
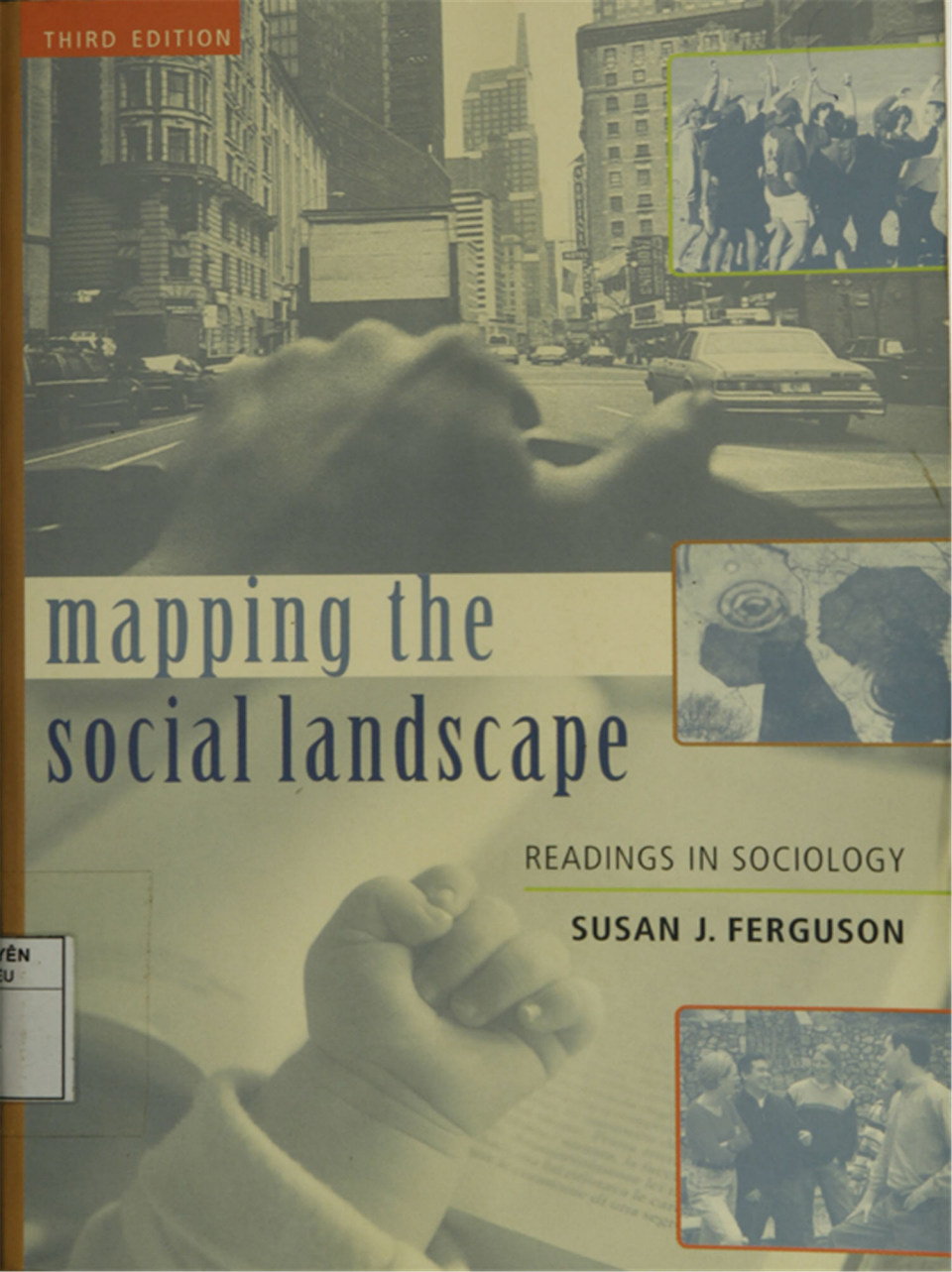


THIRD EDITION



mapping the social landscape

READINGS IN SOCIOLOGY

SUSAN J. FERGUSON



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MAPPING THE SOCIAL LANDSCAPE

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Third Edition

SUSAN J. FERGUSON

Grinnell College

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With love to my grandmother, Edna Catherine Clark, who always believed that an education would open the doors of the world to me. She was right.

Preface

As the title suggests, *Mapping the Social Landscape* is about exploration and discovery. It means taking a closer look at a complex, ever-changing social world in which locations, pathways, and boundaries are not fixed. Because sociology describes and explains our social surroundings, it enables us to understand this shifting landscape. Thus, sociology is about discovering society and discovering ourselves. The purpose of this anthology is to introduce the discipline of sociology and to convey the excitement and the challenge of the sociological enterprise.

Although a number of readers in introductory sociology are already available for students, I have yet to find one that exposes students to the broad diversity of scholarship, perspectives, and authorship that exists within the field of sociology. This diversity goes beyond recognizing gender, racial-ethnic, and social class differences to acknowledging a plurality of voices and views within the discipline. Like other anthologies, this one includes classic works by authors such as Karl Marx, Max Weber, W. E. B. Du Bois, and C. Wright Mills; in addition, however, I have also drawn from a wide range of contemporary scholarship, some of which provides newer treatments of traditional concepts. This diversity of viewpoints and approaches should encourage students to evaluate and analyze the ideas and research findings presented.

In addition, because I find it invaluable in my own teaching to use examples from personal experiences to enable students to see the connection between "private troubles and public issues," as Mills phrased it, I have included in this collection a few personal narratives to help students comprehend how social forces affect individual lives. Thus, this anthology includes classic as well as contemporary writings, and the voices of other social scientists who render provocative sociological insights. The readings also exemplify functionalist, conflict, and symbolic interactionist perspectives and different types of research methodology. Each article is preceded by a brief headnote that sets the context within which the reader can seek to understand the sociological work. Thus, the selections communicate an enthusiasm for sociology while illustrating sociological concepts, theories, and methods.

During the last 25 years, sociology has benefited from a rich abundance of creative scholarship, but many of these original works have not been adequately presented in textbooks or readers. I believe an introductory anthology

needs to reflect the new questions concerning research and theory within the discipline. Moreover, I find that students enjoy reading the actual research and words of sociologists. This anthology, therefore, includes many cutting-edge pieces of sociological scholarship and some very recent publications by recognized social analysts. Current issues are examined, including the tattoo subculture, the mythopoetic men's movement, the effects of globalization, the political influence of corporate PACs, teen suicide, the rise of paramilitary subcultures, and eating disorders. In essence, I have attempted, not to break new ground, but to compile a collection that provides a fresh, innovative look at the discipline of sociology.

Changes to the Third Edition

With this third edition, I maintain a balance of classical and contemporary readings. In addition to many of the classic pieces that appeared in the second edition, I have included Zimbardo's classic study of social interaction in a simulated prison. I also have added fourteen selections of cutting-edge contemporary sociological research that illustrate analyses of timely social issues and the intersection between race, social class, and gender. These new selections examine school cliques, TV talk shows, teen pregnancy, cosmetic surgery, the Internet, white privilege, the mass media, the U.S. health care system, the soft money in political campaigns, and other current social issues. Among these readings are some selections that I consider to be contemporary classics in that they provide an overview of the discipline of sociology or a specific content area. These readings include an essay by Earl Babbie on the science of sociology; Barbara Risman's reading on "Gender as Structure," which provides an overview of theories on sex and gender; Roger Finke and Rodney Stark's important work on social change within the institution of religion; Vicente Navarro's reading on why the U.S. health care system does not respond to people's needs; and an excerpt from Allan G. Johnson's recent book, *Privilege, Power, and Difference* (2001). Based on reviewers' comments I also have completely revised the sections on social research, religion, and health and medicine. I think students will find the newer pieces in these sections more accessible and interesting. Of course, for all of the readings, I have tried to choose selections that are compelling to students and demonstrate well the diversity within the discipline of sociology. Please note that I welcome feedback from professors and students on this edition of *Mapping the Social Landscape: Readings in Sociology*.

Printed Test Bank

I also have written an accompanying test manual that contains numerous examination and discussion questions for each reading. As the editor of this an-

thology, I developed these items with the goal of helping instructors test students' understanding of key sociological concepts and themes.

Acknowledgments

The completion of this book involved the labor and support of many people. I would like to begin by acknowledging the support of my colleagues in the sociology department at Grinnell College. I also am indebted to the Carnegie secretaries, Faun Black, Vicki Bunnell, Karen Groves, and Linda Price, for their time typing and copying portions of the manuscript. My student research assistants, Michelle Brunner, Margaret Hainline, and Emily Larson, also need to be commended for copying material and carrying innumerable pounds of books between my office and the library. I also am indebted to Grinnell College for its generous research support.

Many sociologists reviewed earlier drafts of the manuscript and provided me with valuable observations. First and foremost, I want to acknowledge the early insights of Agnes Riedmann, who suggested several key pieces in the first draft. I also appreciate the suggestions for selections made by Joan Ferrante, Annette Lareau, and Michael Messner.

My special thanks go to Arnold Arluke, Northeastern University; Joanne M. Badagliacco, University of Kentucky; Gary L. Brock, Southwest Missouri State University; Tom Gerschick, Illinois State University; Thomas B. Gold, University of California at Berkeley; Jack Harkins, College of DuPage; Paul Kamolnick, East Tennessee State University; Peter Kivisto, Augustana College; Fred Kniss, Loyola University; Diane E. Levy, University of North Carolina at Wilmington; Peter Meiksins, Cleveland State University; Roslyn Arlin Mickelson, University of North Carolina at Charlotte; and Carol Ray, San Jose State University, for their feedback on the first edition of the manuscript. As a team of reviewers, your detailed comments were enormously helpful in the tightening and refining of the manuscript. And more important, your voices reflect the rich and varied experiences with teaching introductory sociology.

For the second edition, I would like to thank the following team of reviewers: Angela Danzi, State University of New York at Farmingdale; Diane Diamond, State University of New York at Stony Brook; Yvonne Downs, State University of New York at Fredonia; Kay Forest, Northern Illinois University; Bob Granfield, University of Denver; Susan Greenwood, University of Maine; Kate Hausbeck, University of Nevada at Las Vegas; Arthur J. Jipson, Miami University; James Jones, Mississippi State University; Carolyn A. Kapinus, Penn State University; J. Richard Kendrick, Jr., State University of New York at Cortland; M. Kris McIlwaine, University of Arizona; Kristy McNamara, Furman University; Tracy Ore, University of Illinois at Urbana; Denise Scott, State University of New York at Geneseo; Maynard Seider, Massachusetts College of Liberal Arts; Tom Soltis, Westmoreland Community