive functions for society. As one function, fear of crime ironically strengthens social bonds by uniting the law-abiding public against the criminal elements in society. As a second function, armed robbery and other crimes create many jobs for police officers, judges, lawyers, prison guards, the construction companies that build prisons, and the various businesses that provide products the public buys to help protect against crime.



Figure 7.1.4: *To explain armed robbery, symbolic interactionists focus on how armed robbers decide when and where to rob a victim and on how their interactions with other criminals reinforce their own criminal tendencies. © Thinkstock*

Conflict theory would take a very different but no less helpful approach to understanding armed robbery. It might note that most street criminals are poor and thus emphasize that armed robbery and other crimes are the result of the despair and frustration of living in poverty and facing a lack of jobs and other opportunities for economic and social success. The roots of street crime, from the perspective of conflict theory, thus lie in society at least as much as they lie in the individuals committing such crime.

In explaining armed robbery, symbolic interactionism would focus on how armed robbers make such decisions as when and where to rob someone and on how their interactions with other criminals reinforce their own criminal tendencies. Exchange or rational choice theory would emphasize that armed robbers and other criminals are rational actors who carefully plan their crimes and who would be deterred by a strong threat of swift and severe punishment.

Now that you have some understanding of the major theoretical perspectives in sociology, we will discuss in Chapter 6.1 "Eye on Society: Doing Sociological Research" how sociologists conduct their research.

KEY TAKEAWAYS

- Sociological theories may be broadly divided into macro approaches and micro approaches.
- Functionalism emphasizes the importance of social institutions for social stability and implies that far-reaching social change will be socially harmful.
- Conflict theory emphasizes social inequality and suggests that far-reaching social change is needed to achieve a just society.
- Symbolic interactionism emphasizes the social meanings and understandings that individuals derive from their social interaction.
- Utilitarianism emphasizes that people act in their self-interest by calculating whether potential behaviors will be more advantageous than disadvantageous.

FOR YOUR REVIEW

1. In thinking about how you view society and individuals, do you consider yourself more of a macro thinker or a micro thinker?
2. At this point in your study of sociology, which one of the four sociological traditions sounds most appealing to you? Why?

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Glossary

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