DIANA KENDALL

SOCIOLOGY IN OUR TIMES

THE ESSENTIALS

SOCIOLOGY IN OUR TIMES

the essentials

about the AUTHOR

Diana Kendall is Professor of Sociology at Baylor University, where she was named an Outstanding University Professor. Dr. Kendall has taught a variety of courses, including Introduction to Sociology; Sociological Theory (undergraduate and graduate); Sociology of Medicine; Sociology of Law; and Race, Class, and Gender. Previously, she enjoyed many years of teaching sociology and serving as chair of the Social and Behavioral Science Division at Austin Community College.

Diana Kendall received her Ph.D. from the University of Texas at Austin, where she was invited to membership in Phi Kappa Phi Honor Society. Her areas of specialization and primary research interests are sociological theory and the sociology of medicine. In addition to *Sociology in Our Times: The Essentials,* tenth edition, she is the author of *Sociology in Our Times,* tenth edition; *The Power of Good Deeds: Privileged Women and the Social Reproduction of the Upper Class* (Rowman & Littlefield, 2002); *Members Only: Elite Clubs and the Process of Exclusion* (Rowman & Littlefield, 2008); and *Framing Class: Media Representations of Wealth and Poverty in America,* second edition (Rowman & Littlefield, 2012). Professor Kendall is a member of numerous sociological associations, including the American Sociological Association, the Society for the Study of Social Problems, and the Southwestern Sociological Association.

10 EDITION

SOCIOLOGY IN OUR TIMES

the essentials

Diana Kendall
Baylor University

CENGAGE Learning®

Australia • Brazil • Mexico • Singapore • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

CENGAGE Learning®

***Sociology in Our Times: The Essentials*, Tenth Edition**
Diana Kendall

Product Director: Marta Lee-Perriard
Product Manager: Jennifer Harrison
Content Developer: Lin Gaylord
Product Assistant: Julia Catalano
Media Developer: John Chell
Marketing Manager: Kara Kindstrom
Content Project Managers: Cheri Palmer and Christy Frame
Art Director: Michelle Kunkler
Manufacturing Planner: Judy Inouye
Production Service: Greg Hubit Bookworks
Photo Researcher: Sundar Ananthapadmanabhan, Lumina Datamatics
Text Researcher: Punitha Rajamohan, Lumina Datamatics
Copy Editor: Donald Pharr
Proofreader: Debra Nichols
Text Designer: Diane Beasley
Cover Designer: Lee Friedman
Cover Image: Graham Crouch/Lonely Planet Images/Getty Images
Compositor: MPS Limited

© 2016, 2014 Cengage Learning

WCN: 02-200-203

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at **Cengage Learning Customer & Sales Support, 1-800-354-9706**.

For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions**. Further permissions questions can be e-mailed to **permissionrequest@cengage.com**.

Library of Congress Control Number: 2014944052

ISBN: 978-1-305-09415-4

Cengage Learning
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/global**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit **www.cengage.com**.

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**.

Unless otherwise noted, all content is © 2016 Cengage Learning.

Printed in the United States of America
Print Number: 01 Print Year: 2014

Brief Contents

PART 1 Studying Society and Social Life

1 The Sociological Perspective and Research Process 3
2 Culture 41
3 Socialization 73

PART 2 Social Groups and Social Control

4 Social Structure and Interaction in Everyday Life 103
5 Groups and Organizations 137
6 Deviance and Crime 163

PART 3 Social Inequality

7 Class and Stratification in the United States 199
8 Global Stratification 233
9 Race and Ethnicity 257
10 Sex, Gender, and Sexuality 295

PART 4 Social Institutions

11 Families and Intimate Relationships 329
12 Education and Religion 361
13 Politics and the Economy in Global Perspective 399
14 Health, Health Care, and Disability 435

PART 5 Social Dynamics and Social Change

15 Population and Urbanization 473
16 Collective Behavior, Social Movements, and Social Change 507

Contents

PART 1 Studying Society and Social Life

1 The Sociological Perspective and Research Process 3

Putting Social Life into Perspective 4

Why Should You Study Sociology? 5
- The Sociological Imagination 7
- The Importance of a Global Sociological Imagination 7

The Development of Sociological Thinking 9

The Development of Modern Sociology 10
- Early Thinkers: A Concern with Social Order and Stability 10
- Differing Views on the Status Quo: Stability or Change? 13
- The Beginnings of Sociology in the United States 14

Contemporary Theoretical Perspectives 16
- Functionalist Perspectives 16
- Conflict Perspectives 17
- Symbolic Interactionist Perspectives 19
- Postmodern Perspectives 20

The Sociological Research Process 21
- The Quantitative Research Model 22
- A Qualitative Research Model 26

Research Methods 26
- Survey Research 27
- Secondary Analysis of Existing Data 29
- Field Research 30
- Experiments 33

Ethical Issues in Sociological Research 34

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Suicide? 5
- **Sociology Works!:** Durkheim's Classical Study of Suicide and Young People in India Today 12
- **Sociology and Social Policy:** Establishing Policies to Help Prevent Military Suicides 27
- **Suicide in the Media:** Reporting on Bullying and Suicide: A Cause-and-Effect Relationship? 32

2 Culture 41

Culture and Society in a Changing World 43
- Material Culture and Nonmaterial Culture 44
- Cultural Universals 46

Components of Culture 47
- Symbols 47
- Language 48
- Values 52
- Norms 54

Technology, Cultural Change, and Diversity 56
- Cultural Change 56
- Cultural Diversity 57
- Culture Shock 60
- Ethnocentrism and Cultural Relativism 61

A Global Popular Culture? 62
- High Culture and Popular Culture 62
- Forms of Popular Culture 62

Sociological Analysis of Culture 63
- Functionalist Perspectives 63
- Conflict Perspectives 64
- Symbolic Interactionist Perspectives 66
- Postmodernist Perspectives 66

Culture in the Future 67

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Global Food and Culture? 43
- **Sociology in Global Perspective:** What Do Cultural Norms Say About Drinking Behavior? 54
- **Culture in the Media:** How We Become Opinionated Eaters 65
- **Sociology Works!:** Schools as Laboratories for Getting Along: Having Lunch Together 68

3 Socialization 73

Why Is Socialization Important Around the Globe? 75
- Human Development: Biology and Society 76
- Problems Associated with Social Isolation and Maltreatment 77

Social Psychological Theories of Human Development 79
- Freud and the Psychoanalytic Perspective 79
- Piaget and Cognitive Development 81
- Kohlberg and the Stages of Moral Development 82
- Gilligan's View on Gender and Moral Development 82

Sociological Theories of Human Development 82
- Symbolic Interactionist Perspectives on Socialization 82

Functionalist Perspectives on Socialization 86
Conflict Perspectives on Socialization 86

Agents of Socialization 87
The Family 87
The School 89
Peer Groups 90
Mass Media 90

Gender Socialization 92

Racial–Ethnic Socialization 93

Socialization Through the Life Course 93
Childhood 94
Adolescence 94
Adulthood 96
Late Adulthood and Ageism 96

Resocialization 98
Voluntary Resocialization 98
Involuntary Resocialization 99

Socialization in the Future 100

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Socialization and the College Experience? 75
- **Sociology Works!:** The Issue of Excessive Praise 85
- **College Life in the Media:** Learning About College from TV Shows 91
- **Sociology in Global Perspective:** Open Doors: Study-Abroad and Global Socialization 96

PART 2 Social Groups and Social Control

4 Social Structure and Interaction in Everyday Life 103

Social Structure: The Macrolevel Perspective 105

Components of Social Structure 106
Status 106
Role 110
Groups 113
Social Institutions 114

Societies, Technology, and Sociocultural Change 115
Hunting and Gathering Societies 115
Horticultural and Pastoral Societies 116
Agrarian Societies 117
Industrial Societies 118
Postindustrial Societies 119

Sociological Perspectives on Stability and Change in Society 120
Durkheim: Mechanical and Organic Solidarity 120
Tönnies: *Gemeinschaft* and *Gesellschaft* 121
Social Structure and Homelessness 123

Social Interaction: The Microlevel Perspective 123
Social Interaction and Meaning 123
The Social Construction of Reality 124
Ethnomethodology 125
Dramaturgical Analysis 126
The Sociology of Emotions 127
Nonverbal Communication 129

Changing Social Structure and Interaction in the Future 132

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Homeless People and the Social Structure of Homelessness? 105
- **Homelessness in the Media:** Are They Statistics, or Are They People? 111
- **Sociology and Social Policy:** Homeless Rights Versus Public Space 122
- **Sociology Works!:** Goffman's Stigmatization Theory and Contemporary Homelessness 128

5 Groups and Organizations 137

Social Groups 138
Groups, Aggregates, and Categories 139
Types of Groups 140
The Purpose of Groups: Multiple Perspectives 143

Group Characteristics and Dynamics 144
Group Size 144
Group Leadership 145
Group Conformity 146
Groupthink 149

Formal Organizations in Global Perspective 150
Types of Formal Organizations 150
Bureaucracies 152
Problems of Bureaucracies 154
Bureaucracy and Oligarchy 156

Alternative Forms of Organization 157
Humanizing Bureaucracy 157
Organizational Structure in Japan, Russia, and India 157

Organizations in the Future 158
Socially Sustainable Organizations 158
Globalization, Technology, and "Smart Working" 159

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Privacy in Groups and Organizations? 139
- **"Community" in the Media:** Can You Create a Community on the Internet? 141
- **Sociology Works!:** Ingroups, Outgroups, and "Members Only" Clubs 143
- **Sociology and Social Policy:** In a High-Tech World, Should Employers Be Allowed to "Spy" on Their Workers? 155

6 Deviance and Crime 163

What Is Deviance? 164
- Who Defines Deviance? 166
- What Is Social Control? 166

Functionalist Perspectives on Deviance 167
- What Causes Deviance, and Why Is It Functional for Society? 167
- Strain Theory: Goals and Means to Achieve Them 168
- Opportunity Theory: Access to Illegitimate Opportunities 169

Conflict Perspectives on Deviance 171
- Deviance and Power Relations 171
- Deviance and Capitalism 171
- Feminist Approaches 172
- Approaches Focusing on the Interaction of Race, Class, and Gender 172

Symbolic Interactionist Perspectives on Deviance 173
- Differential Association Theory and Differential Reinforcement Theory 173
- Rational Choice Theory 174
- Control Theory: Social Bonding 174
- Labeling Theory 175

Postmodernist Perspectives on Deviance 176

Crime Classifications and Statistics 177
- How the Law Classifies Crime 177
- Other Crime Categories 178
- Crime Statistics 184
- Terrorism and Crime 184
- Street Crimes and Criminals 185
- Crime Victims 187

The Criminal Justice System 188
- The Police 188
- The Courts 189
- Punishment and Corrections 191
- The Death Penalty 192

U.S. Deviance and Crime in the Future 193
- Transnational Crime and the Global Criminal Economy 194

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Violence and Guns in the United States? 165
- **Sociology Works!:** Social Definitions of Deviance: Tracking Sasquatch? 169
- **Violent Crime in the Media:** Causing More Harm Than Good? 180
- **Sociology and Social Policy:** The Long War Over Gun Control 195

PART 3 Social Inequality

7 Class and Stratification in the United States 199

What Is Social Stratification? 201

Systems of Stratification 202
- Slavery 203
- The Caste System 204
- The Class System 205

Classical Perspectives on Social Class 206
- Karl Marx: Relationship to the Means of Production 206
- Max Weber: Wealth, Prestige, and Power 207

Contemporary Sociological Models of the U.S. Class Structure 210
- The Weberian Model of the U.S. Class Structure 210
- The Marxian Model of the U.S. Class Structure 212

Inequality in the United States 215
- Distribution of Income and Wealth 215
- Consequences of Inequality 218

Poverty in the United States 221
- Who Are the Poor? 222
- Solving the Poverty Problem 225

Sociological Explanations of Social Inequality in the United States 226
- Functionalist Perspectives 226
- Conflict Perspectives 226
- Symbolic Interactionist Perspectives 227

U.S. Stratification in the Future 228

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Wealth, Poverty, and the American Dream? 201
- **Sociology in Global Perspective:** A Day in Your Life: How Are You Touched by Modern Slavery? 204
- **Sociology Works!:** Can Compassion Rebuild a Nation? 225

8 Global Stratification 233

Wealth and Poverty in Global Perspective 234

Problems in Studying Global Inequality 236
- The "Three Worlds" Approach 236
- The Levels of Development Approach 237

Classification of Economies by Income 238
- Low-Income Economies 238
- Middle-Income Economies 239
- High-Income Economies 239

Measuring Global Wealth and Poverty 240
- Absolute, Relative, and Subjective Poverty 240
- The Gini Coefficient and Global Quality-of-Life Issues 242

Global Poverty and Human Development Issues 242
Life Expectancy 243
Health 244
Education and Literacy 244
Persistent Gaps in Human Development 246

Theories of Global Inequality 246
Development and Modernization Theory 246
Dependency Theory 248
World Systems Theory 249
The New International Division of Labor Theory 250

Global Inequality in the Future 252

FEATURES

- **Sociology and Everyday Life:** How Much Do You Know About Global Wealth and Poverty? 235
- **Child Labor Issues in the Media:** Does the News Affect Your Views on Child Labor? 241
- **Sociology and Social Policy:** Fighting Extreme Poverty One Social Policy at a Time 245
- **Sociology Works!:** The Relationship Between Place and Global Poverty 253

9 Race and Ethnicity 257

Race and Ethnicity 259
Comparing Race and Ethnicity 261
The Social Significance of Race and Ethnicity 262
Racial Classifications and the Meaning of Race 262
Dominant and Subordinate Groups 263

Prejudice 264
Stereotypes 264
Racism 265
Theories of Prejudice 265

Sociological Perspectives on Race and Ethnic Relations 269
Symbolic Interactionist Perspectives 270
Functionalist Perspectives 270
Conflict Perspectives 272
An Alternative Perspective: Critical Race Theory 274

Racial and Ethnic Groups in the United States 276
Native Americans and Alaska Natives 276
White Anglo-Saxon Protestants (British Americans) 279
African Americans 279
White Ethnic Americans 282
Asian Americans 283
Latinos/as (Hispanic Americans) 285
Middle Eastern Americans 287

Global Racial and Ethnic Inequality in the Future 289
Worldwide Racial and Ethnic Struggles 289
Growing Racial and Ethnic Diversity in the United States 289

FEATURES

- **Sociology and Everyday Life:** How Much Do You Know About Race, Ethnicity, and Sports? 259
- **Sociology in Global Perspective:** Racism in European Football 266
- **Sociology Works!:** A Starting Point for Social Change 269
- **Sports in the Media:** Media Coverage of Minorities in Sports 275

10 Sex, Gender, and Sexuality 295

Sex: The Biological Dimension 298
Intersexed and Transgendered Persons 298
Sexual Orientation 300
Discrimination Based on Sexual Orientation 301

Gender: The Cultural Dimension 303
The Social Significance of Gender 304
Sexism 306

Gender Stratification in Historical and Contemporary Perspective 307
Hunting and Gathering Societies 307
Horticultural and Pastoral Societies 308
Agrarian Societies 308
Industrial Societies 308
Postindustrial Societies 309

Gender and Socialization 310
Parents and Gender Socialization 310
Peers and Gender Socialization 312
Teachers, Schools, and Gender Socialization 312
Sports and Gender Socialization 313
Mass Media and Gender Socialization 314
Adult Gender Socialization 314

Contemporary Gender Inequality 316
Gendered Division of Paid Work in the United States 316
Pay Equity (Comparable Worth) 318
Paid Work and Family Work 319

Perspectives on Gender Stratification 320
Functionalist and Neoclassical Economic Perspectives 320
Conflict Perspectives 321
Feminist Perspectives 322

Gender Issues in the Future 325

FEATURES

- **Sociology and Everyday Life:** How Much Do You Know About Gender, Body Image, and Sexualization? 297
- **Sociology Works!:** Institutional Discrimination: Women in a Locker-Room Culture 306
- **Gender in the Media:** Celebrity Weight Battles Versus "Thinspiration" in Media Representations 315
- **Sociology in Global Perspective:** The Rise of Islamic Feminism in the Middle East? 324

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

PART 4 Social Institutions

11 Families and Intimate Relationships 329

Families in Global Perspective 330
- Family Structure and Characteristics 332
- Marriage Patterns 334
- Patterns of Descent and Inheritance 334
- Power and Authority in Families 335
- Residential Patterns 336

Theoretical Perspectives on Family 336
- Functionalist Perspectives 336
- Conflict and Feminist Perspectives 337
- Symbolic Interactionist Perspectives 337
- Postmodernist Perspectives 338

Developing Intimate Relationships and Establishing Families 339
- Love and Intimacy 339
- Cohabitation and Domestic Partnerships 340
- Marriage 342
- Same-Sex Marriages 342
- Housework and Child-Care Responsibilities 343

Child-Related Family Issues and Parenting 344
- Deciding to Have Children 344
- Adoption 346
- Teenage Childbearing 347
- Single-Parent Households 348
- Two-Parent Households 350
- Remaining Single 351

Transitions and Problems in Families 352
- Family Violence 352
- Children in Foster Care 352
- Divorce 353
- Remarriage 354

Family Issues in the Future 355

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Contemporary Trends in U.S. Family Life? 331
- **Sociology Works!:** The Economics of Fertility Rates 345
- **Sociology in Global Perspective:** Wombs-for-Rent: Commercial Surrogacy in India 346
- **Teen Pregnancy in the Media:** Sex Ed on TV? Mixed Messages on Teen Pregnancy 350

12 Education and Religion 361

An Overview of Education and Religion 363

Sociological Perspectives on Education 363
- Functionalist Perspectives on Education 364
- Conflict Perspectives on Education 367
- Symbolic Interactionist Perspectives on Education 371

Problems in Elementary and Secondary Schools 371
- Unequal Funding of Public Schools 371
- School Dropouts 372
- Racial Segregation and Resegregation 373
- Competition for Public Schools 374

School Safety and Violence at All Levels 375

Opportunities and Challenges in Colleges and Universities 377
- Community Colleges 377
- Four-Year Colleges and Universities 378
- The High Cost of a College Education 378
- Racial and Ethnic Differences in Enrollment 378

Religion in Historical Perspective 380
- Religion and the Meaning of Life 380
- Religion and Scientific Explanations 382

Sociological Perspectives on Religion 383
- Functionalist Perspectives on Religion 385
- Conflict Perspectives on Religion 385
- Symbolic Interactionist Perspectives on Religion 387
- Rational Choice Perspectives on Religion 387

Types of Religious Organization 388
- Ecclesia 389
- Churches, Denominations, and Sects 389
- Cults (New Religious Movements) 390

Trends in Religion in the United States 391
- The Secularization Debate 391
- The Rise of Religious Fundamentalism 392

Education and Religion in the Future 392

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About the Effects of Religion on U.S. Education? 363
- **Sociology Works!:** Stopping Bullying: Character Building and Social Norms 366
- **Sociology and Social Policy:** Prayer in Public Schools? The Issue of Separation of Church and State 384

13 Politics and the Economy in Global Perspective 399

Politics, Power, and Authority 401
- Power and Authority 403
- Ideal Types of Authority 403

Political Systems in Global Perspective 405
- Monarchy 405
- Authoritarianism 406
- Totalitarianism 406
- Democracy 407

Perspectives on Power and Political Systems 407
- Functionalist Perspectives: The Pluralist Model 407
- Conflict Perspectives: Elite Models 410

The U.S. Political System 412
- Political Parties and Elections 413
- Discontent with the Current Political System and Parties 414

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Political Participation and Voter Apathy 416
Governmental Bureaucracy 418

Economic Systems in Global Perspective 420
Preindustrial, Industrial, and Postindustrial Economies 420
Capitalism 421
Socialism 425
Mixed Economies 426

Work in the Contemporary United States 427
Professions 427
Other Occupations 428
Contingent Work 428
The Underground (Informal) Economy 429
Unemployment 429
Labor Unions and Worker Activism 430
Employment Opportunities for Persons with a Disability 430

Politics and the Economy in the Future 431

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Politics and the Media? 401
- **Sociology Works!:** C. Wright Mills's Ideas About the Media: Ahead of His Time? 412
- **Politics in the Media:** "The Life of Julia": The Internet, Twitter, and Continuing Political Battles 414

14 Health, Health Care, and Disability 435

Health in Global Perspective 437

Health in the United States 441
Social Epidemiology 441
Lifestyle Factors 443

Health Care in the United States 449
The Rise of Scientific Medicine and Professionalism 449
Medicine Today 450
Paying for Medical Care in the United States 451
Paying for Medical Care in Other Nations 455
Social Implications of Advanced Medical Technology 457
Holistic Medicine and Alternative Medicine 458

Sociological Perspectives on Health and Medicine 459
A Functionalist Perspective: The Sick Role 459
A Conflict Perspective: Inequalities in Health and Health Care 459
A Symbolic Interactionist Perspective: The Social Construction of Illness 460
A Postmodernist Perspective: The Clinical Gaze 462

Mental Illness 463
The Treatment of Mental Illness 464

Disability 465
Sociological Perspectives on Disability 467

Health Care in the Future 468

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Health, Illness, and Health Care? 437
- **Health Issues in the Media:** It's Right for You! The Framing of Drug Ads 440
- **Sociology Works!:** Sociology Sheds Light on the Physician–Patient Relationship 462

PART 5 Social Dynamics and Social Change

15 Population and Urbanization 473

Demography: The Study of Population 475
Fertility 476
Mortality 477
Migration 478
Population Composition 482

Population Growth in Global Context 482
The Malthusian Perspective 482
The Marxist Perspective 484
The Neo-Malthusian Perspective 484
Demographic Transition Theory 485
Other Perspectives on Population Change 485

A Brief Glimpse at International Migration Theories 486

Urbanization in Global Perspective 487
Emergence and Evolution of the City 487
Preindustrial Cities 487
Industrial Cities 488
Postindustrial Cities 488

Perspectives on Urbanization and the Growth of Cities 489
Functionalist Perspectives: Ecological Models 489
Conflict Perspectives: Political Economy Models 491
Symbolic Interactionist Perspectives: The Experience of City Life 493

Problems in Global Cities 496

Urban Problems in the United States 498
Divided Interests: Cities and Suburbs 498
The Continuing Fiscal Crises of the Cities 501

Rural Community Issues in the United States 501

Population and Urbanization in the Future 502

FEATURES
- **Sociology and Everyday Life:** How Much Do You Know About Migration and U.S. Immigration? 475
- **Immigration in the Media:** Language Matters: "Illegal Immigrants" No Longer 480

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- **Sociology Works!:** Herbert Gans and Twenty-First-Century Urban Villagers 495

16 Collective Behavior, Social Movements, and Social Change 507

Collective Behavior 509

Conditions for Collective Behavior 509
Dynamics of Collective Behavior 511
Distinctions Regarding Collective Behavior 512
Types of Crowd Behavior 512
Explanations of Crowd Behavior 514
Mass Behavior 516

Social Movements 519

Types of Social Movements 519
Stages in Social Movements 521

Social Movement Theories 521

Relative Deprivation Theory 521
Value-Added Theory 522
Resource Mobilization Theory 522
Social Constructionist Theory: Frame Analysis 523
Political Opportunity Theory 525
New Social Movement Theory 526

Social Change in the Future 529

The Physical Environment and Change 529
Population and Change 530
Technology and Change 530
Social Institutions and Change 531
A Few Final Thoughts 532

FEATURES

- **Sociology and Everyday Life:** How Much Do You Know About Collective Behavior and Environmental Issues? 509
- **Sociology in Global Perspective:** Old Environmental Pollution with New Social Pressures in China 524
- **Sociology Works!:** Update on Theories and Data Gathering on Environmental Racism 527

Glossary 535

References 545

Name Index 566

Subject Index 569

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Features

Sociology and Everyday Life

How Much Do You Know About Suicide? 5

How Much Do You Know About Global Food and Culture? 43

How Much Do You Know About Socialization and the College Experience? 75

How Much Do You Know About Homeless People and the Social Structure of Homelessness? 105

How Much Do You Know About Privacy in Groups and Organizations? 139

How Much Do You Know About Violence and Guns in the United States? 165

How Much Do You Know About Wealth, Poverty, and the American Dream? 201

How Much Do You Know About Global Wealth and Poverty? 235

How Much Do You Know About Race, Ethnicity, and Sports? 259

How Much Do You Know About Gender, Body Image, and Sexualization? 297

How Much Do You Know About Contemporary Trends in U.S. Family Life? 331

How Much Do You Know About the Effects of Religion on U.S. Education? 363

How Much Do You Know About Politics and the Media? 401

How Much Do You Know About Health, Illness, and Health Care? 437

How Much Do You Know About Migration and U.S. Immigration? 475

How Much Do You Know About Collective Behavior and Environmental Issues? 509

Sociology in Global Perspective

What Do Cultural Norms Say About Drinking Behavior? 54

Open Doors: Study-Abroad and Global Socialization 96

A Day in Your Life: How Are You Touched by Modern Slavery? 204

Racism in European Football 266

The Rise of Islamic Feminism in the Middle East? 324

Wombs-for-Rent: Commercial Surrogacy in India 346

Old Environmental Pollution with New Social Pressures in China 524

Sociology and Social Policy

Establishing Policies to Help Prevent Military Suicides 27

Homeless Rights Versus Public Space 122

In a High-Tech World, Should Employers Be Allowed to "Spy" on Their Workers? 155

The Long War Over Gun Control 195

Fighting Extreme Poverty One Social Policy at a Time 245

Prayer in Public Schools? The Issue of Separation of Church and State 384

Media

Suicide in the Media: Reporting on Bullying and Suicide: A Cause-and-Effect Relationship? 32

Culture in the Media: How We Become Opinionated Eaters 65

College Life in the Media: Learning About College from TV Shows 91

Homelessness in the Media: Are They Statistics, or Are They People? 111

"Community" in the Media: Can You Create a Community on the Internet? 141

Violent Crime in the Media: Causing More Harm Than Good? 180

Child Labor Issues in the Media: Does the News Affect Your Views on Child Labor? 241

Sports in the Media: Media Coverage of Minorities in Sports 275

Gender in the Media: Celebrity Weight Battles Versus "Thinspiration" in Media Representations 315

Teen Pregnancy in the Media: Sex Ed on TV? Mixed Messages on Teen Pregnancy 350

Politics in the Media: "The Life of Julia": The Internet, Twitter, and Continuing Political Battles 414

Health Issues in the Media: It's Right for You! The Framing of Drug Ads 440

Immigration in the Media: Language Matters: "Illegal Immigrants" No Longer 480

Sociology Works!

Durkheim's Classical Study of Suicide and Young People in India Today 12

Schools as Laboratories for Getting Along: Having Lunch Together 68

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

The Issue of Excessive Praise 85
Goffman's Stigmatization Theory and Contemporary Homelessness 128
Ingroups, Outgroups, and "Members Only" Clubs 143
Social Definitions of Deviance: Tracking Sasquatch? 169
Can Compassion Rebuild a Nation? 225
The Relationship Between Place and Global Poverty 253
A Starting Point for Social Change 269
Institutional Discrimination: Women in a Locker-Room Culture 306
The Economics of Fertility Rates 345
Stopping Bullying: Character Building and Social Norms 366
C. Wright Mills's Ideas About the Media: Ahead of His Time? 412
Sociology Sheds Light on the Physician–Patient Relationship 462
Update on Theories and Data Gathering on Environmental Racism 527

Census Profiles

How People in the United States Self-Identify Regarding Race 29
Languages Spoken in U.S. Households 52
Computer and Internet Access in U.S. Households 120
Percentage Distribution of Persons Reporting Two or More Races 263
Single Mothers with Children Under 18 310
Household Composition, 1970 and 2012 334
Educational Achievement of Persons Ages 25 and Over 380
Civilian Occupations 422
Disability and Employment Status 469

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Preface

Welcome to the tenth edition of *Sociology in Our Times: The Essentials*! This edition marks a milestone in that this best-selling text has been extensively used for more than two decades in college and university classrooms across the United States, Canada, and other nations. However, *Sociology in Our Times: The Essentials* continues to live up to its name, remaining highly current and relevant to today's students and professors and reflecting the latest available data and new insights on what is going on in our nation and world from a sociological perspective.

This edition focuses on social change and ways in which media, particularly social media, and various other forms of technology inevitably bring about new ways of living, interacting with others, or doing some activity or task. For example, the theme of change and "going green" in large urban spaces is reflected by the tenth edition's livelier, exciting new cover and is carried throughout the text in updates to the interior design, artwork, and photos. In addition, new sections have been added throughout on social change, and the former "Media Framing" boxes have been expanded to include topics on social media and social change.

Like previous editions, the tenth edition highlights topics ranging from popular culture icons and social networking to far-more-serious issues of our times, such as the social effects of massive natural and human disasters, gun violence, terrorism, war, and the individual and social consequences of problems such as growing inequality between the wealthiest and the poorest people and nations, persistent unemployment, migration concerns worldwide, and other persistent issues and problems. In this edition even more attention is paid to the theme of social change and how it affects all of our lives.

The second decade of the twenty-first century offers unprecedented challenges and opportunities for each of us as individuals and for our larger society and world. In the United States, we can no longer take for granted the peace and economic prosperity that many—but far from all—people were able to enjoy in previous decades. However, even as some things change, others remain the same, and among the things that have not changed are the significance of education and the profound importance of understanding how and why people act the way they do. It is also important to analyze how societies grapple with issues such as economic hardship and the threat of terrorist attacks and war, and to gain a better understanding of why many of us seek stability in our social institutions—including family, religion, education, government, and media—even if we believe that some of these institutions might benefit from certain changes.

Like previous editions, the tenth edition of *Sociology in Our Times: The Essentials* highlights the relevance of sociology to help students connect with the subject and the full spectrum of topics and issues that it encompasses. It achieves this connection by providing a meaningful, concrete context within which to learn. Specifically, it presents the stories—the *lived experiences*—of real individuals and the social issues they face while discussing a diverse array of classical and contemporary theories and examining interesting and relevant research. The first-person commentaries that begin each chapter show students how sociology can help them understand the important questions and social issues that not only these other individuals face but that they themselves may face as well.

Sociology in Our Times: The Essentials includes the best work of classical and established contemporary sociologists, and it weaves an inclusive treatment of *all* people—across lines of race/ethnicity, class, gender, age, ability/disability, and other social attributes—into the examination of sociology in *all* chapters. It does not water down the treatment of sociology for students! *Sociology in Our Times: The Essentials* provides students with the most relevant information about sociological thinking and helps them to consider contemporary social issues through the lens of diversity. While helping students learn to appreciate how sociology can help them better understand the world, this text also encourages them to see themselves as *members of their communities* and shows them what can be done in responding to social issues. As a result, students learn how sociology is not only a collection of concepts and theories but also a field that can make a difference in their lives, their communities, and the world at large.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

What's New to the Tenth Edition?

The tenth edition builds on the best of previous editions but places more emphasis on social change, while offering new insights, learning tools, and opportunities to apply the content of each chapter to relevant sociological issues and major concerns of the twenty-first century. As it is my goal to make each edition better than the previous one, I have revised all the chapters to reflect the latest in sociological theory and research, and have updated examples throughout. Additionally, all statistics, such as data relating to crime, demographics, health, and the economy, are the latest available at the time of this writing.

To further emphasize the new theme on social change, the "Media Framing" box has been expanded to include issues and societal changes from the increased use of social media. In addition, the feature titled "Sociology and Social Policy" has been brought back to this edition. This feature discusses important social issues (such as the high rate of suicide in the military, the right of homeless people to occupy public spaces, and the extent to which employers should be able to spy on employees) to provide a systematic examination of how social policy and law may bring about social change or impede it.

To assist your students in learning about sociology and reflecting their knowledge on tests, I have continued to revise the learning objectives at the beginning of each chapter, provide integrated learning objective (LO) icons throughout the chapter, and offer students a study guide at the end of each chapter. The learning objectives have been carefully conceived to help the reader focus on the most crucial concepts of the chapter.

Changes by Chapter

Chapter 1, The Sociological Perspective and Research Process

- New chapter-opening lived experiences about the relationship among suicide, bullying, and social media
- Revised "Sociology and Everyday Life" quiz: "How Much Do You Know About Suicide?"
- Updated "Sociology Works!": "Durkheim's Classical Study of Suicide and Young People in India Today"
- Updated Figure 1.14, "Suicide Rates by Race and Sex"
- New "Sociology and Social Policy" box: "Establishing Policies to Help Prevent Military Suicides"
- Revised and updated "Understanding Data Presentations"
- Revised and updated Table 1.1: "Rates (per 100,000 U.S. Population) for Homicide, Suicide, and Firearm-Related Deaths of Youths Ages 15–19, by Gender, 2009"
- Updated Figure 1.20, "National Suicide Statistics at a Glance"
- New "Suicide in the Media" box: "Reporting on Bullying and Suicide: A Cause-and-Effect Relationship?"
- New discussion of Sudhir Venkatesh's *Floating City: A Rogue Sociologist Lost and Found in New York's Underground Economy* as an example of ethnography
- New second "Concept Quick Review": "Strengths and Weaknesses of Social Research Methods"

Chapter 2, Culture

- New chapter-opening lived experience about the relationship between the food truck movement and cultural diversity
- Updated Figure 2.6, "States with Official English Laws"
- Updated "Census Profiles": "Languages Spoken in U.S. Households"
- Updated Figure 2.10, "Heterogeneity of U.S. Society"
- Updated Figure 2.11, "Cultural Diversity: A Nation of Immigrants"
- New "Sociology in Global Perspective" box: "What Do Cultural Norms Say About Drinking Behavior?"

Chapter 3, Socialization

- Shortened discussion of social psychological theories of human development and added section on symbolic interactionist, functionalist, and conflict perspectives on human development
- Revised discussion of Mead's "I," "me," and the "self"
- Revised "Concept Quick Review," which now includes functionalist and conflict perspectives on socialization
- Revised and updated discussion on agents of socialization
- Revised "Sociology Works!": "The Issue of Excessive Praise"
- New Figure 3.4, "Types of Maltreatment Among Children Under Age 18"
- Updated "Sociology in Global Perspective": "Open Doors: Study Abroad and Global Socialization"

Chapter 4, Social Structure and Interaction in Everyday Life

- Updated "Sociology and Everyday Life" quiz: "How Much Do You Know About Homeless

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Persons and the Social Structure of Homelessness?"
- Revised "Homelessness in the Media" box
- Revised Figure 4.4, "Causes of Family Homelessness in 29 Cities"
- Revised Figure 4.8, "Who Are the Homeless?"
- New section: "Societies, Technology, and Sociocultural Change"
- Expanded discussion of Durkheim's mechanical and organic solidarity
- New Table 4.1, "Technocratic Bases of Society"
- New Table 4.2, "Comparing *Gemeinschaft* and *Gesellschaft* Societies"
- New examples of the self-fulfilling prophecy as it relates to homeless persons
- Expanded discussion of the dramaturgical perspective, with new concept of social script added
- Updated "Census Profiles": "Computer and Internet Access in U.S. Households"
- New "Sociology and Social Policy" box: "Homeless Rights Versus Public Space"

Chapter 5, Groups and Organizations

- Updated "Community in the Media" reflecting how social media have affected this phenomenon
- Updated Figure 5.5, "Results of Milgram's Obedience Experiment"
- Revised "Sociology Works!": "Ingroups, Outgroups, and 'Members Only' Clubs"
- Updated information on Stanley Milgram's experiments on obedience to authority
- Added definition of *leadership* from a sociological viewpoint
- Expanded discussion and examples of iron law of oligarchy
- New "Sociology and Social Policy" box: "In a High-Tech World, Should Employers Be Allowed to 'Spy' on Their Workers?"
- Revised and updated "Organizations in the Future" to include "Socially Sustainable Organizations" and "Globalization, Technology, and 'Smart Working' "

Chapter 6, Deviance and Crime

- New chapter-opening lived experience, "When the Unspeakable Happens," on the final police report on the shootings at Sandy Hook Elementary, Newtown, Connecticut
- New "Sociology and Everyday Life" quiz: "How Much Do You Know About Guns and Violence?"
- Updated crime statistics throughout chapter
- Revised "Sociology Works!": "Social Definitions of Deviance: Tracking Sasquatch"
- New section on "Internet Computer Crime"
- Updated Figure 6.8, "Distribution of Arrests by Type of Offense, 2012"
- Updated Figure 6.9, "The FBI Crime Clock, 2012"
- New Figure 6.10, "Top Reported Internet Crime Types"
- Updated Figure 6.13, "Arrest Rates by Gender, 2012 (Selected Offenses)"
- New Figure 6.14, "Arrest Rates by Race, 2012 (Selected Offenses)"
- Updated Figure 6.18, "Death Row Census, April 1, 2013"
- New "Sociology and Social Policy" box: "The Long War Over Gun Control"
- New "Media" box: "Violent Crime in the Media"
- Updated "U.S. Deviance and Crime in the Future" section
- Updated "Transnational Crime and the Global Criminal Economy" section

Chapter 7, Class and Stratification in the United States

- New chapter-opening lived experience, "The Power of Class," on Annette Lareau's findings on the effects of "unequal childhoods" on long-term, class-based inequality
- Updated "Sociology and Everyday Life" quiz: "How Much Do You Know About Wealth, Poverty, and the American Dream?"
- Updated information and statistics on wealth, income, poverty, and health insurance coverage throughout chapter
- New "Sociology in Global Perspective": "A Day in Your Life: How Are You Touched by Modern Slavery?"
- Updated Figure 7.11, "Distribution of Pretax Income in the United States, 2011"
- Updated Figure 7.12, "Median Household Income in the United States"
- Updated Figure 7.13, "Median Household Income by Race/Ethnicity in the United States"
- Updated Figure 7.14, "Racial Divide in Net Worth, Shown in 2012 Dollars"
- Updated Figure 7.15, "Rate of Uninsurance by Household Income, 2012"
- Updated Figure 7.17, "Percentage of People in Poverty in the Past 12 Months by State, 2012"
- Updated Figure 7.18, "U.S. Poverty Rates by Age, 1959–2012"
- Expanded discussion of economic and structural sources of poverty
- Updated "U.S. Stratification in the Future" section

Chapter 8, Global Stratification

- New chapter-opening lived experience, "Leaving the Snare of Poverty," on how impoverished girls have benefited from efforts to eradicate global poverty
- Updated statistics throughout

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Updated Figure 8.1, "Income Gap Between the World's Richest and Poorest People"
- New Figure 8.3 showing income amounts in "High-, Middle-, and Low-Income Economies in Global Perspective"
- Updated Figure 8.6, "Indicators of Human Development"
- Revised and updated "Child Labor Issues in the Media"
- Revised Concept Quick Review
- New "Sociology and Social Policy" box: "Fighting Extreme Poverty One Social Policy at a Time"
- Updated discussion of *maquiladora* plants in the twenty-first century
- Revised and updated: "Sociology Works!": "The Relationship Between Place and Global Poverty"

Chapter 9, Race and Ethnicity

- Updated "Sociology and Everyday Life" quiz: "How Much Do You Know About Race, Ethnicity, and Sports?"
- Expanded discussion of race as a socially constructed reality
- Updated Figure 9.9, "U.S. Tribal Colleges and Universities"
- Revised and updated "Sociology in Global Perspective" box: "Racism in European Football"
- Expanded discussion of individual and institutional discrimination
- Revised and updated "Sociology Works!": "A Starting Point for Social Change"
- Revised and updated "Sports in the Media" box: "Media Coverage of Minorities in Sports"
- Updated information on all groups in "Racial and Ethnic Groups in the United States"
- Added sections on Arab Americans and Iranian (Persian) Americans under "Middle Eastern Americans"

Chapter 10, Sex, Gender, and Sexuality

- New chapter-opening lived experience, "Child Beauty Pageants and the Sexualization of Girls," on child beauty pageants as related to body image and self-identity among girls and women
- Expanded and updated discussion of LGBT issues and statistics
- Revised and updated "Sociology Works!": "Institutional Discrimination: Women in a Locker-Room Culture"
- Expanded discussion of discrimination based on sexual orientation, including housing, health care, and marital rights
- Updated Figure 10.10, "The Wage Gap, 2012"
- Updated Figure 10.11, "Women's Wages as a Percentage of Men's in Each Racial–Ethnic Category, 2012"
- Updated Figure 10.12, "Women's Earnings as a Percentage of Men's by State and Puerto Rico, 2012"
- Updated Census Profile, "Single Mothers with Children Under 18"
- Updated Table 10.3, "Percentage of the Workforce Represented by Women, African Americans, Hispanics, and Asian Americans in Selected Occupations"
- Updated data on pay equity
- Revised and updated discussion on "Paid Work and Family Work," including new study by the Pew Research Center

Chapter 11, Families and Intimate Relationships

- New chapter-opening lived experience, "Diverse Family Landscapes in the Twenty-First Century," about different patterns in contemporary families
- Updated "Census Profiles": "Household Composition, 1970 and 2012"
- Expanded discussion of cohabitation and domestic partnerships
- New section on same-sex marriages
- Updated statistics on marriage, housework, child care, birth and fertility rates, adoption, teen childbearing, single-parent households, two-parent households, remaining single, and divorce
- Revised discussion of children in foster care and family violence
- New Figure 11.6, "Estimated Number of Opposite-Sex Couples Cohabitating in the United States in Selected Years, 1996–2013"
- Updated Figure 11.11, "Living Arrangements of Children Under 18 Years Old for Selected Years, 1970–2012"
- Updated Figure 11.12, "Marital Status of U.S. Population Ages 18 and Over by Race/Ethnicity, 2012"

Chapter 12, Education and Religion

- Chapter revised to provide latest available data on education and religion
- Updated "Sociology Works!": "Stopping Bullying: Character Building and Social Norms"
- New "Sociology and Social Policy" box: "Prayer in Public Schools? The Issue of Separation of Church and State"
- Revised discussion on tracking, detracking, and the hidden curriculum to show the continued relevance of these issues
- Updated Figure 12.6, "Percentage Distribution of Total Public Elementary–Secondary School System Revenue, 2012–2013"
- Updated Figure 12.7, "Status Dropout Rates for 16- to 24-Year-Olds, by Race/Ethnicity, Gender, and Region"

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Revised and updated discussion of racial segregation and resegregation
- Revised and updated discussion of school safety and school violence
- Revised and updated data on community colleges and four-year colleges and universities
- Updated information on lack of student and faculty diversity based on race/ethnicity and gender
- Expanded discussion on the future of education and Obama administration plans for funding and improving education
- Updated "Census Profiles": "Educational Achievement of Persons Ages 25 and Over"
- Updated Table 12.1, "Major World Religions," to show newer estimates of the number of current followers of world's religions
- Updated Table 12.3, "Top 25 U.S. Denominations That Self-Identify as Christian in 2012"
- New section under "The Secularization Debate" about the latest Pew study on people who do not affiliate with any religion
- Updated Figure 12.15, "U.S. Religious Traditions' Membership"

Chapter 13, Politics and the Economy in Global Perspective

- New opening lived experience, "Experiencing Politics and History at a Presidential Inauguration," about college students' involvement in the 2013 presidential inauguration
- New "Sociology and Everyday Life" quiz: "How Much Do You Know About Politics and the Media?"
- Thoroughly revised and updated discussions on the 2012 presidential election
- New section on Super Pacs and the part they played in recent elections
- New Figure 13.4, "Influence of Super PACs in the 2012 Presidential Election"
- Revised "Sociology Works!": "C. Wright Mills's Ideas About the Media: Ahead of His Time?"
- Updated section "Discontent with the Current Political System and Parties," now including expanded discussions of the Tea Party and the Green Party
- Revised and updated discussion of voter participation and voter apathy in the 2012 presidential election
- New Figure 13.8, "Voter Participation in the 2012 Presidential Election by Race and Ethnicity"
- New Figure 13.9, "2012 Presidential Election: State by State"
- Updated discussion of federal bureaucracy
- Updated Figure 13.10, "The 'Typical' Federal Civilian Employee"
- Updated discussion of the military–industrial complex and defense spending
- New "Census Profiles" showing types of occupations by race and ethnicity of employees
- New "Politics in the Media" box: "'The Life of Julia': The Internet, Twitter, and Continuing Political Battles"
- Updated Figure 13.13, "The General Motors Board of Directors"
- Updated Table 13.1, "Revenues of the World's 20 Largest Public and Private Corporations, 2012"
- Updated Table 13.2, "The Music Industry's Big Three"

Chapter 14, Health, Health Care, and Disability

- Updated statistics throughout on health in the United States and other nations
- Revised and updated discussion of lifestyle factors as they relate to health, including alcohol, nicotine, and sexually transmitted diseases
- Updated Figure 14.8, "Chlamydia: Rates by Age and Sex, United States, 2012"
- Updated Figure 14.9, "Adult Obesity in the United States, 2012"
- Updated Figure 14.11, "Increase in Cost of Health Care, 1993–2012"
- Updated Figure 14.12, "Uninsured Children by Poverty Status, Household Income, Age, Race, Hispanic Origin, and Nativity, 2012"
- Revised and updated discussion of Affordable Care Act implementation and possible consequences for new health insurance coverage and quality of health care

Chapter 15, Population and Urbanization

- Updated Figure 15.1, "Growth in the World's Population, 2012"
- Updated information on rates of fertility, mortality, and migration
- Expanded and updated discussion on proposals regarding U.S. immigration law
- Updated Figure 15.12, "The World's Fourteen Largest Agglomerations"
- New "Immigration in the Media" box: "Language Matters: 'Illegal Immigrants' No Longer"

Chapter 16, Collective Behavior, Social Movements, and Social Change

- New opening lived experience, "Many Voices Needed for Social Change"
- Updated discussion of Love Canal and ongoing activism by environmental groups
- Updated Table 16.1, "Top 10 Policy Priorities: 2014"

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Updated examples of panics, protest rallies, rumors, public opinion, and other forms of collective behavior
- New Figure 16.8, "Stages in Social Movements"

Overview of the Text's Contents

Sociology in Our Times: The Essentials, tenth edition, contains sixteen high-interest, up-to-date, clearly organized chapters to introduce students to the best of sociological thinking. The length of the text makes full coverage of the book possible in the time typically allocated to the introductory course so that all students are purchasing a book that their instructors will have the time and desire to cover in its entirety.

Sociology in Our Times: The Essentials is divided into five parts.

Part 1 establishes the foundation for studying society and social life. **Chapter 1** introduces students to the sociological imagination and traces the development of sociological thinking. The chapter sets forth the major theoretical perspectives used by sociologists in analyzing compelling social issues and shows students how sociologists conduct research. This chapter provides a thorough description of both quantitative and qualitative methods of sociological research, and shows how these approaches have been used from the era of Emile Durkheim to the present to study social concerns such as suicide. In **Chapter 2** culture is spotlighted as either a stabilizing force or a force that can generate discord, conflict, and even violence in societies. Cultural diversity is discussed as a contemporary issue, and unique coverage is given to popular culture and leisure and to divergent perspectives on popular culture. **Chapter 3** looks at the positive and negative aspects of socialization, including a lived experience of learning the socialization cues of medical school. This chapter presents an innovative analysis of gender and racial–ethnic socialization, and issues associated with recent immigration.

Part 2 examines social groups and social control. **Chapter 4** applies the sociological imagination to an examination of society, social structure, and social interaction, using homelessness as a sustained example of the dynamic interplay of structure and interaction in society. Unique to this chapter are discussions of the sociology of emotions and of personal space as viewed through the lenses of race, class, gender, and age.

Chapter 5 analyzes groups and organizations, including innovative forms of social organization and ways in which organizational structures may differentially affect people based on race, class, gender, and age. **Chapter 6** examines how deviance and crime emerge in societies, using diverse theoretical approaches to describe the nature of deviance, crime, and the criminal justice system. Key issues are dramatized for students through an analysis of recent research on peer cliques and gangs.

Part 3 focuses on social differences and social inequality, looking at issues of class, race/ethnicity, and sex/gender, while also touching on issues relating to social inequality based on age. **Chapter 7** focuses on class and stratification in the United States, analyzing the causes and consequences of inequality and poverty, including a discussion of the ideology and accessibility of the American Dream. **Chapter 8** addresses the issue of global stratification and examines differences in wealth and poverty in rich and poor nations around the world. Explanations for these differences are discussed.

The focus of **Chapter 9** is race and ethnicity, which includes an illustration of the historical relationship (or lack of it) between sports and upward mobility by persons from diverse racial–ethnic groups. A thorough analysis of prejudice, discrimination, theoretical perspectives, and the experiences of diverse racial and ethnic groups is presented, along with global racial and ethnic issues. **Chapter 10** examines sex and gender, with special emphasis on gender stratification in historical perspective. Linkages between gender socialization and contemporary gender inequality are described and illustrated by lived experiences and perspectives on body image.

Part 4 offers a systematic discussion of social institutions, building students' awareness of the importance of these foundational elements of society and showing how a problem in one often has a significant influence on others. Families and intimate relationships are explored in **Chapter 11**, which includes both U.S. and global perspectives on family relationships, a view of families throughout the life course, and a discussion of diversity in contemporary U.S. families. Education and religion are presented in **Chapter 12**, which highlights important sociological theories pertaining to these social institutions and integrates the theme of the influence of religion on education and life. In the process, the chapter highlights issues of race, class, and gender inequalities in current U.S. education. The chapter also provides a thorough discussion of religion in global perspective, including a survey of world religions and an analysis of how religious beliefs affect other aspects of social life. Current trends in U.S. religion are explored, including various sociological explanations of why people look to religion to find purpose and meaning in life.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 13 discusses politics and the economy in global perspective, highlighting the international context in which contemporary political and economic systems operate and showing the intertwining nature of politics, the economy, and global media outlets. The chapter emphasizes the part that social media increasingly are playing in politics and the economy throughout the world.

Chapter 14 analyzes health, health care, and disability from both U.S. and global perspectives. Among the topics included are social epidemiology, lifestyle factors influencing health and illness, health care organization in the United States and other nations, social implications of advanced medical technology, and holistic and alternative medicine. This chapter is unique in that it contains a thorough discussion of the sociological perspectives on disability and of social inequalities based on disability. It focuses on the health-related issues of families in global perspective and on the diversity found in U.S. families today.

Part 5 surveys social dynamics and social change. **Chapter 15** examines population and urbanization, looking at demography, global population change, and the process and consequences of urbanization. Special attention is given to race- and class-based segregation in urban areas and the crisis in health care in central cities. **Chapter 16** concludes the text with an innovative analysis of collective behavior, social movements, and social change. Environmental activism is used as a sustained example to help students grasp the importance of collective behavior and social movements in producing social change.

Distinctive, Classroom-Tested Features

The following special features are specifically designed to demonstrate the relevance of sociology in our lives, as well as to support students' learning. As the preceding overview of the book's contents shows, these features appear throughout the text, some in every chapter, others in selected chapters.

Unparalleled Coverage of and Attention to Diversity

From its first edition, I have striven to integrate diversity in numerous ways throughout this book. The individuals portrayed and discussed in each chapter accurately mirror the diversity in society itself. As a result, this text speaks to a wide variety of students and captures their interest by taking into account their concerns and perspectives. Moreover, the research used includes the best work of classical and established contemporary sociologists—including many white women and people of color—and it weaves an inclusive treatment of *all* people into the examination of sociology in *all* chapters. Therefore, this text helps students consider the significance of the interlocking nature of individuals' class, race, and gender (and, increasingly, age) in all aspects of social life.

Personal Narratives That Highlight Issues and Serve as Chapter-Length Examples

Authentic first-person commentaries appear in the "Sociology and Everyday Life" features that open each chapter and personalize the issue that unifies the chapter's coverage. These lived experiences provide opportunities for students to examine social life beyond their own experiences and for instructors to systematically incorporate into lectures and discussions an array of interesting and relevant topics that help demonstrate to students the value of applying sociology to their everyday lives.

Focus on the Relationship Between Sociology and Everyday Life

Each chapter has a brief quiz in the opening "Sociology and Everyday Life" feature that relates the sociological perspective to the pressing social issues presented in the vignette. (Answers are provided on a subsequent page.)

Emphasis on the Importance of a Global Perspective

The global implications of all topics are examined throughout each chapter and in the "Sociology in Global Perspective" boxes, which highlight our interconnected world and reveal how the sociological imagination extends beyond national borders.

Focus on Media

A significant benefit of a sociology course is encouraging critical thinking about such things as how the manner in which the media "package" news and entertainment influences our perception of social issues. This edition builds on the "Media" feature and expands coverage to include issues and societal changes related to the use of social media, as mentioned above.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Census Profiles

The Census Profiles feature highlights current relevant data from the U.S. Census Bureau, providing students with further insight into the United States.

Effective Study Aids

In addition to basic reading and study aids such as learning objectives, key terms, and a running glossary, *Sociology in Our Times* includes the following pedagogical aids to aid students' mastery of the course's content:

- **Concept Quick Review.** These tables categorize and contrast the major theories or perspectives on the specific topics presented in a chapter.
- **Questions for Critical Thinking.** Each chapter concludes with a set of questions to encourage students to reflect on important issues, to develop their own critical-thinking skills, and to highlight how ideas presented in one chapter often build on those developed previously.
- **Reflect & Analyze Questions.** From activating prior knowledge related to concepts and themes, to highlighting main ideas and reinforcing diverse perspectives, this text's questions encourage students to reflect on issues and to analyze content rather than to memorize and recall course content.
- **End-of-Chapter Summaries in Question-and-Answer Format.** Chapter summaries provide a built-in review for students by reexamining material covered in the chapter in an easy-to-read question-and-answer format to review, highlight, and reinforce the most important concepts and issues discussed in each chapter.

Comprehensive Supplements Package

Products for Blended and Online Courses

MindTap™: The Personal Learning Experience

MindTap Sociology for Kendall's Sociology in Our Times: The Essentials, tenth edition, Powered by Knewton from Cengage Learning, represents a new approach to a highly personalized, online learning platform. MindTap combines all of a student's learning tools—readings, multimedia, activities, and assessments—into a Learning Path that guides the student through the introduction to sociology course. Instructors personalize the experience by customizing the presentation of these learning tools to their students, even seamlessly introducing their own content into the Learning Path. Learn more at **www.cengage.com/mindtap**.

MindTap Sociology for Kendall's Sociology in Our Times: The Essentials, Powered by Knewton from Cengage Learning, is easy to use and saves instructors time by allowing them to

- Customize the course—from tools to text—and make adjustments "on the fly," making it possible to intertwine breaking news into their lessons and incorporate today's teachable moments
- Promote personalization by segmenting course content into movable objects, encourage interactivity, and ensure student engagement
- Integrate multimedia assets, in-context exercises, and supplements—student engagement will increase, leading to better student outcomes
- Track students' use, activities, and comprehension in real time, providing opportunities for early intervention to influence progress and outcomes
- Assess knowledge throughout each section: after readings, in activities, homework, and quizzes
- Automatically grade homework and quizzes

Course Reader for Sociology. CourseReader for Sociology allows you to create a fully customized online reader in minutes. You can access a rich collection of thousands of primary and secondary sources, readings, and audio and video selections from multiple disciplines. Each selection includes a descriptive introduction that puts it into context, and every selection is further supported by both critical-thinking and multiple-choice questions designed to reinforce key points. This easy-to-use solution allows you to select exactly the content you need for your courses, and it is loaded with convenient pedagogical features, such as highlighting, printing, note taking, and downloadable MP3 audio files for each reading. You have the freedom to assign and customize individualized content at an affordable price. CourseReader is the perfect complement to any class.

Resources for Customizing Your Textbook

Cengage Learning is pleased to offer three modules that help you tailor *Sociology in Our Times: The Essentials,* tenth edition, to your course. In addition, you can choose to add your own materials or reorganize the table of contents. Work with your local Cengage Learning consultant to find out more.

***Careers in Sociology* Module.** Written by leading author Joan Ferrante, Northern Kentucky University, the *Careers in Sociology* module offers

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

the most extensive and useful information on careers that is available. This module provides six career tracks, each of which has a "featured employer," a job description, and a letter of recommendation (written by a professor for a sociology student) or application (written by a sociology student). The module also includes résumé-building tips on how to make the most out of being a sociology major and offers specific course suggestions along with the transferable skills gained by taking these courses. As part of Cengage Learning's Add-a-Module Program, *Careers in Sociology* can be purchased separately, bundled, or customized with any of our introductory texts. The modules present topics not typically covered in most introductory texts but often requested by instructors.

***Sociology of Sports* Module.** The *Sociology of Sports* module, authored by Jerry M. Lewis, Kent State University, examines why sociologists are interested in sports, mass media and sports, popular culture and sports (including feature-length films on sports), sports and religion, drugs and sports, and violence and sports. As part of Cengage Learning's Add-a-Module Program, *Sociology of Sports* can be purchased separately, bundled, or customized with any of our introductory texts. The modules present topics not typically covered in most introductory texts but often requested by instructors.

***Rural Sociology* Module.** The *Rural Sociology* module, authored by Carol A. Jenkins, Glendale Community College–Arizona, presents the realities of life in rural America. Many people imagine a rural America characterized by farming, similar cultures, and close-knit communities. However, rural Americans and rural communities are extremely diverse—demographically, culturally, socially, economically, and environmentally. The module presents these characteristics of rural life in a comprehensive and accessible format for introductory sociology students. As part of Cengage Learning's Add-a-Module program, *Rural Sociology* can be purchased separately, bundled, or customized with any of our introductory sociology texts. The modules present topics not typically covered in most introductory texts but often requested by instructors.

Teaching Aids for Instructors

A broad array of teaching aids is available to make course planning faster and easier, giving you more time to focus on your students. All of these resources can be accessed with a single account. Go to **login.cengage.com** to log in.

Online Instructor's Resource Manual. Prepared by Josh Packard of Northern Colorado University, this text's Online Instructor's Resource Manual is designed to maximize the effectiveness of your course preparation. Beginning with a list of What's New in Each Chapter and the Key Terms, it offers chapter outlines correlated to student learning objectives, creative lecture and teaching ideas, an extensive chapter outline with learning objectives correlated to headings, student active learning activities, Internet activities, and video suggestions.

Online Test Bank. Prepared by Josh Packard of Northern Colorado University, the tenth edition's test bank consists of revised and updated multiple-choice questions and true/false questions for each chapter of the text, along with an answer key and text references for each question. Each multiple-choice item has the question type (fact, concept, or application) indicated. Also included are short-answer and essay questions for each chapter. The author of the Test Bank has also keyed each test question to its related learning objective for the chapter.

Online PowerPoint® Slides. Helping you make your lectures more engaging while effectively reaching your more visually oriented students, these Microsoft® PowerPoint® slides present a classroom-ready presentation that includes graphics, key points, student polling questions, image-based Consider This questions, and a Quick Quiz. Prepared by Aurea Osgood of Winona State University, the PowerPoint slides are updated to reflect the content and organization of the new edition of the text.

The Sociology Video Library Volumes I–IV. These DVDs drive home the relevance of course topics through short, provocative clips of current and historical events. Perfect for enriching lectures and engaging students in discussion, many of the segments on these volumes have been gathered from BBC Motion Gallery. Ask your Cengage Learning representative for a list of contents.

AIDS in Africa. Expand your students' global perspective on HIV/AIDS with this award-winning documentary series on DVD, which focuses on controlling HIV/AIDS in southern Africa. Films focus on caregivers in the faith community; how young people share messages of hope through song and dance; the relationship of HIV/AIDS to gender, poverty, stigma, education, and justice; and the story of two HIV-positive women helping others.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Cengage Learning Testing Powered by Cognero. This is a flexible online system that allows you to

- Import, edit, and manipulate test bank content from the *Sociology in Our Times: The Essentials* test bank or elsewhere, including your own favorite test questions
- Create multiple test versions in an instant
- Deliver tests from your LMS, your classroom, or wherever you want

Acknowledgments

Sociology in Our Times: The Essentials, tenth edition, would not have been possible without the insightful critiques of these colleagues, who have reviewed some or all of this text and its supplements or responded to a detailed survey. I extend my profound thanks to each one for engaging with me in the revision process.

Brenda Beach, Athens Technical College
Mark Beaudry, Northern Essex Community College
Jake Cummings, San Diego State University
Andrew Dzurisin, Middlesex County College
Rebecca Fahrlander, University of Nebraska Omaha
Pamela J. Forman, University of Wisconsin–Eau Claire
Malcolm Gold, Malone University
Jessica Halperin, Metropolitan Community College–Kansas City
Arthur Kimmel, Long Island University
Arnold Korotkin, Montclair State University
Chuck Kusselow, River Valley Community College
Elizabeth Lucal, Indiana University South Bend
Susan McCabe, Ohio University
Rafik Mohamed, Clayton State University
Kelly Mosel-Talavera, Texas State University
Rebecca Nees, Middle Georgia State College
Andrea Nichols, St. Louis Community College–Forest Park
Daniel Phillips, Lindsey Wilson College
Daniel Poole, University of Utah
David Rentler, University of Connecticut
Ruby Robinson, Purdue University
Mark Sherry, University of Toledo
Luceal Simon, Wayne State University
Pauli Taylorboyd, University of Wisconsin–Milwaukee
Shawn Trivette, Louisiana Tech University
Alan Turley
Connie Veldink, Everett Community College
Jessie Chatman Williams, Mineral Area College

I would also like to thank again the reviewers who helped throughout the revision of the previous edition: George Ansalone, St. Johns University; Stephanie Bucy, Columbia College; Kevin E. Early, University of Michigan–Dearborn; Obi N. I. Edde, University of Tennessee at Chattanooga; Carol Holdt, Portland State University; A. J. Jacobs, East Carolina University; Joan Luxenburg, University of Central Oklahoma; John McMullen, Frostburg State University; Rebecca Nees, Middle Georgia College; Diane Shinberg, Indiana University of Pennsylvania; and Rachel Stehle, Cuyahoga Community College.

I would also like to thank again the reviewers and survey respondents who helped throughout the revision of the previous editions: Cheryl Albers, Buffalo State University; Annette Allen, Troy University; Mel Barber, Flagler College; Amy Blackstone, University of Maine; Daniel Boudon, Hofstra University; Robin Brownfield, Rutgers University; Erica Burrell, Baton Rouge Community College; Suzi Calliham, Colby Community College; Margaret Choka, Pellissippi State Community College; J. Michael Cruz, Southern Methodist University; Karyn Daniels, Long Beach City College; Maria Flynn, Ocean County College; Mark Gaskill, State University of New York at Oneonta; Jeff Hahn, Mount Union College; Sara E. Hanna, Oakland Community College; Rebecca Hartzog, Milwaukee Area Technical College; Danielle Hedegard, University of Arizona; Jane Hellinghausen, Odessa College; Ursula Hines, Cuyamaca College; Karen Honeycutt, Keene State College; Connie Jamison, Volunteer State Community College; Chris Johnson, University of Louisiana at Monroe; Allison Jones, Ventura College; John C. Kilburn Jr., Texas A&M International University; Rosalind Kopfstein, Western Connecticut State University; Cindy J. Lahar, York County Community College; Jason J. Leiker, Utah State University; Chad Litton, University of Mary; Suzanne L. Maughan, University of Nebraska–Kearney; Nix McCray, Community College of Baltimore County; Christine Monnier, College of DuPage; Efren Padilla, California State University–East Bay; Jessica Pardee, University of Central Florida; Rita Sakitt, Suffolk County Community College; Donald P. Stewart, University of Nevada, Las Vegas; K. J. Stone, Los Angeles Southwest College; Kell Stone, El Camino College; Dawn Tawwater, Austin Community College; Pauli Taylorboyd, MATC and UWM; Robert Turley, College of the Canyons; Daniel Van Dussen, Youngstown State University; Connie Veldink, Everett Community College; Charles M. ViVona, Queensborough Community College; John White, Community College of Rhode Island; and Jessie M. Williams, Mineral Area College.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

And for their many valuable contributions to earlier editions, I would also like to thank the following reviewers again: Jan Abu-Shakrah, Portland Community College; Ted Alleman, Penn State University; Ginna Babcock, University of Idaho; Kay Barches, Skyline College; Sampson Lee Blair, University of Oklahoma; Elizabeth Bodien, Northampton Community College; Barbara Bollmann, Community College of Denver; Gayle Gordon Bouzard, Texas State University, San Marcos; Joni Boye-Bearman, Wayne State College; John Brady, Texas Lutheran University; Valerie Brown, Case Western Reserve University; Deborah Carter, Johnson C. Smith University; Margaret Choka, Pellissippi State Community College; Dennis Cole, Owens Community College; Brooks Cowan, University of Vermont; Russell Curtis, University of Houston; Mary Ann Czarnezki, University of Wisconsin–Milwaukee; Lillian Daughaday, Murray State University; Kevin Delaney, Temple University; Judith Dilorio, Indiana University–Purdue University; Harold Dorton, Southwest Texas State University; Kevin Early, Oakland University; Don Ecklund, Lincoln Land Community College; Cindy Epperson, St. Louis Community College at Meramec; Julian Thomas Euell, Ithaca College; Grant Farr, Portland State University; Joe R. Feagin, University of Florida; Nancy Feather, West Virginia University; Kathryn M. Feltey, University of Akron; Leticia Fernandez, University of Texas at El Paso; William Finlay, University of Georgia; Andrea Fontana, UNLV; Mark Foster, Johnson County Community College; Howard Gabennesch, University of Southern Indiana; Richard Gale, University of Oregon; DeAnn K. Gauthier, University of Southwestern Louisiana; Robert B. Girvan, Clarion University; Tanya Gladney, University of Nebraska–Lincoln; Michael Goslin, Tallahassee Community College; Anna Hall, Delgado Community College; Lee Hamilton, New Mexico State University; Gary D. Hampe, University of Wyoming; Carole Hill, Shelton State Community College; Art Jipson, University of Dayton; Richard Kamei, Glendale Community College; William Kelly, University of Texas, Austin; Bud Khleif, University of New Hampshire; Joachim Kibirige, Missouri Western State University; Michael B. Kleiman, University of South Florida; Janet Koenigamen, College of St. Benedict; Rosalind Kopfstein, Western Connecticut State University; Amy Krull, Western Kentucky University; Monica Kumba, Buffalo State University; Yechiel Lahavy, Atlantic Community College; Gregory Leavitt, Idaho State University; Amy Leimer, Tennessee Tech University; Abraham Levine, El Camino College; Diane Levy, University of North Carolina, Wilmington; Stephen Lilley, Sacred Heart University; Michael Lovaglia, University of Iowa; Akbar Mahdo, Ohio Wesleyan University; Rebecca Matthews, University of Iowa; M. Cathey Maze, Franklin University; Jane McCandless, State University of West Georgia; Barbara Miller, Pasadena City College; John Molan, Alabama State University; Betty Morrow, Florida International University; Kelly Mosel-Talavera, Texas State University, San Marcos; Tina Mougouris, San Jacinto College; Mani Pande, Kansas State University; Dale Parent, Southeastern Louisiana University; Linda Petroff, Central Community College; Karen Polite, Harrisburg Area Community College–Lancaster Campus; J. Keith Price, West Texas A&M University; Barbara Richardson, Eastern Michigan University; Lois Rood, Tennessee Tech University; Ellen Rosengarten, Sinclair Community College; Phil Rutledge, University of North Carolina, Charlotte; Joseph Scimecca, George Mason University; Marcia Texler Segal, Indiana University Southeast; Dorothy Smith, State University of New York–Plattsburg; Teresa Sobieszczyk, University of Montana; Jackie Stanfield, Northern Colorado University; Mary Texeira, California State University–San Bernardino; Jamie Thompson, University of Central Oklahoma; Gary Tiedeman, Oregon State University; James Unnever, Radford University; Richard Valencia, Fresno City College; Steven Vasser, Mankato State University; Carl Wahlstrom, Genesee Community College; Henry Walker, Cornell University; Susan Waller, University of Central Oklahoma; Judith Ann Warner, Texas A&M International University; N. Ree Wells, Missouri Southern State University; Jerry Williams, Stephen Austin State; and John Zipp, University of Wisconsin–Milwaukee.

Finally, I deeply appreciate the energy, creativity, and dedication of the many people responsible for the development and production of *Sociology in Our Times: The Essentials.* I wish to thank Cengage Learning's Jennifer Harrison, Lin Gaylord, John Chell, Kara Kindstrom, Julia Catalano, Cheri Palmer, and Christy Frame for their enthusiasm and insights throughout the development of this text. Many other people worked hard on the production of the tenth edition of *Sociology in Our Times: The Essentials,* especially Greg Hubit, Donald Pharr, and Debra Nichols. I am extremely grateful to them.

I invite you to send your comments and suggestions about this book to me in care of:

Cengage Learning
500 Terry A. Francois Blvd., 2nd Floor
San Francisco, CA 94158

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

SOCIOLOGY IN OUR TIMES

the essentials

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Copyright © Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Richard G. Bingham II/Alamy

1 THE SOCIOLOGICAL PERSPECTIVE AND RESEARCH PROCESS

LEARNING OBJECTIVES

LO1 Explain what sociology can contribute to our understanding of social life.

LO2 Discuss the sociological imagination and explain how we develop a global sociological imagination.

LO3 Describe the historical context in which sociological thinking developed and state reasons why many early social thinkers were concerned with social order and stability.

LO4 Identify reasons why many later social thinkers were concerned with social change.

LO5 Describe key differences in functionalist, conflict, symbolic interactionist, and postmodern perspectives on contemporary social life.

LO6 Explain why sociological research is necessary and point out how it may challenge our commonsense beliefs about pressing issues such as suicide.

LO7 Distinguish between quantitative and qualitative research, and identify the steps in each method.

LO8 Describe survey research and briefly discuss three types of surveys.

LO9 Compare research methods used in surveys, secondary analysis of existing data, field research, and experiments.

LO10 Discuss ethical issues in research and identify professional codes that protect research participants.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

The Sociology of Suicide Trends Today

"Why are you alive?"

"You're ugly."

Polaris/Newsom

Rebecca Ann Sedwick

"You should die."

"Why don't you go kill yourself."

"Can u die please?"

—After more than a year of receiving online bullying comments like these, Rebecca Ann Sedwick, a 12-year-old Tampa, Florida, girl, jumped from a concrete silo tower to her death at an abandoned cement plant. Prior to this terrible event, Rebecca changed her online screen name to "That Dead Girl." After her death, law enforcement officials stated that she was "absolutely terrorized on social media" (Alvarez, 2013), while psychologists pointed out that she had been a victim of the "cool to be cruel" cyber culture (Ng, 2013).

" . . . go die, evry1 wud be happy."

"Drink bleach."

—London, England, resident Hanna Smith, age 14, repeatedly had hostile comments like these posted about her on ASK.fm prior to her suicide (Dolan and Robinson, 2013).

Suicides committed by young people who have been the victims of online bullying deeply touch the lives of their families, friends, and others who have not met them. Although we will never know the full story of what happened to Rebecca Ann Sedwick and the others described, these tragic occurrences bring us to larger sociological questions: Why does anyone commit suicide? Is suicide purely an individual phenomenon, or is it related to our social interactions and the social environment and society in which we live? How have technologies such as smartphones and social media affected our communication—both positively and negatively—with others?

Social media use among teens and college students continues to grow rapidly. We are engulfed by smartphones, tablets, and computers. Facebook, Twitter, YouTube, and other Internet-based social networking sites are taken for granted. We enjoy the positive effects of social media, but the digital age may also produce harmful outcomes, particularly when some people harass others, causing psychological and physical harm and sometimes even bullying them into suicide.

Although suicide may seem like a "downer" for beginning our study of sociology, I have chosen this topic because it is one of the first social issues that early sociologists studied. These thinkers believed that identifying the *social causes* of such behavior sets sociology apart from psychology, philosophy, and other areas of inquiry.

In this chapter we examine how sociological theories and research can help us understand the *social* and *structural* origins of the seemingly *individualistic* act of taking one's own life. We will see how sociological theory and research methods might be used to answer complex questions, and we will wrestle with some of the difficulties that sociologists experience as they study human behavior.

Putting Social Life into Perspective

LO1 ***Sociology* is the systematic study of human society and social interaction.** It is a *systematic* study because sociologists apply

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

"You think you want to die, but in reality you just want to be saved."

—Hanna Smith posted a picture of this statement written in a spiral notebook to her Facebook page less than 24 hours prior to killing herself (Dolan and Robinson, 2013).

"Goodbye forever my good friends, goodbye, I regret nothing. I have chosen to go with 3 peoples advice and kill myself. I just wish it was faster."

—Prior to his suicide, Bart Palosz, a 15-year-old native of Poland who resided in Greenwich, Connecticut, for seven years, used his Google Plus page to express his suicidal musings during patterns of constant bullying by other boys at his school (Hussey and Leland, 2013).

How Much Do You Know About Suicide?

True	False		
T	F	1.	Suicide is the number-one cause of injury-related death in the United States.
T	F	2.	There is 1 suicide for every 25 attempted suicides annually in the United States.
T	F	3.	Suicide rates are lower for young Native Americans (American Indians) and Alaska Natives between the ages of 15 to 34 than for persons in the same age bracket for any other racial–ethnic category in the United States.
T	F	4.	In grades 9 through 12, significantly more Latina (Hispanic) female students report that they have attempted suicide in the last year than African American (black) non-Latin female students and white American non-Hispanic female students.
T	F	5.	Females complete suicide (take their own life) at a much higher rate than that of males.
T	F	6.	Firearms are the most commonly used method of suicide among males and females.
T	F	7.	Alcohol intoxication is present in nearly one-fourth of all suicide deaths in the United States.
T	F	8.	Government agencies such as the U.S. Centers for Disease Control and Prevention have developed public health programs to prevent suicidal behavior and now emphasize that promoting individual, family, and community connectedness is an important way to prevent such behavior.

Answers on page 6.

both theoretical perspectives and research methods (or orderly approaches) to examinations of social behavior. Sociologists study human societies and their social interactions in order to develop theories of how human behavior is shaped by group life and how, in turn, group life is affected by individuals.

Why Should You Study Sociology?

Sociology helps us gain a better understanding of our social world and ourselves. It enables us to see how the groups to which we belong and the society in which we live largely shape behavior. A ***society*** **is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations,** such as the United States, Mexico, or Nigeria. Examining the world order helps us understand that each of us is affected by *global interdependence*—a relationship in which the lives of all people are intertwined closely and any one nation's problems are part of a larger global problem. Environmental problems are an example: People throughout the world share the same biosphere. When environmental degradation, such as removing natural resources or polluting the air and water, takes place in one region, it may have an adverse effect on people around the globe.

Individuals can make use of sociology on a more personal level. Sociology enables us to move beyond established ways of thinking, thus allowing us to gain new insights into ourselves and to develop a greater awareness of the connection between our own "world" and that of other people. According to the sociologist Peter Berger (1963: 23), sociological inquiry helps us see that "things are not what they

sociology the systematic study of human society and social interaction.

society a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

ANSWERS to the Sociology Quiz on Suicide

1. True. Suicide became the number-one cause of injury-related death in the United States, surpassing car accidents, between 2000 and 2009 (the latest year for which data are available), when the death rate for suicide increased by 15 percent and decreased by 25 percent for car accidents.

2. True. According to the U.S. Centers for Disease Control and Prevention, 1 completed suicide occurs for every 25 persons who attempt suicide in the United States.

3. False. Native Americans (First Americans or American Indians) and Alaska Natives have the highest suicide rates per 100,000 in the United States. Among teens and young adults ages 15 to 34, the rate is 27.3 per 100,000, which is 2.4 times higher than the national average for that age group (11.4 per 100,000).

4. True. Significantly more Latina (Hispanic) female students (13.5 percent) reported attempting suicide in the last year than African American (black) non-Latin female students and white American non-Hispanic female students (7.9 percent).

5. False. Males *complete* suicide at a rate four times that of females. Male suicides account for 78.8 percent of all completed suicides in the United States; however, females are more likely than males to have had suicidal thoughts.

6. False. Although firearms are the most commonly used method of suicide among males (56.1 percent), poisoning is the most common method of suicide for females (38 percent).

7. True. Alcohol intoxication is present in 24 percent (nearly one-fourth) of all suicide deaths in the United States.

8. True. Government organizations such as the U.S. Centers for Disease Control and Prevention have developed these programs and now emphasize that promoting individual, family, and community connectedness is an important way to prevent such behavior.

Sources: Based on U.S. Centers for Disease Control and Prevention, 2012d, 2012e.

seem." Sociology provides new ways of approaching problems and making decisions in everyday life. For this reason, people with knowledge of sociology are employed in a variety of fields that apply sociological insights to everyday life (see Figure 1.1).

Sociology promotes understanding and tolerance by enabling each of us to look beyond intuition, common sense, and our personal experiences. Many of us rely on intuition or common sense gained from personal experience to help us understand our daily lives and other people's behavior. *Commonsense knowledge* guides ordinary conduct in everyday life. However, many commonsense notions are actually myths. A *myth* is a popular but false notion that may be used, either intentionally or unintentionally, to perpetuate certain beliefs or "theories" even in the light of conclusive evidence to the contrary. Before reading on, take the quiz in

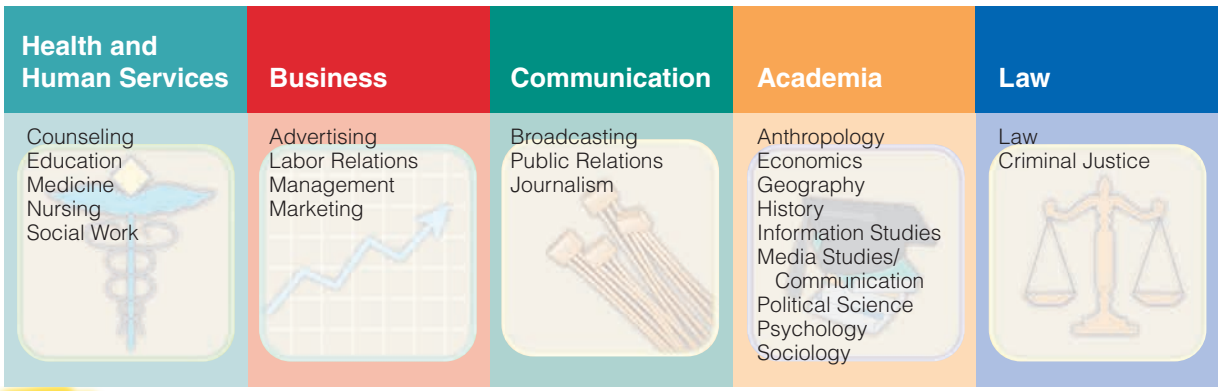

FIGURE 1.1 FIELDS THAT USE SOCIAL SCIENCE RESEARCH

In many careers, including jobs in health and human services, business, communication, academia, and law, the ability to analyze social science research is an important need.

Source: Based on Katzer, Cook, and Crouch, 1991. © Cengage Learning.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

the Sociology and Everyday Life box at the opening of the chapter.

By contrast, sociologists strive to use scientific standards, not popular myths or hearsay, in studying society and social interaction. They use systematic research techniques and are accountable to the scientific community for their methods and the presentation of their findings. Whereas some sociologists argue that sociology must be completely value free—free from distorting subjective (personal or emotional) bias—others do not think that total objectivity is an attainable or desirable goal when studying human behavior. However, all sociologists attempt to discover patterns or commonalities in human behavior. When they study suicide, for example, they look for recurring patterns of behavior even though *individual* people usually commit the acts and *other individuals* suffer as a result of these actions.

Consequently, sociologists seek out the multiple causes and effects of suicide or other social issues. They analyze the impact of the problem not only from the standpoint of the people directly involved but also from the standpoint of the effects of such behavior on all people.

The Sociological Imagination

LO2 Sociological reasoning is often referred to as the ***sociological imagination*—the ability to see the relationship between individual experiences and the larger society** (Mills, 1959b). The sociological imagination is important to each of us because having this awareness enables us to understand the link between our personal experiences and the social contexts in which they occur. Each of us lives in a society, and we live out a biography within some historical setting. Throughout our lives, we contribute to the shaping of society and to its history, even as we are made by society and the historical events that take place during our lifetime. The sociological imagination enables us to grasp the relationship between history at the societal level and our own biography at the individual level. It also helps us distinguish between personal troubles and social (or public) issues. C. Wright Mills (1959b) made this distinction between the two: *Personal troubles* are private problems that affect individuals and the networks of people with whom they associate regularly. As a result, individuals within their immediate social settings must solve those problems. For example, one person being unemployed may be a personal trouble. *Public issues* are problems that affect large numbers of people and often require solutions at the societal level. Widespread unemployment as a result of economic changes such as plant closings is an example of a public issue. The sociological imagination helps us place seemingly personal troubles, such as losing one's job or feeling like committing suicide, into a larger social context, where we can distinguish whether and how personal troubles may be related to public issues.

Suicide as a Personal Trouble Often our individual experiences are largely beyond our own control. They are determined by society as a whole—by its historical development and its organization. However, in everyday life we frequently do not define personal experiences in these terms. If a person commits suicide, many people consider it to be the result of that individual's own personal problems.

Suicide as a Public Issue If we use the sociological imagination to look at the problem of suicide, we can see that it is often a public issue—a societal problem. Early sociologist Emile Durkheim refused to accept commonsense explanations of suicide. In what is probably the first sociological study to use scientific research methods, he related suicide to the issue of cohesiveness (or lack of it) in society instead of viewing suicide as an isolated act that could be understood only by studying individual personalities or inherited tendencies. In *Suicide* (1964b/1897), Durkheim documented his contention that a high suicide rate indicated large-scale societal problems.

The Importance of a Global Sociological Imagination

Although existing sociological theory and research provide the foundation for sociological thinking, we must reach beyond studies that have focused primarily on the United States to develop a more comprehensive *global* approach for the future (see Figure 1.2). In the twenty-first century, we face important challenges in a rapidly changing nation and world.

The world's ***high-income countries*** **are nations with highly industrialized economies;**

sociological imagination C. Wright Mills's term for the ability to see the relationship between individual experiences and the larger society.

high-income countries nations with highly industrialized economies; technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

FIGURE 1.2 THE WORLD'S ECONOMIES IN THE EARLY TWENTY-FIRST CENTURY
High-income, middle-income, and low-income countries.

© Cengage Learning. *Photos, left to right:* John Berry/Syracuse Newspapers/The Image Works; Gable/Alamy; philipbigg/Alamy.

technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income. Examples include the United States, Canada, Australia, New Zealand, Japan, and the countries of Western Europe.

As compared with other nations of the world, many high-income nations have a high standard of living and a lower death rate because of advances in nutrition and medical technology. However, everyone living in a so-called high-income country does not necessarily have these advantages. In contrast, ***middle-income countries*** **are nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income.** Examples of middle-income countries include the nations of Eastern Europe and many Latin American countries.

Low-income countries **are primarily agrarian nations with little industrialization and low levels of national and personal income.** Examples of low-income countries include many of the nations of Africa and Asia, particularly the People's Republic of China and India, where people typically work the land and are among the poorest in the world. However, generalizations are difficult to make because there are wide differences in income and standards of living within many nations (see Chapter 8, "Global Stratification"). Throughout this text, we will continue to develop our sociological imaginations by examining social life here and in other nations. The future of our nation is deeply intertwined with the future of all other nations of the world on economic, political, environmental, and humanitarian levels.

Whatever your race/ethnicity, class, sex, or age, are you able to include in your thinking the perspectives of people who are quite dissimilar in experiences and points of view? Before you answer this question, a few definitions are in order. *Race* is a term used by many people to specify groups of people distinguished by physical characteristics such as skin color. However, there are no "pure" racial types, and the concept of race is considered by most sociologists to be a social construction that people use to justify existing social inequalities. (When we say that something is a "social construction," we mean that race, ethnicity, class, and gender do not really

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

mean anything apart from the meanings that people in societies give them.) When societies use these categories, the groupings privilege some categories of people over others. Unfortunately, the result is that many people act and respond as if these categories were a social reality rather than a construction.

Ethnicity refers to the cultural heritage or identity of a group and is based on factors such as language or country of origin. *Class* is the relative location of a person or group within the larger society, based on wealth, power, prestige, or other valued resources. *Sex* refers to the biological and anatomical differences between females and males. By contrast, *gender* refers to the meanings, beliefs, and practices associated with sex differences, referred to as *femininity* and *masculinity.*

Everett Collection/Newscom

FIGURE 1.3 As the Industrial Revolution swept through the United States beginning in the nineteenth century, children being employed in factories became increasingly common. Soon social thinkers began to explore such new social problems brought about by industrialization.

The Development of Sociological Thinking

LO3 Throughout history, social philosophers and religious authorities have made countless observations about human behavior. However, the idea of observing how people lived, finding out what they thought, and doing so in a systematic manner that could be verified did not take hold until the nineteenth century and the social upheaval brought about by industrialization and urbanization.

***Industrialization* is the process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries.** This process occurred first during the Industrial Revolution in Britain between 1760 and 1850, and was soon repeated throughout Western Europe. By the mid-nineteenth century, industrialization was well under way in the United States (Figure 1.3). Massive economic, technological, and social changes occurred as machine technology and the factory system shifted the economic base of these nations from agriculture to manufacturing: textiles, iron smelting, and related industries. Many people who had labored on the land were forced to leave their tightly knit rural communities and sacrifice well-defined social relationships to seek employment as factory workers in the emerging cities, which became the centers of industrial work.

***Urbanization* is the process by which an increasing proportion of a population lives in cities rather than in rural areas.** Although cities existed long before the Industrial Revolution, the development of the factory system led to a rapid increase in both the number of cities and the size of their populations. People from very diverse backgrounds worked together in the same factory. At the same time, many people shifted from being *producers* to being *consumers.* For example, families living in the cities had to buy food with their wages because they could no longer grow their own crops to eat or to barter for other resources. Similarly, people had to pay rent for their lodging because they could no longer exchange their services for shelter.

These living and working conditions led to the development of new social problems: inadequate housing, crowding, unsanitary conditions, poverty, pollution, and crime. Wages were so low that entire

middle-income countries nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income.

low-income countries primarily agrarian nations with little industrialization and low levels of national and personal income.

industrialization the process by which societies are transformed from dependence on agriculture and handmade products to an emphasis on manufacturing and related industries.

urbanization the process by which an increasing proportion of a population lives in cities rather than in rural areas.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.