



Sociology DataBank

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SOCIOLOGY
Online

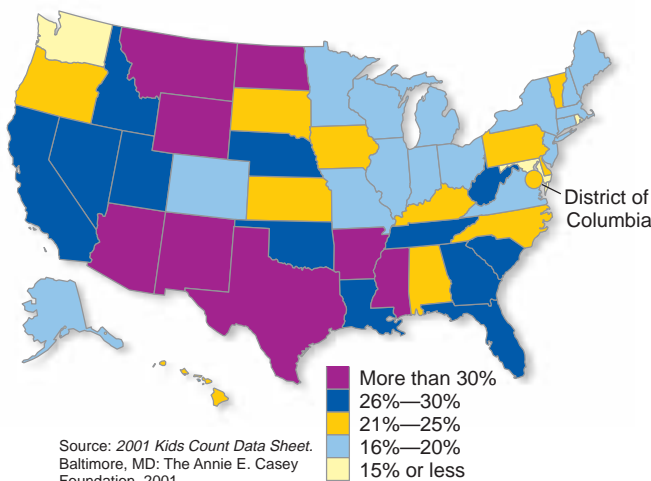
Visit the *Sociology and You* Web site at soc.glencoe.com and click on **Textbook Updates–Databank** for an update of the data.

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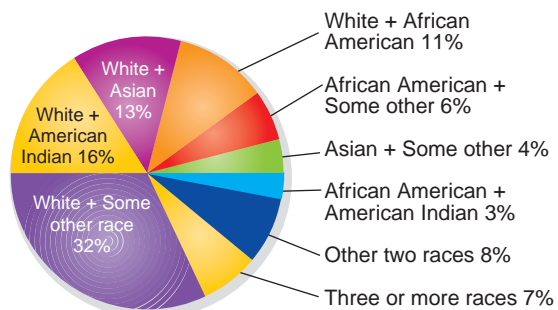
THE FAMILY

For sociologists, a *family* is a group of people related by marriage, blood, or adoption.

Percentage of Children Living in Working Poor Families



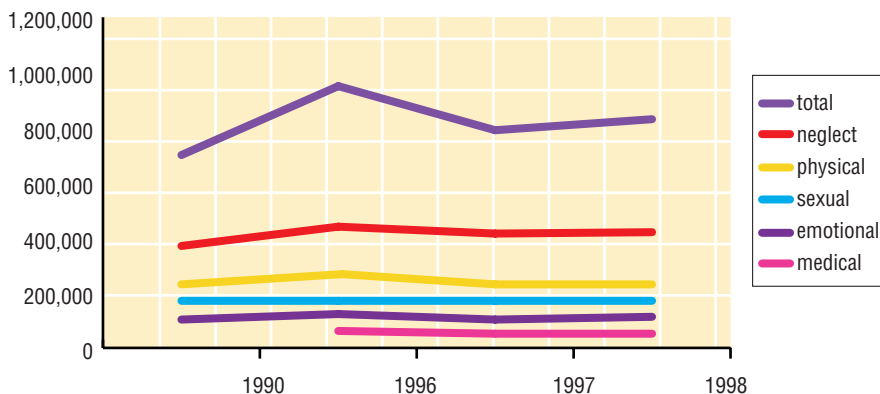
Americans Who Identified With More Than One Race, 2000



Total multiracial Americans = 6,826,228

Source: First Glimpses From the 2000 U.S. Census Population Bulletin Vol. 56, No. 2 June 2001.

Child Abuse and Neglect Cases 1990 to 1998, by Type



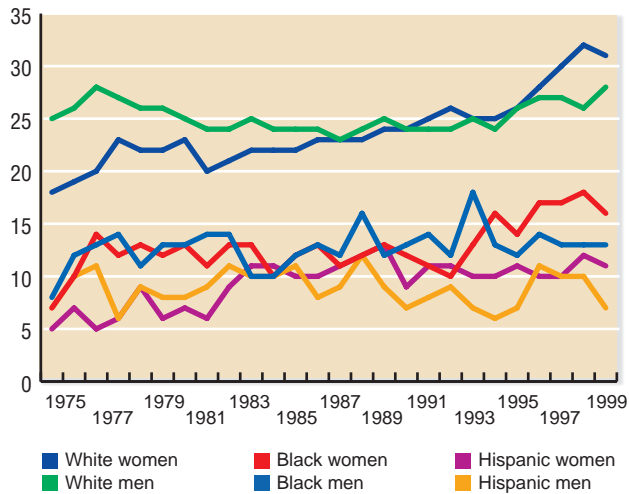
Source: U.S. Bureau of the Census. *Statistical Abstract of the United States 2000*. Washington DC: U.S. Government Printing Office.

EDUCATION

Education is the social institution responsible for the transmission of knowledge to its members. This includes academic knowledge, vocational skills, and a society's beliefs, norms, and values.

How Educated Are Young Workers?

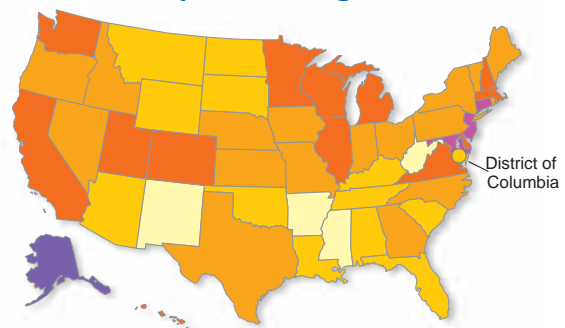
Percentage of 25 to 29-year-olds with college degrees



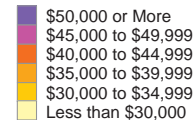
Source: 2000 United States Population Data Sheet. Washington, DC: Population Reference Bureau, 2000.

Education Spending

Median Household Income by State (3-year average 1996–1998)

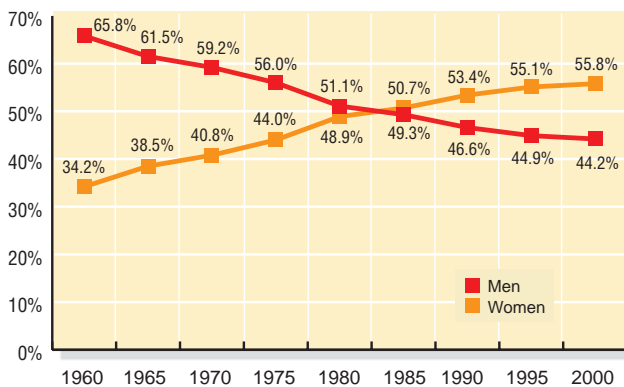


Median Household Income by State (3-year average 1996–1998)



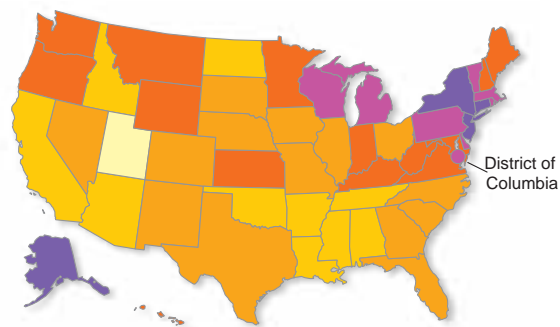
Source: 2000 United States Population Data Sheet. Washington DC: Population Reference Bureau, 2000.

Percentage of Postsecondary Graduates by Sex, 1960 to 2000

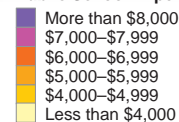


Source: Digest of Educational Statistics. Washington DC: U.S. National Center for Education Statistics, 2001. <http://www.nces.ed.gov>.

School Expenditures, 1996

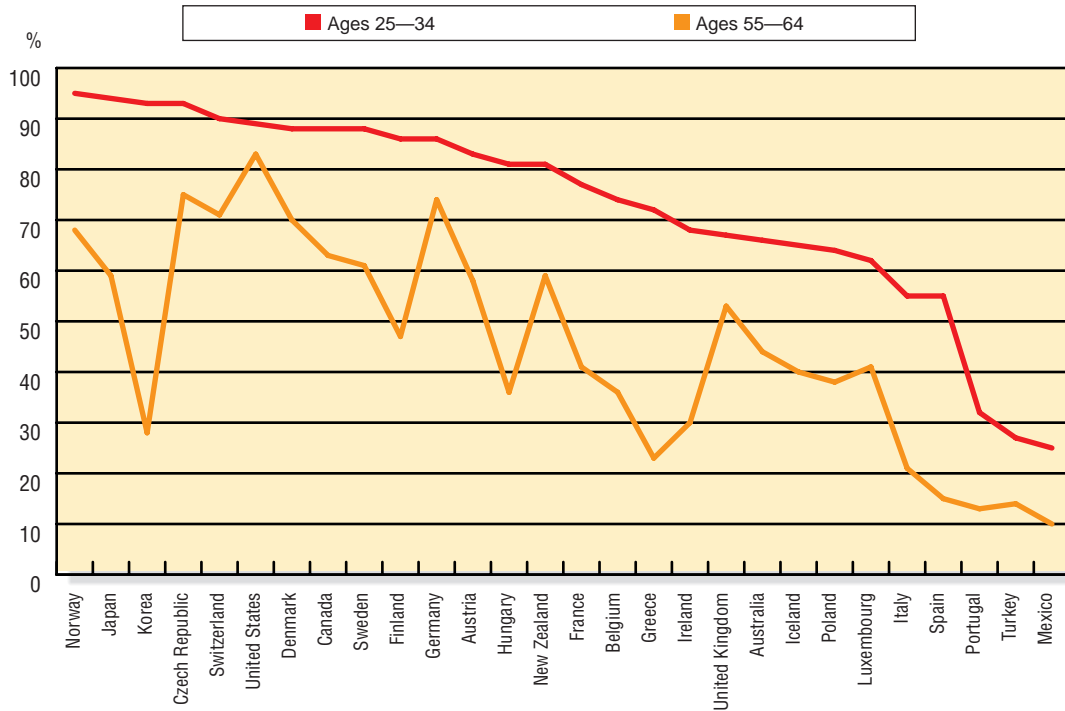


Public School Expenditures Per Pupil

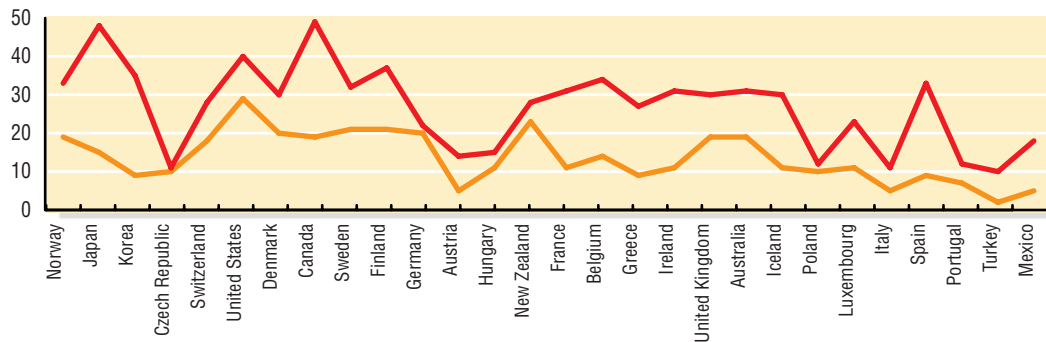


Educational Attainment of the Population by Age Group (1999)

At Least Upper Secondary Education



At Least Tertiary Education

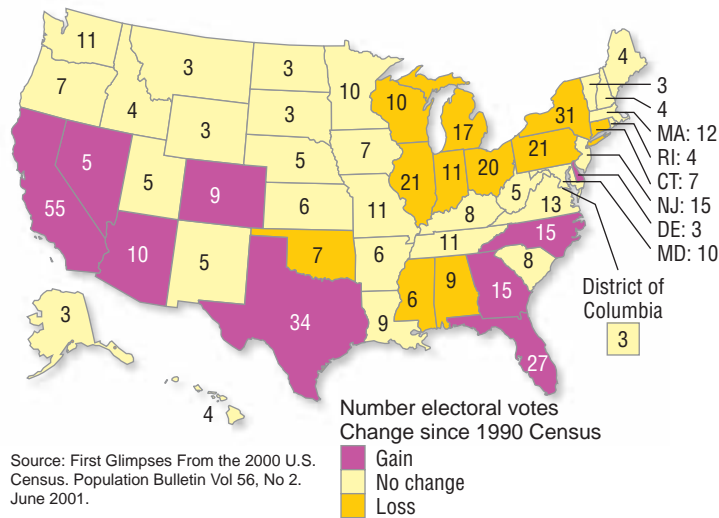


Source: Education at a Glance 2001. Paris: Organization for Education Cooperation and Development.

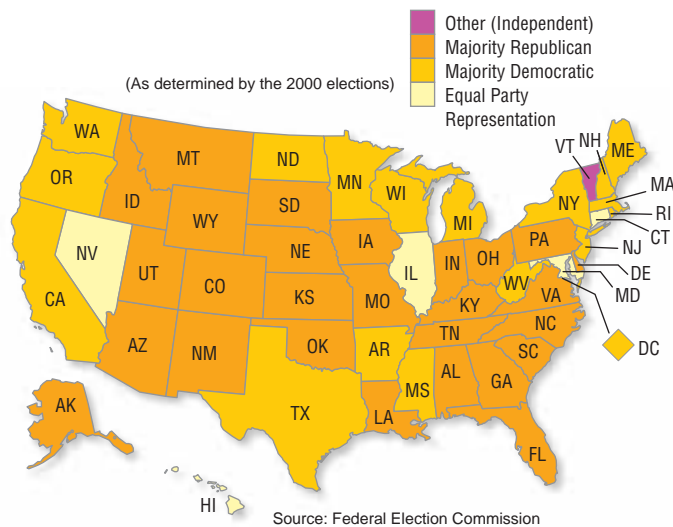
THE POLITICAL INSTITUTION

The *political institution* is the body through which power is obtained and exercised to maintain order and handle conflict in the society.

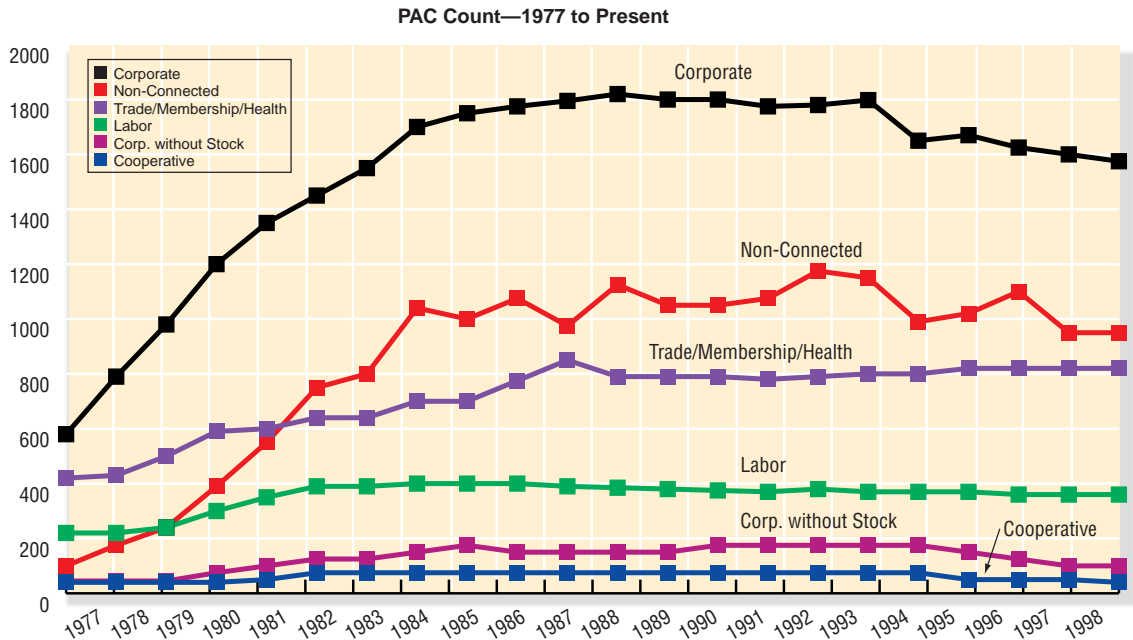
Electoral Votes by State, 2000



U.S. House Delegations

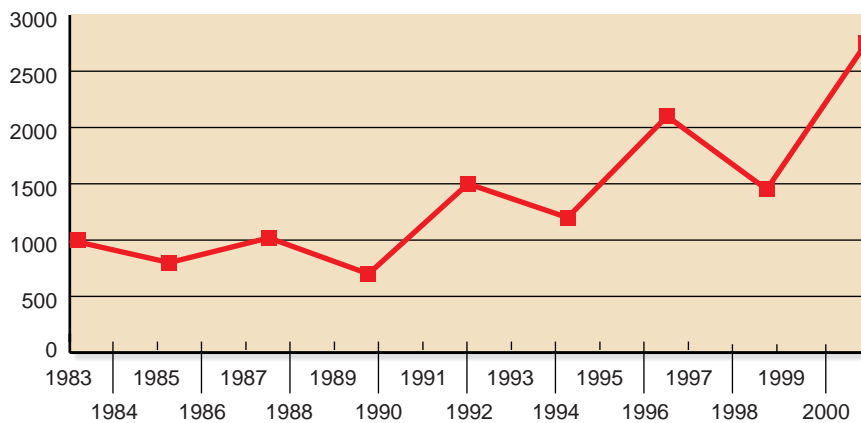


Political Action Committee (PAC) Count—1977 to Present



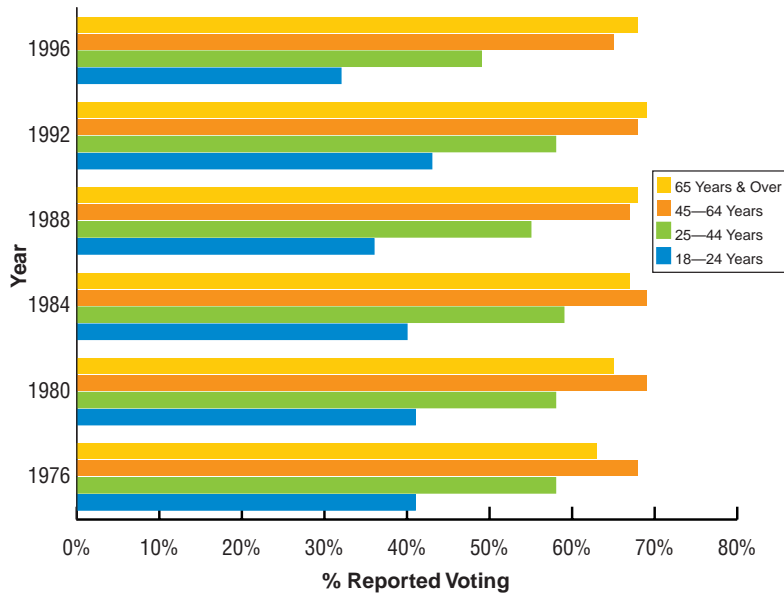
Source: Federal Election Commission.

Overall Campaign Spending at the Federal Level (in millions of dollars)



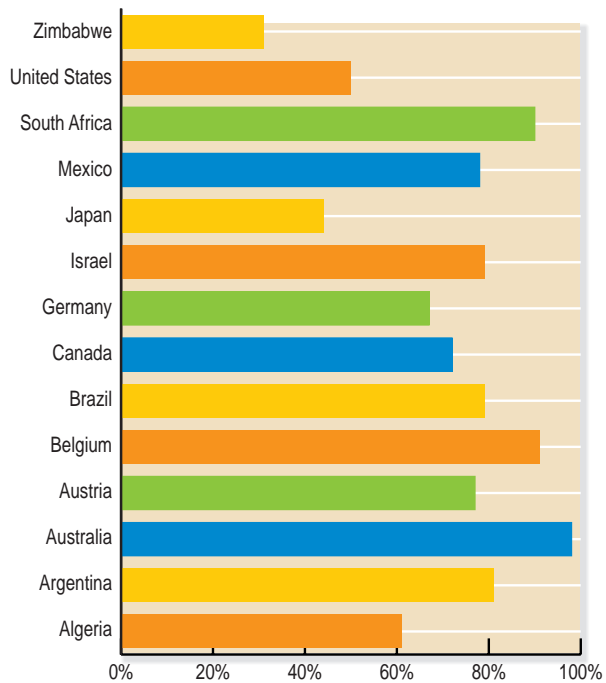
Source: Federal Election Commission Reports.

Reported Voting by Age Group—Presidential Elections, 1976–1996



Source: Federal Election Commission

Voter Turnouts in National Elections in the 1990s

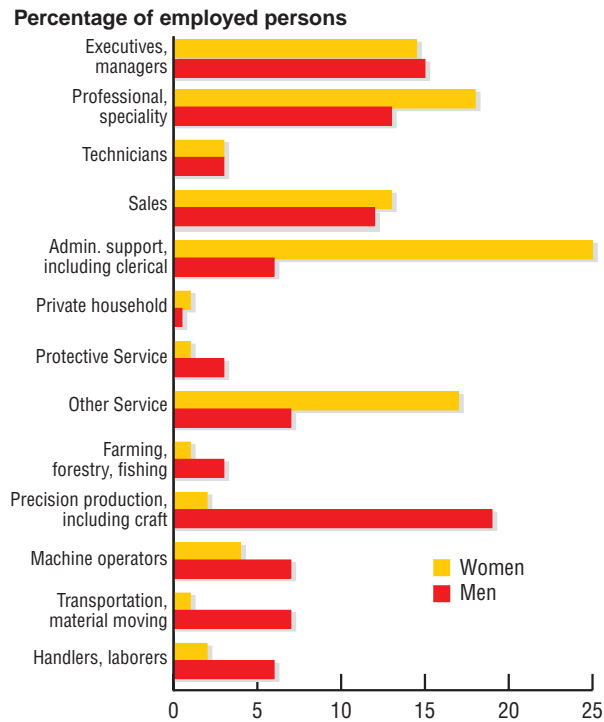


Source: Federal Election Commission

THE ECONOMY

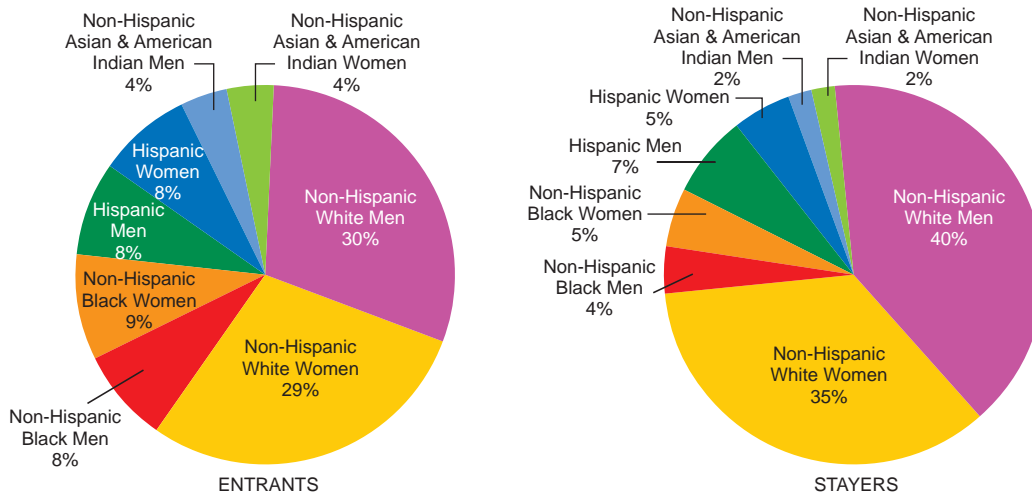
The *economy* is the social institution that regulates the production and distribution of goods and services for a society.

What Jobs Do Women Have?



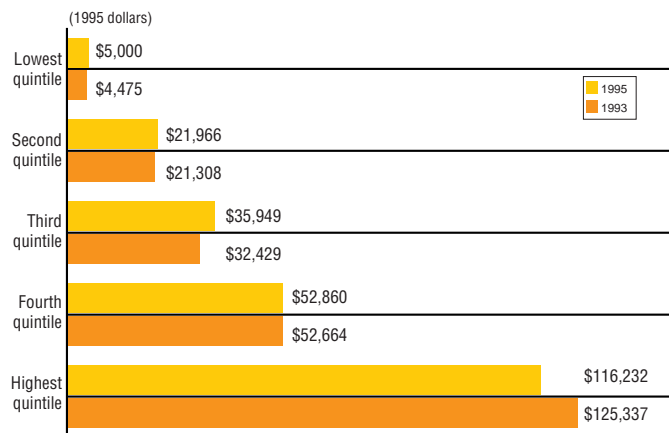
Source: 2000 United States Population Data Sheet.
Washington, DC: Population Reference Bureau, 2000.

Who's Entering and Staying in the Labor Force?



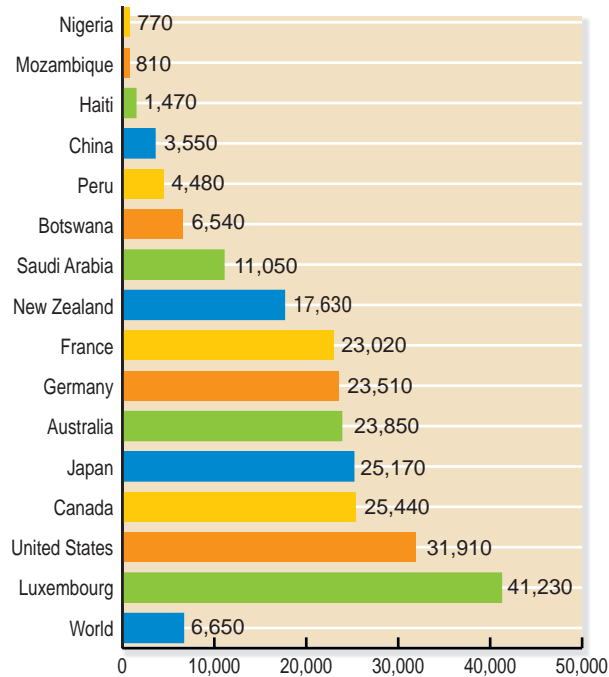
Source: 2000 United States Population Data Sheet. Washington, DC: Population Reference Bureau, 2000.

Median Net Worth of Households by Monthly Household Income Quintile Groups: 1993 and 1995



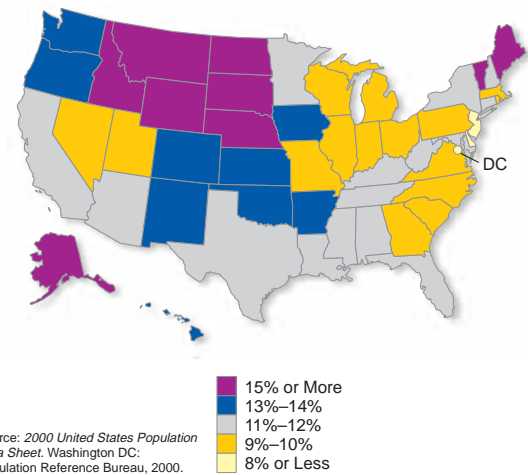
Source: U.S. Bureau of the Census. "Household Net Worth and Asset Ownership." Washington, DC: U.S. Government Printing Office, 2000.

Gross National Income in Purchasing Power Parity Per Capita for Selected Countries, 1999



Source: 2001 World Population Data Sheet.
Washington DC: Population Reference Bureau, 2001.
Note: Figures given in U.S. dollars

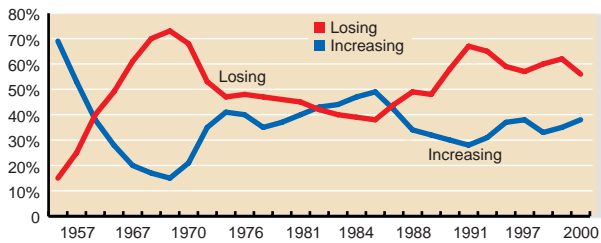
Percentage of Workers Who Are Self-Employed (3-year average 1997–1999)



RELIGION

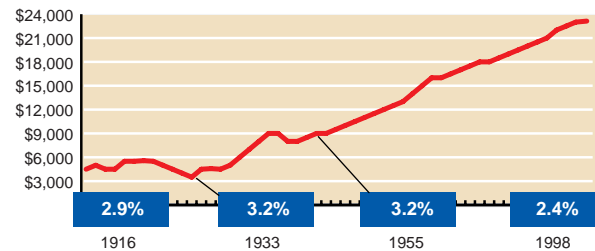
Religion is a unified system of beliefs and practices concerned with sacred things.

Percentage of Americans Who Think Religion Is Increasing or Losing Its Influence

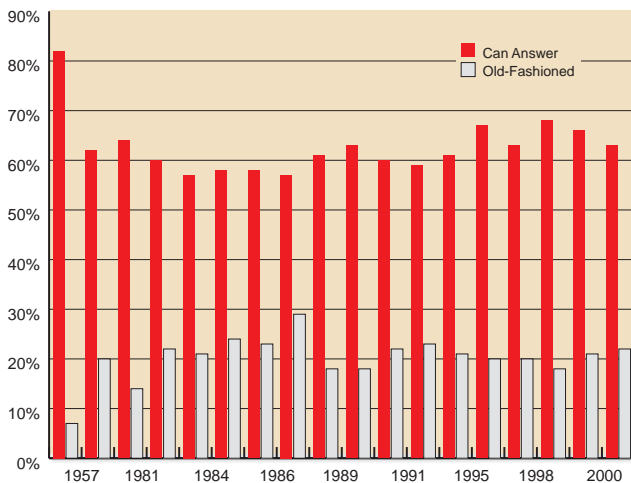


Source: The Gallup Organization

U.S. Per Capita Income/Per Member Giving as a Percentage of Income

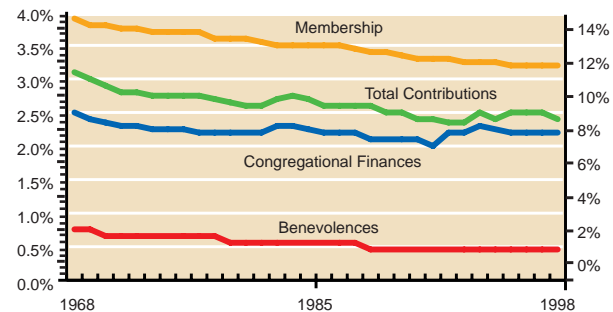


Percentage of Americans Who Believe that Religion Can Answer All of Today's Problems or Is Old-Fashioned



Source: The Gallup Organization.

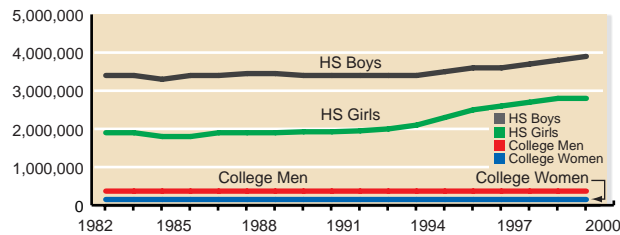
Giving as a Percentage of Income and Membership as a Percentage of U.S. Population, 1968–1998



SPORT

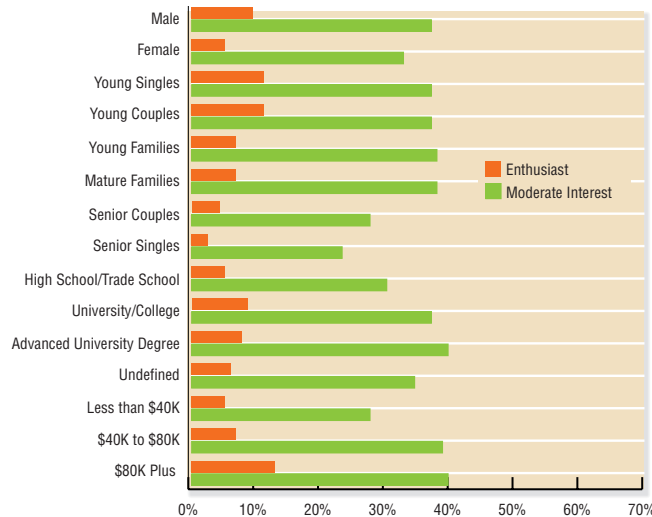
Sport is a set of competitive activities in which winners and losers are determined by physical performance within a set of established rules.

Participation in High School and NCAA Sponsored Sports, 1982 to 2000



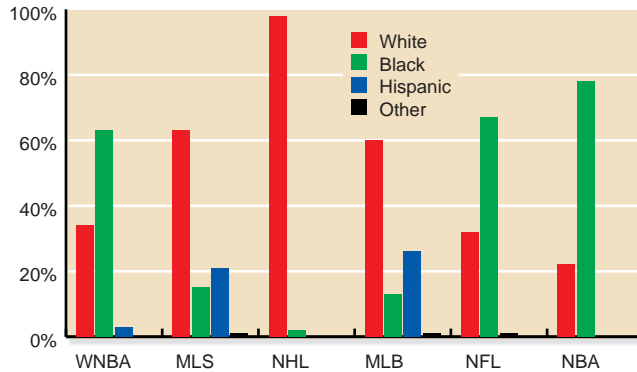
Sources: National Federation of State High School Associations and the National Collegiate Athletic Association.

Interest in Professional Sports Based on Attendance At Professional Sporting Events: United States by Demographics



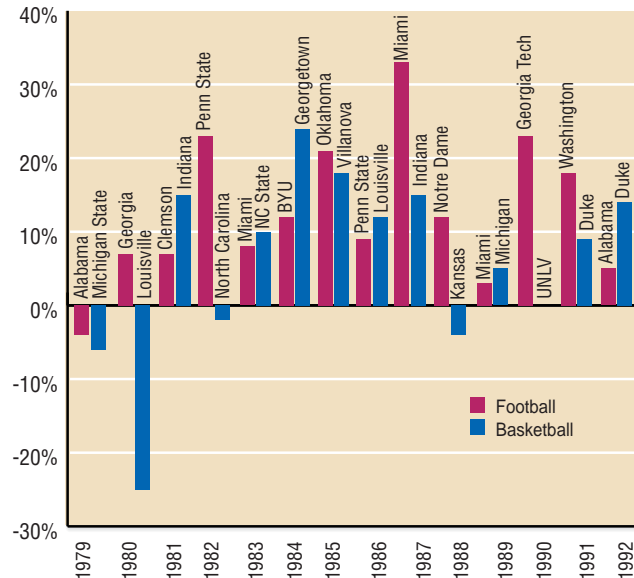
Source: Lang, David. "Interest in Professional Sports (As a Spectator) Profile Report." April 2001.

Racial Composition of Players in Men's Professional Leagues and the WNBA



Source: Lapchick, Richard E., and Kevin J. Matthews (1998). "1998 Racial and Gender Report Card." Boston: Northeastern University's Center for the Study of Sport in Society.

Percentage Increase in Applications to Colleges and Universities in the Three Years Following a National Championship



Source: Toma, J. Douglas, and Michael E. Cross (1998). "Intercollegiate Athletics and Student College Choice: Exploring the Impact of Championship Seasons on Undergraduate Applications." *Research in Higher Education* 39, 633—661.

AMERICAN SOCIOLOGICAL ASSOCIATION'S CODE OF ETHICS

The American Sociological Association's (ASA's) Code of Ethics sets forth the principles and ethical standards that underlie sociologists' professional responsibilities and conduct. These principles and standards should be used as guidelines when examining everyday professional activities. They constitute normative statements for sociologists and provide guidance on issues that sociologists may encounter in their professional work.

The Preamble and General Principles of the Code are aspirational goals to guide sociologists toward the highest ideals of sociology. Although the Preamble and General Principles are not enforceable rules, they should be considered by sociologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards.

The Ethical Standards set forth enforceable rules of conduct by sociologists. Most of the Ethical Standards are written broadly in order to apply to sociologists in varied roles, and the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. Any conduct that is not specifically addressed by this Code of Ethics is not necessarily ethical or unethical.

Preamble

This Code of Ethics articulates a common set of values upon which sociologists build their professional and scientific work. The Code is intended to provide both the general principles and the rules to cover professional situations encountered by sociologists. It has as its primary goal the welfare and protection of the individuals and groups with whom sociologists work. It is the individual responsibility of each sociologist to aspire to the highest possible standards of conduct in research, teaching, practice, and service.

The development of a dynamic set of ethical standards for a sociologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisors, supervisees, employers, employees, and colleagues; and to consult with others as needed concerning ethical problems. Each sociologist supplements, but does not violate, the values and rules specified in the Code of Ethics based on guidance drawn from personal values, culture, and experience.

General Principles

The following General Principles are aspirational and serve as a guide for sociologists in determining ethical courses of action in various contexts. They exemplify the highest ideals of professional conduct.

Principle A: Professional Competence Sociologists strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary for the benefit of their students, research participants, and clients.

Principle B: Integrity Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service. Sociologists do not knowingly act in ways that jeopardize either their own or others' professional welfare. Sociologists conduct their affairs in ways that inspire trust and confidence; they do not knowingly make statements that are false, misleading, or deceptive.

Principle C: Professional and Scientific Responsibility Sociologists adhere to the highest scientific and professional standards and accept responsibility for their work. Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities. Sociologists value the public trust in sociology and are concerned about their ethical behavior and that of other sociologists that might compromise that trust. While endeavoring always to be collegial, sociologists must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for People's Rights, Dignity, and Diversity Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; or marital, domestic, or parental status. They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own.

Principle E: Social Responsibility Sociologists are aware of their professional and scientific responsibility to the communities and societies in

which they live and work. They apply and make public their knowledge in order to contribute to the public good. When undertaking research, they strive to advance the science of sociology and to serve the public good.

Ethical Standards

The complete text of the Ethical Standards can be found at the ASA web site. Excerpts from this code are reproduced here.

1. Professional and Scientific Standards: Sociologists adhere to the highest possible technical standards that are reasonable and responsible in their research, teaching, practice, and service activities.
2. Competence: Sociologists conduct research, teach, practice, and provide service only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.
3. Representation and Misuse of Expertise: Because sociologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their knowledge, expertise, or influence.
4. Delegation and Supervision: Sociologists provide proper training and supervision to their students, supervisees, or employees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.
5. Nondiscrimination: Sociologists do not engage in discrimination in their work based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; marital; domestic, or parental status; or any other applicable basis proscribed by law.
6. Non-exploitation: Whether for personal, economic, or professional advantage, sociologists do not exploit persons over whom they have direct or indirect supervisory, evaluative, or other authority such as students, supervisees, employees, or research participants.
7. Harassment: Sociologists do not engage in harassment of any person, including students, supervisees, employees, or research participants. Harassment consists of a single intense and severe act or of multiple persistent or pervasive acts which are demeaning, abusive, offensive, or create a hostile professional or workplace environment. Sexual harassment may include sexual solicitation, physical advance, or verbal or non-verbal conduct that is sexual in nature. Racial harassment may include unnecessary, exaggerated, or unwarranted attention or attack, whether verbal or non-verbal, because of a person's race or ethnicity.

8. **Employment Decisions:** Sociologists have an obligation to adhere to the highest ethical standards when participating in employment-related decisions, when seeking employment, or when planning to resign from a position.
9. **Conflicts of Interest:** Sociologists maintain the highest degree of integrity in their professional work and avoid conflicts of interest and the appearance of conflict. Conflicts of interest arise when sociologists' personal or financial interests prevent them from performing their professional work in an unbiased manner.
10. **Public Communication:** Sociologists adhere to the highest professional standards in public communications about their professional services, credentials and expertise, work products, or publications, whether these communications are from themselves or from others.
 - 10.02 In working with the press, radio, television, or other communications media or in advertising in the media, sociologists are cognizant of potential conflicts of interest or appearances of such conflicts (e.g., they do not provide compensation to employees of the media), and they adhere to the highest standards of professional honesty (e.g., they acknowledge paid advertising).
11. **Confidentiality:** Sociologists have an obligation to ensure that confidential information is protected. They do so to ensure the integrity of research and the open communication with research participants and to protect sensitive information obtained in research, teaching, practice, and service. When gathering confidential information, sociologists should take into account the long-term uses of the information, including its potential placement in public archives or the examination of the information by other researchers or practitioners.
 - 11.02 Sociologists may confront unanticipated circumstances where they become aware of information that is clearly health- or life-threatening to research participants, students, employees, clients, or others. In these cases, sociologists balance the importance of guarantees of confidentiality with other principles in this Code of Ethics, standards of conduct, and applicable law.

Confidentiality is not required with respect to observations in public places, activities conducted in public, or other settings where no rules of privacy are provided by law or custom. Similarly, confidentiality is not required in the case of information available from public records.
 - 11.06 Sociologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their research participants, students, individual or organizational clients, or other recipients of their services which is obtained during the course of their work, unless consent from individuals or their legal representatives has been obtained.

When confidential information is used in scientific and professional presentations, sociologists disguise the identity of research participants, students, individual or organizational clients, or other recipients of their services.

- 12.** Informed Consent: Informed consent is a basic ethical tenet of scientific research on human populations. Sociologists do not involve a human being as a subject in research without the informed consent of the subject or the subject's legally authorized representative, except as otherwise specified in this Code. Sociologists recognize the possibility of undue influence or subtle pressures on subjects that may derive from researchers' expertise or authority, and they take this into account in designing informed consent procedures.
 - 12.04** In undertaking research with children, sociologists obtain the consent of children to participate, to the extent that they are capable of providing such consent, except under circumstances where consent may not be required.
 - 12.05** Sociologists never deceive research participants about significant aspects of the research that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.
 - 12.06** Sociologists obtain informed consent from research participants, students, employees, clients, or others prior to videotaping, filming, or recording them in any form, unless these activities involve simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.
- 13.** Research Planning, Implementation, and Dissemination: Sociologists have an obligation to promote the integrity of research and to ensure that they comply with the ethical tenets of science in the planning, implementation, and dissemination of research. They do so in order to advance knowledge, to minimize the possibility that results will be misleading, and to protect the rights of research participants.
 - 13.01** Planning and Implementation: In planning and implementing research, sociologists minimize the possibility that results will be misleading.

Sociologists take steps to implement protections for the rights and welfare of research participants and other persons affected by the research.

In their research, sociologists do not encourage activities or themselves behave in ways that are health- or life-threatening to research participants or others.

In planning and implementing research, sociologists consult those with expertise concerning any special population under investigation or likely to be affected.
 - 13.04** Reporting on Research: Sociologists do not fabricate data or falsify results in their publications or presentations.

In presenting their work, sociologists report their findings fully and do not omit relevant data. They report results whether they support or contradict the expected outcomes.

Sociologists report sources of financial support in their written papers and note any special relations to any sponsor. In special circumstances, sociologists may withhold the names of specific sponsors if they provide an adequate and full description of the nature and interest of the sponsor.

14. **Plagiarism:** In publications, presentations, teaching, practice, and service, sociologists explicitly identify, credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.
15. **Authorship Credit:** Sociologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.

Sociologists ensure that principal authorship and other publication credits are based on the relative scientific or professional contributions of the individuals involved, regardless of their status. In claiming or determining the ordering of authorship, sociologists seek to reflect accurately the contributions of main participants in the research and writing process.

A student is usually listed as principal author on any multiple-authored publication that substantially derives from the student's dissertation or thesis.

20. **Adherence to the Code of Ethics:** Sociologists have an obligation to confront, address, and attempt to resolve ethical issues according to this Code of Ethics.
 - 20.01 **Familiarity with the Code of Ethics:** Sociologists have an obligation to be familiar with this Code of Ethics, other applicable ethics codes, and their application to sociologists' work. Lack of awareness or misunderstanding of an ethical standard is not, in itself, a defense to a charge of unethical conduct.
 - 20.02 **Confronting Ethical Issues:** When sociologists are uncertain whether a particular situation or course of action would violate the Code of Ethics, they consult with other sociologists knowledgeable about ethical issues, with ASA's Committee on Professional Ethics, or with other organization entities such as institutional review boards.

When sociologists take actions or are confronted with choices where there is a conflict between ethical standards enunciated in the Code of Ethics and laws or legal requirements, they make known their commitment to the Code and take steps to resolve the conflict in a responsible manner by consulting with colleagues, professional organizations, or the ASA's Committee on Professional Ethics.

20.03 Fair Treatment of Parties in Ethical Disputes: Sociologists do not discriminate against a person on the basis of his or her having made an ethical complaint.

Sociologists do not discriminate against a person based on his or her having been the subject of an ethical complaint. This does not preclude taking action based upon the outcome of an ethical complaint.

20.04 Reporting Ethical Violations of Others: When sociologists have substantial reason to believe that there may have been an ethical violation by another sociologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate or possible, or they seek advice about whether or how to proceed based on this belief, assuming that such activity does not violate any confidentiality rights. Such action might include referral to ASA's Committee on Professional Ethics.

20.05 Cooperating with Ethics Committees: Sociologists cooperate in ethics investigations, proceedings, and resulting requirements of the American Sociological Association. In doing so, they make reasonable efforts to resolve any issues of confidentiality. Failure to cooperate may be an ethics violation.

20.06 Improper Complaints: Sociologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the alleged violator rather than to protect the integrity of the discipline and the public.

Honoring America

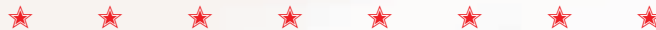
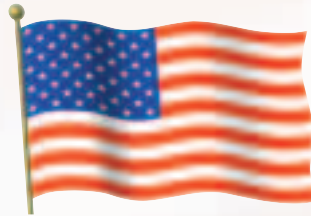


For Americans, the flag has always had a special meaning.
It is a symbol of our nation's freedom and democracy.

Flag Etiquette

Over the years, Americans have developed rules and customs concerning the use and display of the flag. One of the most important things every American should remember is to treat the flag with respect.

- The flag should be raised and lowered by hand and displayed only from sunrise to sunset. On special occasions, the flag may be displayed at night, but it should be illuminated.
- The flag may be displayed on all days, weather permitting, particularly on national and state holidays and on historic and special occasions.
- No flag may be flown above the American flag or to the right of it at the same height.
- The flag should never touch the ground or floor beneath it.
- The flag may be flown at half-staff by order of the president, usually to mourn the death of a public official.
- The flag may be flown upside down only to signal distress.
- The flag should never be carried flat or horizontally, but always carried aloft and free.
- When the flag becomes old and tattered, it should be destroyed by burning. According to an approved custom, the Union (stars on blue field) is first cut from the flag; then the two pieces, which no longer form a flag, are burned.



The American's Creed

I believe in the United States of America as a Government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my Country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.

The Pledge of Allegiance

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.



The Star-Spangled Banner

**O! say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched were so gallantly streaming?**

**And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night, that our flag was still there.**

**O! say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?**

**On the shore, dimly seen thro' the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?**

**Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream.**

**'Tis the Star-Spangled Banner. O long may it wave
O'er the land of the free and the home of the brave.**

**And where is that band who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.**

**No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave,
And the Star-Spangled Banner in triumph doth wave
O'er the land of the free and the home of the brave.**

**O thus be it e'er when free men shall stand
Between their lov'd home and war's desolation,
Blest with vict'ry and peace, may the Heav'n-rescued land
Praise the pow'r that hath made and preserv'd us a nation.**

**Then conquer we must, when our cause it is just,
And this be our motto, "In God is our Trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.**