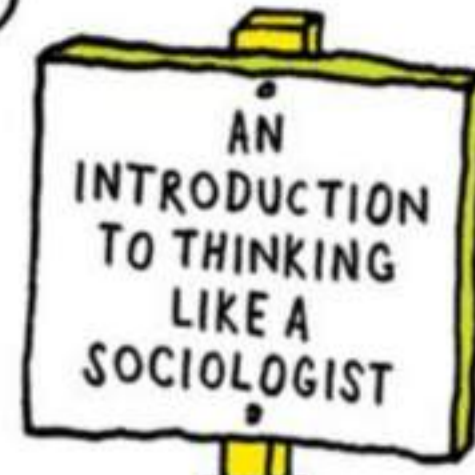
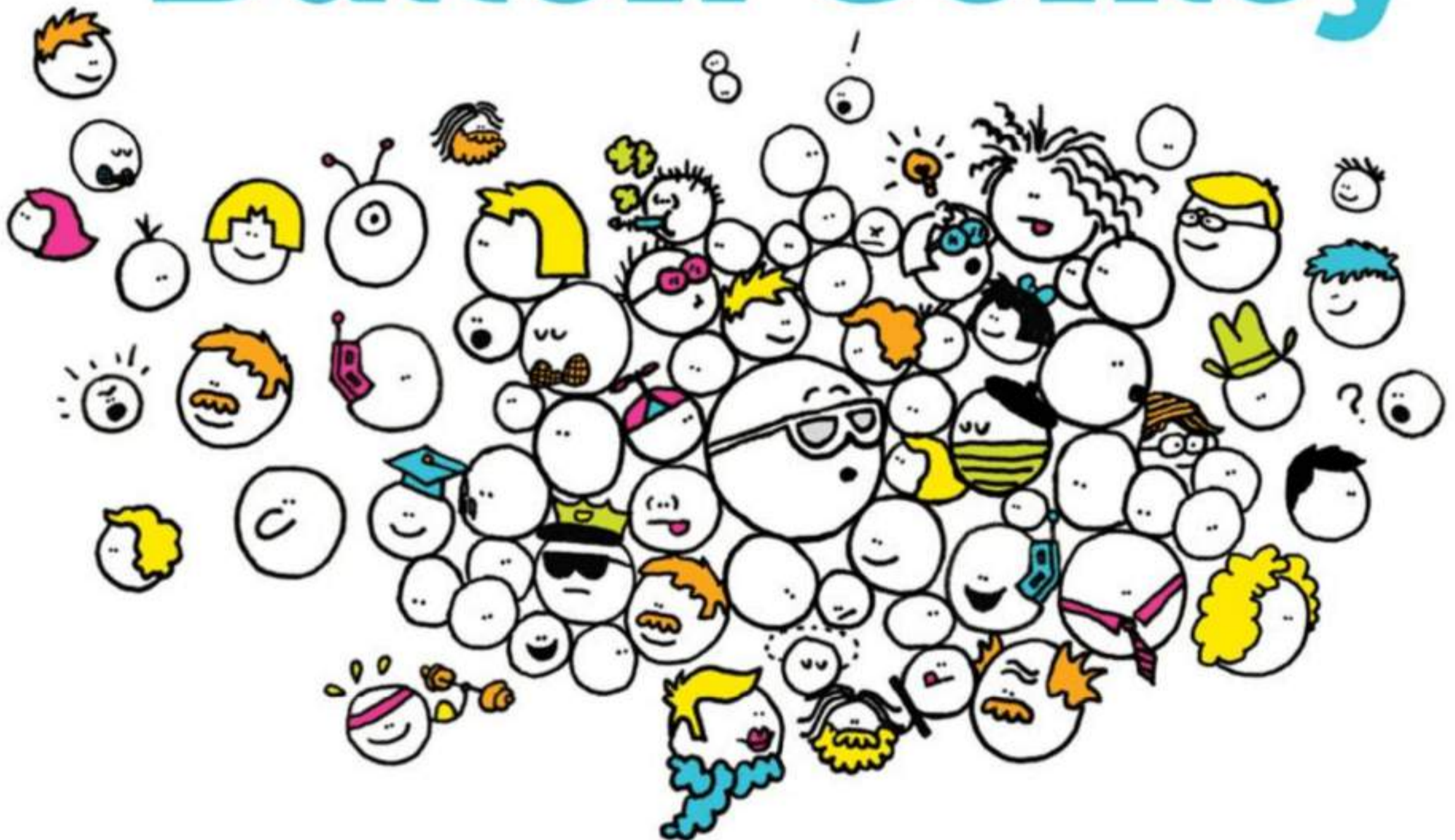


Fourth Edition

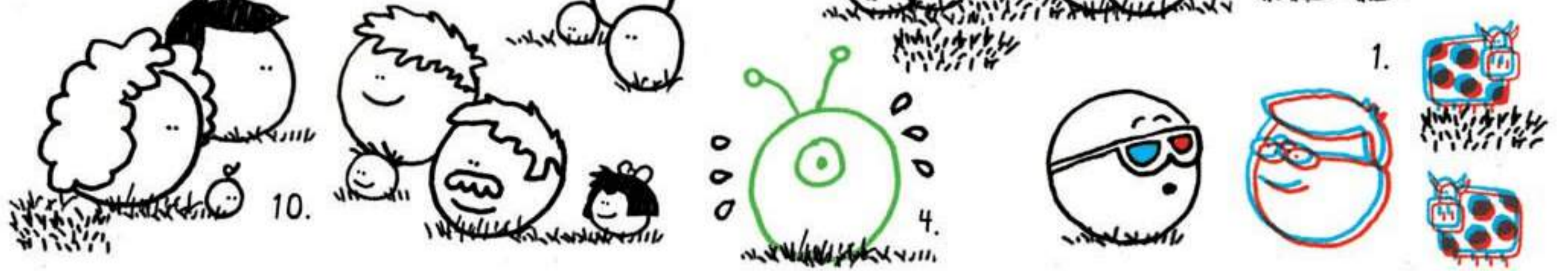
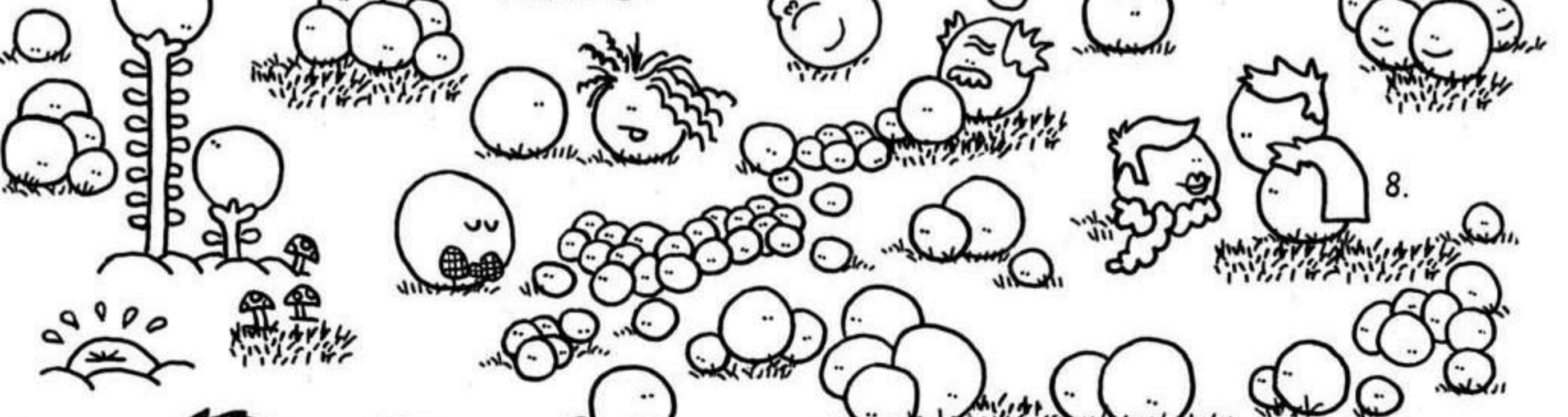
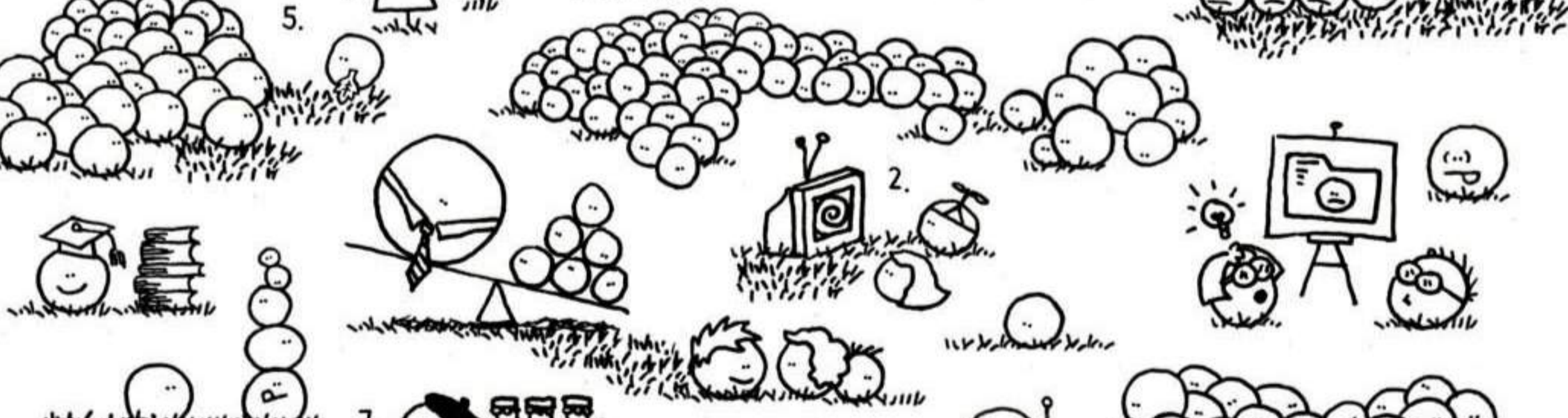
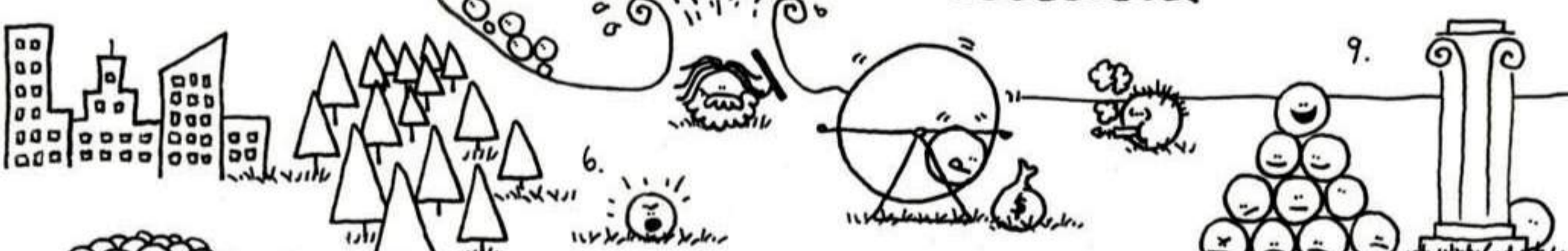


# You May Ask Yourself

**Dalton Conley**










# RECENT SOCIOLOGY TITLES FROM W. W. NORTON



*Code of the Streets* by Elijah Anderson

*The Cosmopolitan Canopy* by Elijah Anderson

*Social Problems*, 2nd Edition by Joel Best

*The Family: Diversity, Inequality, and Social Change* by Philip N. Cohen

*The Real World: An Introduction to Sociology*, 4th Edition by Kerry Ferris and Jill Stein

*Introduction to Sociology*, 9th Edition by Anthony Giddens, Mitchell Duneier,  
Richard P. Appelbaum, and Deborah Carr

*Essentials of Sociology*, 5th Edition by Anthony Giddens, Mitchell Duneier,  
Richard P. Appelbaum, and Deborah Carr

*Mix It Up: Popular Culture, Mass Media, and Society* by David Grazian

*The Contexts Reader*, 2nd Edition edited by Douglas Hartmann and Christopher Uggen

*The Society Pages: Crime and the Punished* edited by Douglas Hartmann  
and Christopher Uggen

*The Society Pages: The Social Side of Politics* edited by Douglas Hartmann  
and Christopher Uggen

*The Society Pages: Color Line and Racial Angles* edited by Douglas Hartmann  
and Christopher Uggen

*Thinking Through Theory* by John Levi Martin

*Doing Race* edited by Hazel Rose Markus and Paula M.L. Moya

*Readings for Sociology*, 8th Edition edited by Garth Massey

*Families As They Really Are*, 2nd Edition edited by Barbara J. Risman and Virginia Rutter

*Social Construction of Sexuality*, 3rd Edition by Stephen Seidman

*The Sociology of News*, 2nd Edition by Michael Schudson

*Sex Matters: The Sexuality and Society Reader*, 4th Edition edited by Mindy Stombler,  
Dawn M. Baunach, Wendy O. Simonds, Elroi J. Windsor, and Elisabeth O. Burgess

*Gender: Ideas, Interactions, Institutions* by Lisa Wade and Myra Marx Ferree

*Cultural Sociology: An Introductory Reader* by Matt Wray

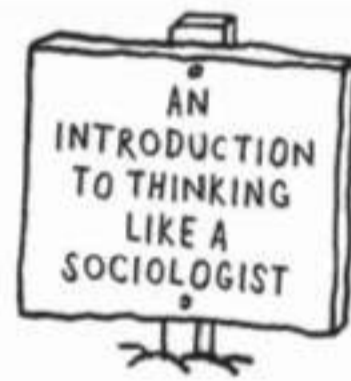
*American Society: How It Really Works*, 2nd edition by Erik Olin Wright and Joel Rogers

TO LEARN MORE ABOUT  
NORTON SOCIOLOGY, PLEASE VISIT:

[WWNORTON.COM/SOC](http://WWNORTON.COM/SOC)

Fourth Edition

# You May Ask Yourself



**Dalton Conley**

NEW YORK UNIVERSITY



W.W. NORTON  
NEW YORK | LONDON



W. W. Norton & Company has been independent since its founding in 1923, when William Warder Norton and Mary D. Herter Norton first published lectures delivered at the People's Institute, the adult education division of New York City's Cooper Union. The firm soon expanded its program beyond the Institute, publishing books by celebrated academics from America and abroad. By midcentury, the two major pillars of Norton's publishing program—trade books and college texts—were firmly established. In the 1950s, the Norton family transferred control of the company to its employees, and today—with a staff of four hundred and a comparable number of trade, college, and professional titles published each year—W. W. Norton & Company stands as the largest and oldest publishing house owned wholly by its employees.

Copyright © 2015, 2013, 2011, 2008 by W. W. Norton & Company, Inc.

All rights reserved

Printed in Canada

Editor: Karl Bakeman  
Associate Editor: Nicole Sawa  
Project Editor: Jennifer Barnhardt  
Editorial Assistant: Lindsey Thomas  
Managing Editor, College: Marian Johnson  
Managing Editor, College Digital Media: Kim Yi  
Production Manager: Eric Pier-Hocking  
Media Editor: Eileen Connell  
Associate Media Editor: Laura Musich  
Media Editorial Assistant: Michael Jaoui  
Marketing Manager, Sociology: Julia Hall  
Book Designer: Kiss Me I'm Polish LLC, New York  
Design Director: Rubina Yeh  
Photo Editor: Stephanie Romeo  
Permissions Manager: Megan Jackson  
College Permissions Associate: Bethany Salminen  
Composition: Jouve  
Manufacturing: Transcontinental Interglobe

Permission to use copyrighted material is included in the credits section of this book, which begins on page A-45.

**ISBN: 978-0-393-93773-2 (pbk.)**

W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110-0017

[wwnorton.com](http://wwnorton.com)

W. W. Norton & Company Ltd., Castle House, 75/76 Wells Street, London W1T 3QT

1 2 3 4 5 6 7 8 9 0

# BRIEF CONTENTS ←

## PART I

### USING YOUR SOCIOLOGICAL IMAGINATION 1

|           |   |     |
|-----------|---|-----|
| Chapter 1 | The Sociological Imagination: An Introduction | 3   |
| Chapter 2 | Methods                                       | 43  |
| Chapter 3 | Culture and Media                             | 73  |
| Chapter 4 | Socialization and the Construction of Reality | 113 |
| Chapter 5 | Groups and Networks                           | 149 |
| Chapter 6 | Social Control and Deviance                   | 185 |

## PART II

### FAULT LINES ... SOCIAL DIVISION AND INEQUALITY 233

|            |                    |     |
|------------|--------------------|-----|
| Chapter 7  | Stratification     | 235 |
| Chapter 8  | Gender             | 275 |
| Chapter 9  | Race               | 321 |
| Chapter 10 | Poverty            | 371 |
| Chapter 11 | Health and Society | 407 |

## PART III

### BUILDING BLOCKS: INSTITUTIONS OF SOCIETY 447

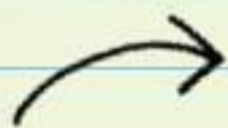
|            |   |     |
|------------|---|-----|
| Chapter 12 | Family  | 449 |
| Chapter 13 | Education   | 493 |
| Chapter 14 | Capitalism and the Economy                                | 535 |
| Chapter 15 | Authority and the State                                   | 569 |
| Chapter 16 | Religion  | 609 |
| Chapter 17 | Science, the Environment, and Society                     | 657 |
| Chapter 18 | Collective Action, Social Movements,<br>and Social Change | 691 |

|              |      |
|--------------|------|
| GLOSSARY     | A-1  |
| BIBLIOGRAPHY | A-15 |
| CREDITS      | A-45 |
| INDEX        | A-49 |



# CONTENTS

xxi Preface



## PART I

1 USING YOUR SOCIOLOGICAL IMAGINATION

**3 Chapter 1: The Sociological Imagination:  
An Introduction**

4 The Sociological Imagination

6 HOW TO BE A SOCIOLOGIST ACCORDING TO QUENTIN TARANTINO:  
A SCENE FROM *PULP FICTION*

8 What Are the True Costs and Returns of College?

11 Getting That "Piece of Paper"

12 What Is a Social Institution?

15 The Sociology of Sociology

16 Auguste Comte and the Creation of Sociology

16 TWO CENTURIES OF SOCIOLOGY

21 Classical Sociological Theory

25 American Sociology

29 Modern Sociological Theories

33 Sociology and Its Cousins

33 History

35 Anthropology

36 The Psychological and Biological Sciences

37 Economics and Political Science

38 Divisions within Sociology

39 Microsociology and Macrosociology

39 Conclusion

40 Practice

41 Paradox





**43 Chapter 2: Methods**

**45 Research 101**

- 46 Causality versus Correlation
- 50 Variables
- 50 Hypothesis Testing
- 52 Validity, Reliability, and Generalizability
- 52 Role of the Researcher
- 55 Creating and Testing Theory
- 56 Data Collection

**58 SAMPLES: THEY'RE NOT JUST THE FREE TASTES AT THE SUPERMARKET**

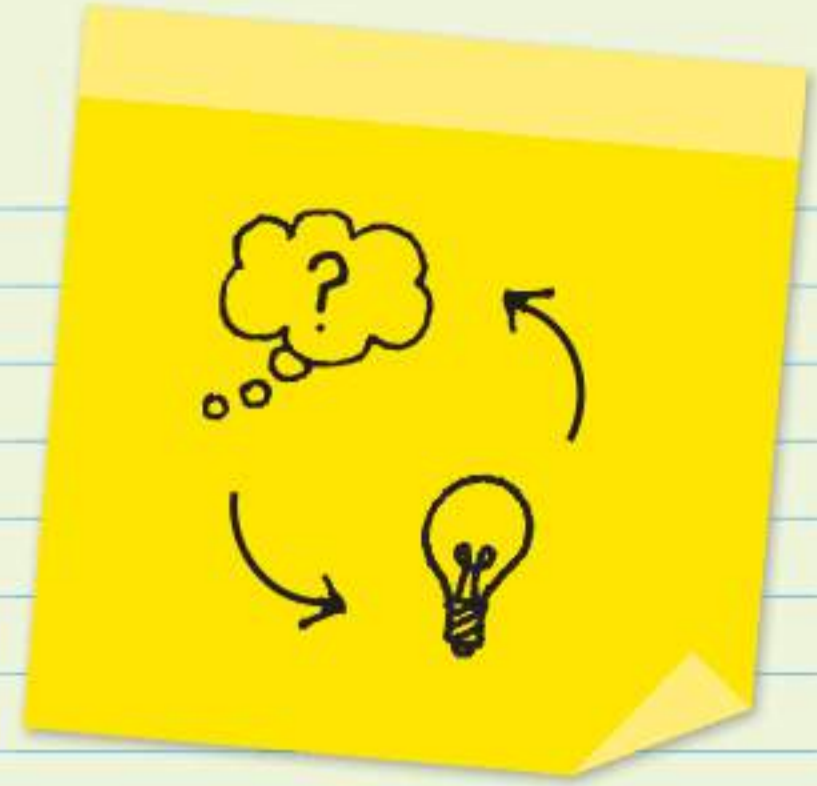
**66 Ethics of Social Research**

**67 POLICY: THE POLITICAL BATTLE OVER STATISTICAL SAMPLING**

**69 Conclusion**

**70 Practice**

**71 Paradox**



**73 Chapter 3: Culture and Media**

**74 Definitions of Culture**

- 75 Culture = Human – Nature
- 75 Culture = (Superior) Man – (Inferior) Man
- 77 Culture = Man – Machine

**78 Material versus Nonmaterial Culture**

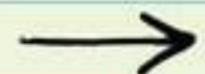
- 79 Language, Meaning, and Concepts
- 81 Ideology
- 82 Studying Culture
- 85 Subculture
- 86 Cultural Effects: Give and Take
- 87 Reflection Theory

**90 Media**

- 90 From the Town Crier to the Facebook Wall: A Brief History
- 92 Hegemony: The Mother of All Media Terms

**93 The Media Life Cycle**

- 93 Texts
- 93 Back to the Beginning: Cultural Production





|      |  |
|------|--|
| 94   | <b>Media Effects</b>   |
| 96   | <b>THE RACE AND GENDER POLITICS OF MAKING OUT</b>                |
| 98   | <b>Mommy, Where Do Stereotypes Come From?</b>                    |
| 98   | Racism in the Media  |
| 100  | Sexism in the Media  |
| 102  | <b>Political Economy of the Media</b>                            |
| 103  | Consumer Culture   |
| 104  | Advertising and Children   |
| 105  | Culture Jams: Hey Calvin, How 'Bout Giving That Girl a Sandwich? |
| 107  | <b>POLICY: WHAT'S IN A NAME?</b>                                 |
| 108  | <b>Conclusion</b>  |
| 110  | <b>Practice</b>  |
| 111  | <b>Paradox</b>   |
| <br> |  |
| 113  | <b>Chapter 4: Socialization and the Construction of Reality</b>  |
| 114  | <b>Socialization: The Concept</b>                                |
| 115  | <b>Limits of Socialization</b>                                   |
| 116  | "Human" Nature   |
| 117  | <b>Theories of Socialization</b>                                 |
| 117  | Me, Myself, and I: Development of the Self and the Other         |
| 120  | <b>Agents of Socialization</b>                                   |
| 120  | Families   |
| 124  | School   |
| 125  | Peers  |
| 126  | Media  |
| 126  | Adult Socialization  |
| 127  | Total Institutions   |
| 128  | <b>Social Interaction</b>  |
| 130  | Gender Roles   |
| 132  | <b>The Social Construction of Reality</b>                        |
| 135  | Dramaturgical Theory   |
| 139  | Ethnomethodology   |
| 141  | New Technologies: What Has the Internet Done to Interaction?     |
| 142  | <b>POLICY: ROOMMATES WITH BENEFITS</b>                           |
| 144  | <b>Conclusion</b>  |





146 Practice

147 Paradox

**149 Chapter 5: Groups and Networks**

**152 Social Groups**

152 Just the Two of Us

153 And Then There Were Three

156 Size Matters: Why Social Life Is Complicated

157 Let's Get This Party Started: Small Groups, Parties, and Large Groups

159 Primary and Secondary Groups

160 Group Conformity

160 In-Groups and Out-Groups

161 Reference Groups

**161 From Groups to Networks**

162 Embeddedness: The Strength of Weak Ties

165 Six Degrees

165 Social Capital

**168 CASE STUDY: SURVIVAL OF THE AMISH**

**172 Network Analysis in Practice**

172 The Social Structure of Teenage Sex

176 Romantic Leftovers

**177 Organizations**

178 Organizational Structure and Culture

179 Institutional Isomorphism: Everybody's Doing It

**180 POLICY: THE 1965 HART-CELLAR ACT**

**181 Conclusion**

182 Practice

183 Paradox

**185 Chapter 6: Social Control and Deviance**

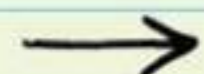
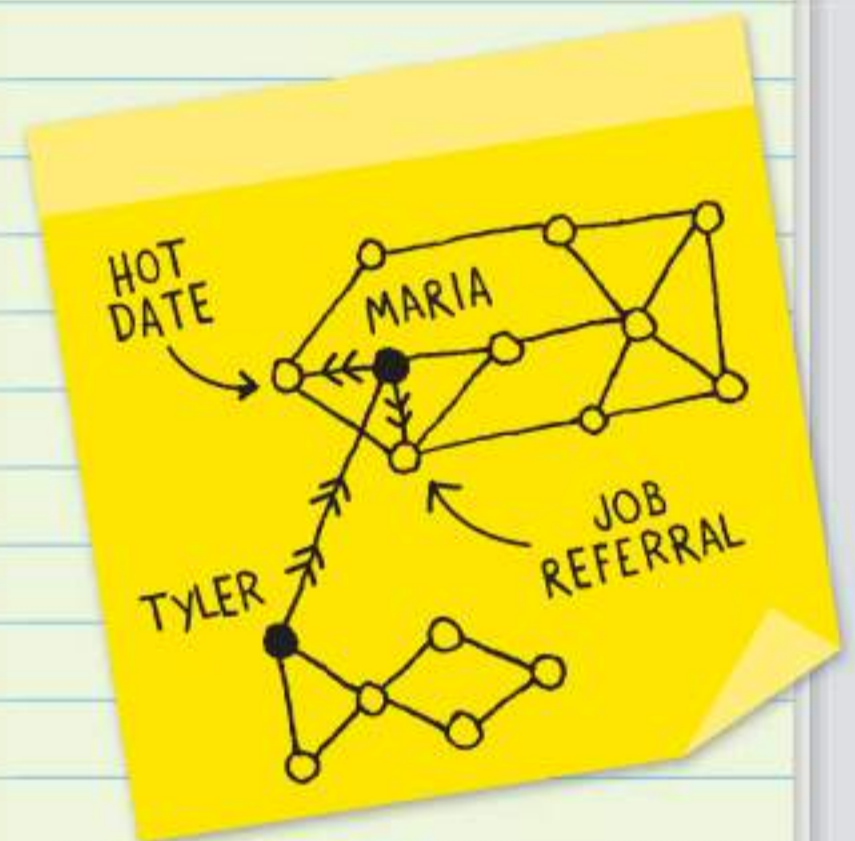
187 What Is Social Deviance?

**188 Functionalist Approaches to Deviance and Social Control**

193 Social Control

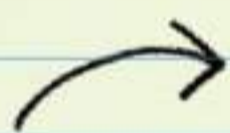
196 A Normative Theory of Suicide

201 Social Forces and Deviance





|     |  |
|-----|--|
| 202 | <b>Symbolic Interactionist Theories of Deviance</b>            |
| 203 | Labeling Theory  |
| 206 | <b>THE STANFORD PRISON EXPERIMENT AND ABU GHRAIB</b>           |
| 209 | Stigma   |
| 211 | Broken Windows Theory of Deviance                              |
| 212 | <b>Crime</b>   |
| 212 | Street Crime   |
| 213 | White-Collar Crime   |
| 214 | Interpreting the Crime Rate                                    |
| 217 | <b>Crime Reduction</b>   |
| 217 | Deterrence Theory of Crime Control                             |
| 219 | Goffman's Total Institution                                    |
| 221 | Foucault on Punishment   |
| 224 | The U.S. Criminal Justice System                               |
| 227 | <b>POLICY: DOES PRISON WORK BETTER AS PUNISHMENT OR REHAB?</b> |
| 229 | <b>Conclusion</b>  |
| 230 | <b>Practice</b>  |
| 231 | <b>Paradox</b>   |



## PART II

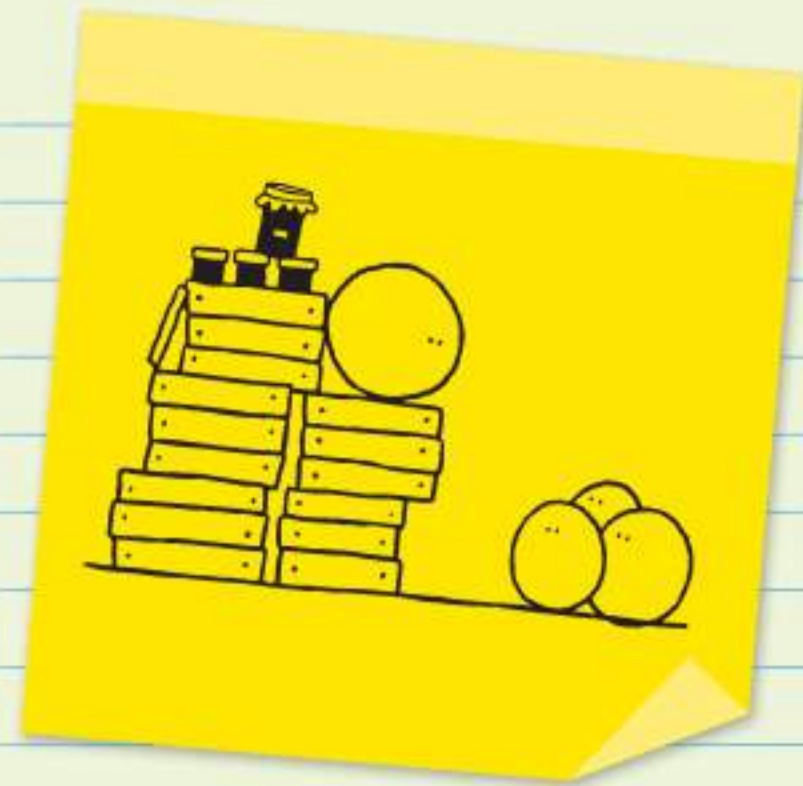
|     |   |
|-----|---|
| 233 | <b>FAULT LINES ... SOCIAL DIVISION AND INEQUALITY</b> |
|-----|---|

### 235 **Chapter 7: Stratification**

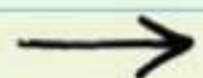
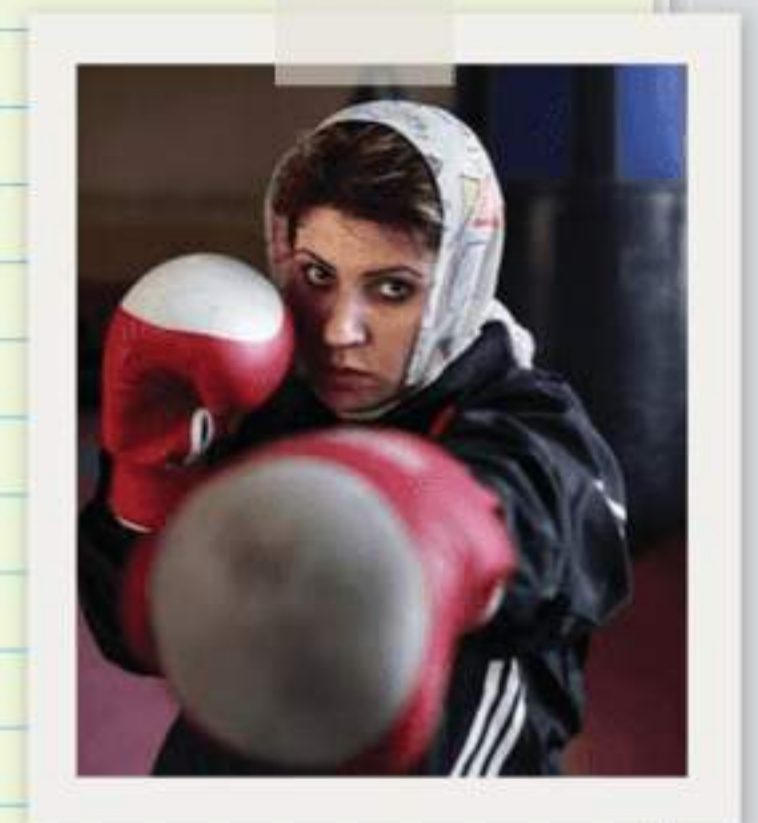
|     |   |
|-----|---|
| 237 | <b>Views of Inequality</b>                    |
| 237 | Jean-Jacques Rousseau                         |
| 238 | The Scottish Enlightenment and Thomas Malthus |
| 241 | Georg Wilhelm Friedrich Hegel                 |
| 243 | <b>Standards of Equality</b>                  |
| 243 | Equality of Opportunity                       |
| 244 | Equality of Condition                         |
| 245 | Equality of Outcome                           |
| 246 | <b>Forms of Stratification</b>                |



|     |   |
|-----|---|
| 247 | Estate System                                     |
| 247 | Caste System                                      |
| 249 | Class System                                      |
| 251 | Status Hierarchy System                           |
| 253 | Elite–Mass Dichotomy System                       |
| 255 | <b>INCOME VERSUS WEALTH</b>                       |
| 256 | <b>How Is America Stratified Today?</b>           |
| 256 | The Upper Class                                   |
| 257 | The Middle Class                                  |
| 261 | The Poor  |
| 261 | <b>Global Inequality</b>                          |
| 265 | <b>Social Reproduction versus Social Mobility</b> |
| 268 | <b>POLICY: CLASS-BASED AFFIRMATIVE ACTION</b>     |
| 271 | <b>Conclusion</b>                                 |
| 272 | <b>Practice</b>                                   |
| 273 | <b>Paradox</b>                                    |



|     |  |
|-----|--|
| 275 | <b>Chapter 8: Gender</b>                                   |
| 278 | <b>Mars and Venus</b>                                      |
| 280 | <b>Sex: A Process in the Making</b>                        |
| 282 | Sexed Bodies in the Premodern World                        |
| 283 | Contemporary Concepts of Sex and the Paradoxes of Gender   |
| 284 | <b>Gender: What Does It Take to Be a Woman (or a Man)?</b> |
| 285 | Gender Differences in Other Cultures                       |
| 286 | Gender Differences across History                          |
| 286 | Gender Differences Today                                   |
| 288 | <b>The Woman Question</b>                                  |
| 288 | Rubin's Sex/Gender System                                  |
| 289 | Parsons's Sex Role Theory                                  |
| 290 | Psychoanalytic Theories                                    |
| 292 | Conflict Theories  |
| 292 | "Doing Gender": Microinteractionist Theories               |
| 293 | Black Feminism   |
| 295 | Postmodern Theories  |
| 296 | <b>Sociology in the Bedroom</b>                            |

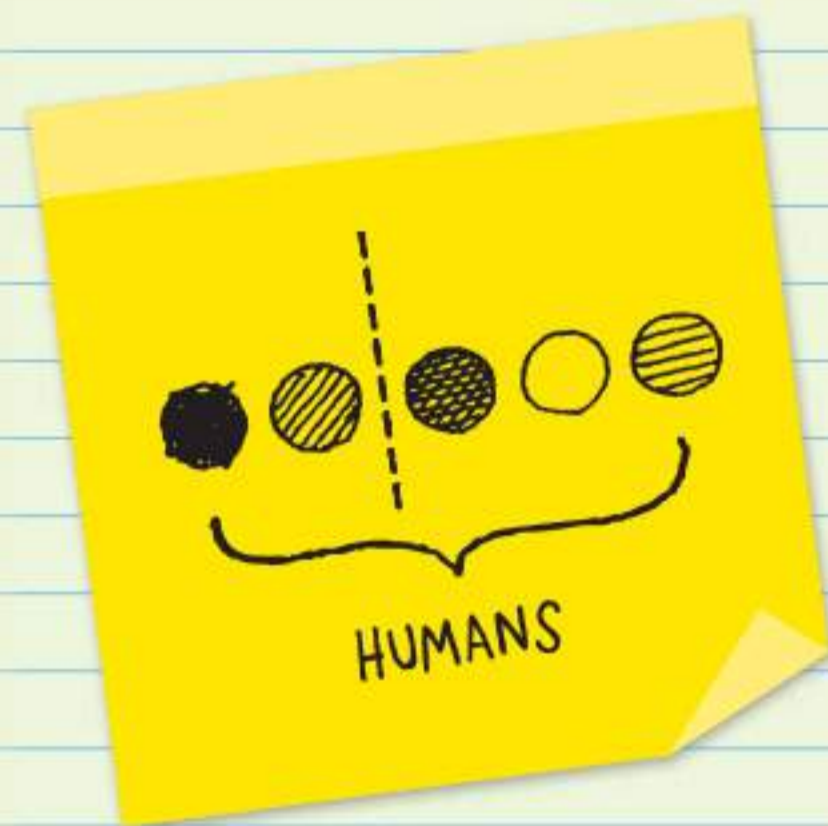




|            |  |
|------------|--|
| 296        | Sexuality in Other Times and Places                  |
| 297        | The Social Construction of Sexuality                 |
| 302        | Why Not Talk about Teen Sex?                         |
| <b>305</b> | <b>Growing Up, Getting Ahead, and Falling Behind</b> |
| 307        | Gender Inequality in the Classroom                   |
| 308        | Inequality at Work                                   |
| <b>313</b> | <b>POLICY: WOMEN IN COMBAT</b>                       |
| <b>316</b> | <b>Conclusion</b>                                    |
| <b>318</b> | <b>Practice</b>                                      |
| <b>319</b> | <b>Paradox</b>                                       |

## **321 Chapter 9: Race**

|            |   |
|------------|---|
| <b>322</b> | <b>The Myth of Race</b>                                 |
| <b>324</b> | <b>The Concept of Race from the Ancients to Alleles</b> |
| 325        | Race in the Early Modern World                          |
| 328        | Eugenics  |
| 330        | Twentieth-Century Concepts of Race                      |
| <b>332</b> | <b>Racial Realities</b>                                 |
| <b>335</b> | <b>Race versus Ethnicity</b>                            |
| <b>337</b> | <b>Ethnic Groups in the United States</b>               |
| 337        | Native Americans  |
| 339        | African Americans                                       |
| 340        | Latinos   |
| 341        | Asian Americans   |
| 343        | Middle Eastern Americans                                |
| <b>344</b> | <b>The Importance of Being White</b>                    |
| <b>346</b> | <b>Minority–Majority Group Relations</b>                |
| 347        | Pluralism   |
| 350        | Segregation and Discrimination                          |
| 354        | Racial Conflict   |
| <b>355</b> | <b>Group Responses to Domination</b>                    |
| 355        | Withdrawal  |
| 356        | Passing   |
| 356        | Acceptance versus Resistance                            |
| <b>357</b> | <b>Prejudice, Discrimination, and the New Racism</b>    |





**359 How Race Matters: The Case of Wealth**

361 Institutional Racism

**363 The Future of Race**

**365 POLICY: REVERSE MIGRATION**

367 Conclusion

368 Practice

369 Paradox

**371 Chapter 10: Poverty**

**374 The Culture of Poverty**

379 Negative Income Tax

379 The Underclass

383 The Bell Curve Thesis

384 Moving to Opportunity

387 The War on Poverty Today

**391 Poverty amid Plenty**

391 Absolute and Relative Poverty

395 The Effects of Poverty on Children's Life Chances

**397 Why Is the United States So Different?**

**401 POLICY: CAN THE POOR SAVE?**

403 Conclusion

404 Practice

405 Paradox

**407 Chapter 11: Health and Society**

**408 The Rise (and Fall?) of the Medical Profession**

409 Why We Think Doctors Are Special

411 The Rise of the Biomedical Culture

413 Doctors' Denouement?

**414 What Does It Mean to Be Sick?**

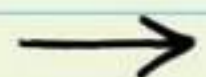
414 The Sick Role

415 Social Construction of Illness

**416 The U.S. Health Care System**

416 Health Care in the United States: Who's Got You Covered?

418 The Social Determinants of Health and Illness





|            |  |
|------------|--|
| 420        | What Can Height Tell Us about the Relationship between Health and Society? |
| 421        | We're Not All Born Equal: Prenatal and Early Life Determinants             |
| 422        | Postnatal Health Inequalities  |
| <b>431</b> | <b>The Sociology of Mental Health</b>                                      |
| 432        | Rise of Diagnostic Psychiatry  |
| 434        | The Power of a Pill?   |
| <b>435</b> | <b>Global Health</b>   |
| 435        | Global Poverty and Health: Cause versus Effect                             |
| <b>438</b> | <b>H<sub>2</sub>O TO GO</b>  |
| 440        | The Age of AIDS  |
| <b>441</b> | <b>POLICY: HOUSING FOR HEALTH</b>  |
| <b>443</b> | <b>Conclusion</b>  |
| <b>444</b> | <b>Practice</b>  |
| <b>445</b> | <b>Paradox</b>   |



## → PART III

|            |   |
|------------|---|
| 447        | BUILDING BLOCKS: INSTITUTIONS OF SOCIETY  |
| <b>449</b> | <b>Chapter 12: Family</b>   |
| <b>451</b> | <b>Family Forms and Changes</b>   |
| 453        | Malinowski and the Traditional Family   |
| 455        | The Family in the Western World Today   |
| <b>458</b> | <b>Keeping It in the Family: The Historical Divide between Public and Private</b> |
| 458        | Early Modern Families   |
| 460        | Families in the Industrial Era  |
| 461        | Families after World War II   |
| <b>463</b> | <b>Family and Work: A Not-So-Subtle Revolution</b>                                |
| <b>465</b> | <b>A Feminist "Rethinking of the Family"</b>                                      |
| <b>466</b> | <b>When Home Is No Haven: Domestic Abuse</b>                                      |
| <b>467</b> | <b>The Chore Wars: Supermom Does It All</b>                                       |
| <b>473</b> | <b>Swimming and Sinking: Inequality and American Families</b>                     |
| 473        | African American Families   |
| 475        | Latino Families   |
| 476        | Flat Broke with Children  |

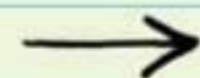
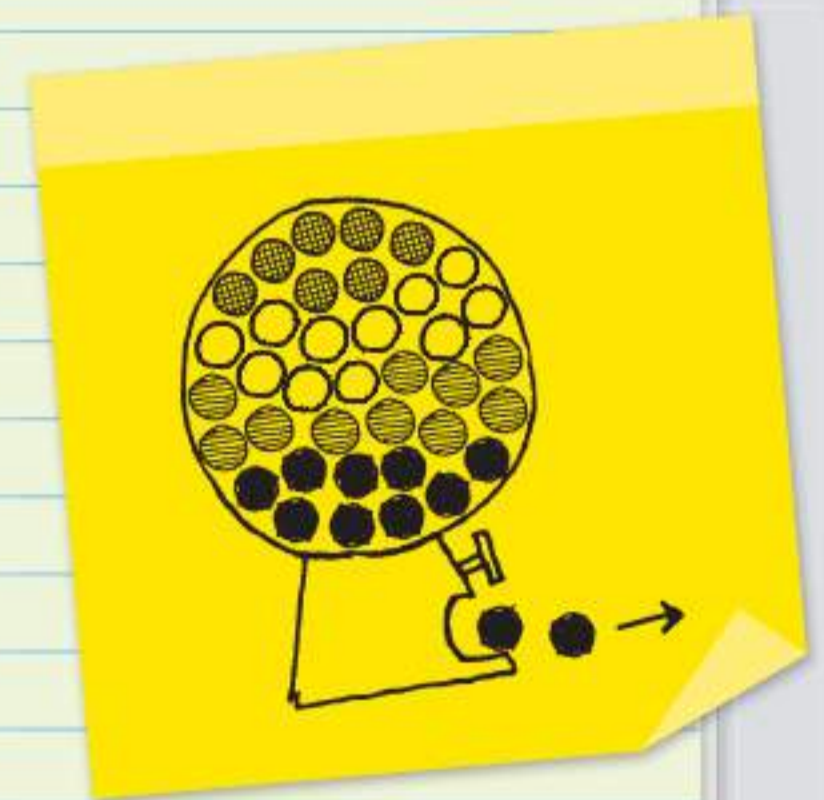


|     |   |
|-----|---|
| 480 | <b>The Pecking Order: Inequality Starts at Home</b>       |
| 482 | <b>The Future of Families, and There Goes the Nation!</b> |
| 482 | Divorce   |
| 485 | Blended Families  |
| 485 | Gay and Lesbian Couples                                   |
| 486 | Multiracial Families                                      |
| 487 | <b>POLICY: EXPANDING MARRIAGE</b>                         |
| 489 | <b>Conclusion</b>   |
| 490 | <b>Practice</b>   |
| 491 | <b>Paradox</b>  |



**493 Chapter 13: Education**

|     |   |
|-----|---|
| 495 | <b>Learning to Learn or Learning to Labor? Functions of Schooling</b> |
| 496 | Socialization   |
| 498 | <b>Do Schools Matter?</b>   |
| 500 | The Coleman Report  |
| 500 | Class Size  |
| 501 | Private Schools versus Public Schools                                 |
| 503 | <b>What's Going On Inside Schools?</b>                                |
| 503 | The Sorting Machine Revisited: Tracking                               |
| 506 | The Classroom Pressure Cooker   |
| 510 | <b>Higher Education</b>   |
| 510 | The Rise and Rise of Higher Education: Credentialism                  |
| 512 | The SAT: Meritocracy and the Big Test                                 |
| 514 | Affirmative Action: Myths and Reality                                 |
| 517 | Intelligence or IQ?   |
| 517 | <b>Inequalities in Schooling</b>                                      |
| 518 | Class   |
| 521 | Race  |
| 526 | Ethnicity   |
| 526 | Impending Crisis: Boy–Girl Achievement Gap                            |
| 527 | All in the Family   |
| 529 | <b>POLICY: VOUCHERS</b>   |
| 531 | <b>Conclusion</b>   |
| 532 | <b>Practice</b>   |
| 533 | <b>Paradox</b>  |





**535 Chapter 14: Capitalism and the Economy**

**536 A Brief History of Capitalism**

**539 Theorizing the Transition to Capitalism**

539 Adam Smith

541 Georg Simmel

543 Karl Marx

546 Max Weber

**546 Recent Changes in Capitalism**

547 You've Come a Long Way, Baby (or Have You?): Work, Gender, and Family

554 The Service Sector

554 Globalization

**557 The Reign of the Corporation**

557 The Corporate Psychopath?

**563 POLICY: REGULATING FINANCE**

**565 Conclusion**

**566 Practice**

**567 Paradox**



**569 Chapter 15: Authority and the State**

**570 Types of Legitimate Authority**

571 Charismatic Authority

572 Traditional Authority

573 Legal-Rational Authority

**576 Obedience to Authority**

576 The Milgram Experiment

**577 Authority, Legitimacy, and the State**

580 The International System of States

**582 THE CASE OF SOMALILAND**

584 New State Functions: The Welfare State

**587 Radical Power and Persuasion**

590 Power and International Relations

592 Dictatorship or Democracy? States of Nature and Social Contracts

597 Who Rules in the United States?

**599 Beyond Strawberry and Vanilla: Political Participation in Modern Democracies**

**603 POLICY: WHAT IF THE HOUSE IS TOO SMALL?**

**605 Conclusion**





606 Practice

607 Paradox

**609 Chapter 16: Religion**

611 What Is Religion?

614 Theory: Marx, Weber, and Durkheim

614 Karl Marx

616 Max Weber

619 Émile Durkheim

621 Secularization or Speculation?

622 Religious Pluralism in the United States

625 Religious Attendance in the United States

627 At the Micro Level: Is It a Great Big Delusion?

629 The Power of Religion: Social Movements

632 Religion and the Social Landscape

633 Families

633 Race

635 Gender

636 Class

638 Aging

638 Types of Involvement

638 Geography and Politics

639 Selling God and Shopping for Faith: The Commercialization of Religious Life

642 Lesson 1: If You Can't Beat 'Em, Join 'Em

642 Lesson 2: Bigger Is Better

643 Lesson 3: Speed Pleases

643 Lesson 4: Sex Sells

645 The Paradox of Popularity

645 The Sect–Church Cycle

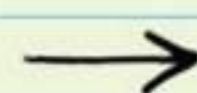
649 Why Are Conservative Churches Growing?

651 POLICY: TEACHING THE BIBLE IN SCHOOL

653 Conclusion

654 Practice

655 Paradox





**657 Chapter 17: Science, the Environment, and Society**

**659 Science and Society**

659 Thomas Kuhn and the Structure of Scientific Revolutions

661 Is Science a Social and Political Endeavor?

663 The Pursuit of Truth and the Boundaries of Science

666 The Laboratory as a Site for Knowledge

668 The Matthew Effect

**668 Agriculture and the Environment**

668 Global Warming and Climate Change

671 Organic Foods and Genetically Modified Organisms

676 The Green Revolution

**678 Biotechnology and the Human Genome**

**679 GATTACA: GENETICS AND THE FUTURE OF SOCIETY**

681 Race and Genetics

**685 POLICY: FRANKENFOOD V. NO NUKES V. ABORTION  
POLITICS**

**687 Conclusion**

**688 Practice**

**689 Paradox**



**691 Chapter 18: Collective Action, Social Movements,  
and Social Change**

**692 Collective Action: What Is It Good For?**

693 Theories of Collective Action

697 Identity and Collective Action

**698 Social Movements**

699 Types of Social Movements

705 Models of Social Movements: How Do They Arise?

707 Three Stages of Social Movements

709 Social Movement Organizations

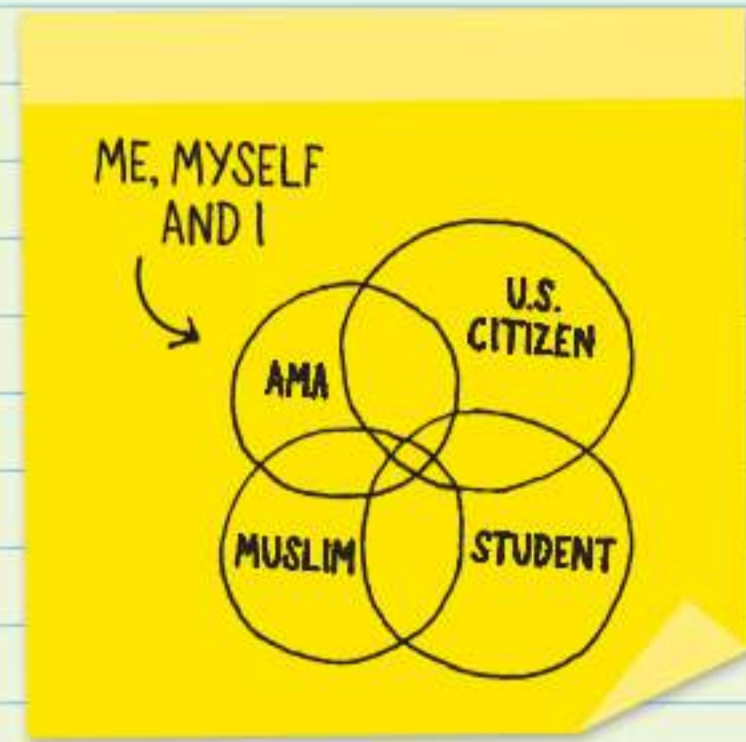
**710 EMERGENCE, COALESCENCE, AND ROUTINIZATION  
IN THE HIV/AIDS MOVEMENT**

713 Voluntary Organizations: Why Is America a "Land of Joiners"?

715 Social Movements and Social Change



|     |  |
|-----|--|
| 717 | <b>Premodern, Modern, and Postmodern Societies</b> |
| 718 | Premodern Societies                                |
| 718 | Modernity  |
| 720 | Postmodernism                                      |
| 721 | <b>The Causes of Social Change</b>                 |
| 721 | Technology and Innovation                          |
| 721 | New Ideas and Identities                           |
| 722 | Social Change and Conflict                         |
| 723 | <b>POLICY: IS ACTIVISM DEAD?</b>                   |
| 726 | <b>Conclusion</b>                                  |
| 728 | <b>Practice</b>                                    |
| 729 | <b>Paradox</b>                                     |



|      |                     |
|------|---------------------|
| A-1  | <b>GLOSSARY</b>     |
| A-15 | <b>BIBLIOGRAPHY</b> |
| A-45 | <b>CREDITS</b>      |
| A-49 | <b>INDEX</b>        |







# PREFACE



I came to sociology by accident, so to speak. During the 1980s, there were no sociology courses at the high-school level, so I entered college with only the vaguest notion of what sociology—or even social science—was. Instead, I headed straight for the pre-med courses. But there was no such thing as a pre-med major, so I ended up specializing in the now defunct “humanities field major.” This un-major major was really the result of my becoming a junior and realizing that I was not any closer to a declared field of study than I had been when arriving two years earlier. So I scanned a list of all the electives I had taken until then—philosophy of aesthetics, history of technology, and so on—and marched right into my advisor’s office, declaring that it had always been my lifelong dream to study “art and technology in the twentieth century.” I wrote this up convincingly enough, apparently, because the college allowed me to write a senior thesis about how the evolution of Warner Brothers’ cartoon characters—from the stuttering, insecure Porky Pig to the militant Daffy Duck to the cool, collected, and confident Bugs Bunny—reflected the self-image of the United States on the world stage during the Depression, World War II, and the postwar period, respectively. Little did I know, I was already becoming a sociologist.

After college, I worked as a journalist but then decided that I wanted to continue my schooling. I was drawn to the critical stance and reflexivity that I had learned in my humanities classes, but I knew that I didn’t want to devote my life to arcane texts. What I wanted to do was take those skills—that critical stance—and apply them to everyday life, to the here and now. I also was rather skeptical of the methods that humanists used. What texts they chose to analyze always seemed so arbitrary. I wanted to systematize the inquiry a bit more; I found myself trying to apply the scientific method that I had gotten a taste of in my biology classes. But I didn’t want to do science in a lab. I wanted to be out in the proverbial real world. So when I flipped through a course catalog with these latent preferences somewhere in the back of my head, my finger landed on the sociology courses.

Once I became a card-carrying sociologist, the very first course I taught was Introduction to Sociology. I had big shoes to fill in teaching this course at

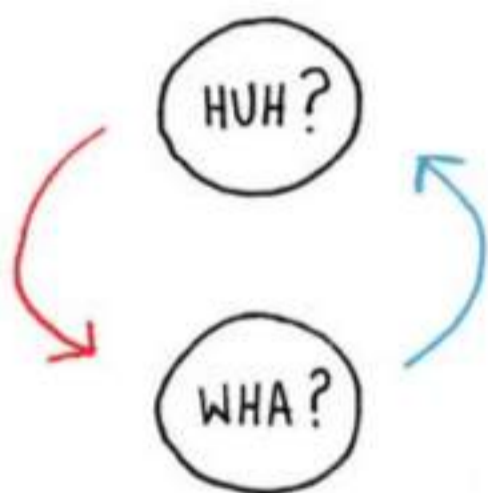
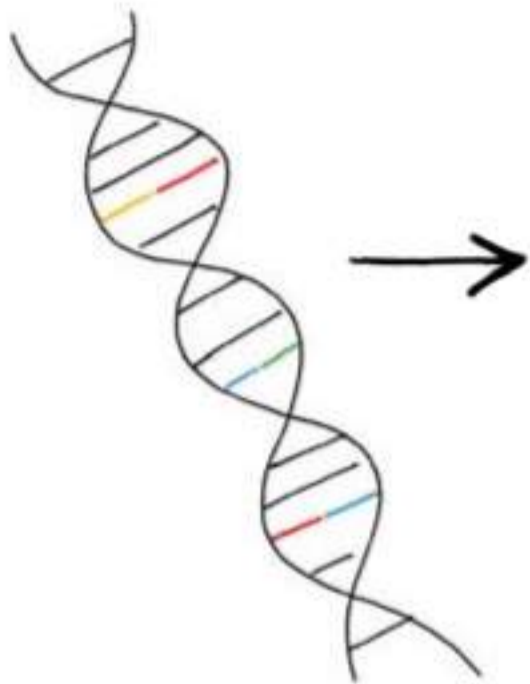


Yale. Kai Erikson, the world-renowned author of *Wayward Puritans* and *Everything in Its Path* and the son of psychologist Erik Erikson, was stepping down from his popular course, “The Human Universe,” and I, a first-year assistant professor, was expected to replace him.

I had a lot of sociology to learn. After all, graduate training in sociology is spotty at best. And there is no single theory of society in the same way one might learn, for example, the biochemistry of DNA transcription and translation as the central dogma of molecular biology. We talk about the sociological imagination as an organizing principle. But even that is almost a poetic notion, not so easily articulated. Think of sociology as more like driving a car than learning calculus. You can read the manual all you want, but that isn’t going to teach you how to do it. Only by seeing sociology in action and then trying it yourself will you eventually say, “Hey, I’ve got the hang of this!”

Hence the title of this book. In *You May Ask Yourself*, I show readers how sociologists question what most others take for granted about society, and I give readers opportunities to apply sociological ways of thinking to their own experiences. I’ve tried to jettison the arcane academic debates that become the guiding light of so many intro books in favor of a series of contemporary empirical (gold) nuggets that show off sociology (and empirical social science more generally) in its finest hour. Most students who take an introductory sociology class in college will not end up being sociology majors, let alone professional sociologists. Yet I aim to speak to both the aspiring major and the student who is merely fulfilling a requirement. So rather than having pages filled with statistics and theories that will go out of date rather quickly, *You May Ask Yourself* tries to instill in the reader a way of thinking—a scientific approach to human affairs that is portable, one that students will find useful when they study anything else, whether history or medicine.

To achieve this ambitious goal, I tried to write a book that was as “un-textbook”-like as possible, while covering all the material that a student in sociology needs to know. In this vein, each chapter is organized around a motivating paradox, meant to serve as the first chilling line of a mystery novel that motivates the reader to read on to find out (or rather, figure out, because this book is not about spoon-feeding facts) the nugget, the debate, the fundamentally new way of looking at the world that illuminates the paradox. Along with a paradox, each chapter begins with a profile of a relevant person who speaks to the core theme of the chapter. These range from myself to Angelina Jolie to a guy who declared himself king of an offshore platform, battling the British government for sovereignty. In addition, to show the usefulness of sociological knowledge in shaping the world around us, each chapter also culminates in a Policy discussion and Practice section where the reader gets a chance to show his or her sociological imagination in action (rather than just regurgitate facts).





## WHAT'S NEW IN THE FOURTH EDITION

Higher education is in rapid transition, with online instruction expanding in traditional institutions, in the expanding for-profit sector, and in the new, open-courseware movement. With these changes, textbooks must also reinvent and reorient themselves. Students now expect, I believe, an entire multimedia experience when they purchase a textbook.

I was not sure how we were going to top the popular Paradox Animations for the Third Edition. Well, the answer turned out to be that we filmed “Sociology on the Street” assignment videos in addition to a new round of interviews with sociologists. For the chapter on deviance, for example, we sent students out to perform one of Harold Garfinkel’s “breaching experiments,” in which they purposely break a social norm and document the responses of those around them. To illustrate this (and other assignments), I went on camera to explain and/or perform them myself. It has been years since I had been as nervous speaking on camera as I was the day I walked—barefoot but dressed in a suit—into W. W. Norton’s conference room filled with unsuspecting volunteers and proceeded to clip my toenails while I explained the plan for the day and we surreptitiously filmed their (surprisingly unflinching) response.

In addition to crazy videos like this—which also included me rummaging through a garbage can to discuss the environment chapter assignment—I made in-studio videos to further explain some of the trickier concepts in the book, ranging from “correlation” to “total institution.” Like the expert interviews and the animations, these “Sociology on the Street” videos are a tradition I expect to continue in future editions to further develop the multimedia aspects of the text, with the goal of reaching learners who prefer all sorts of modalities.

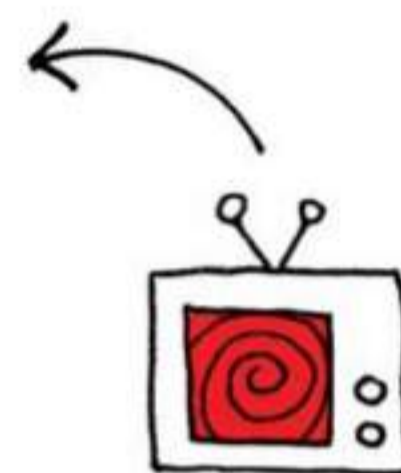
In addition to the new videos, we revised every chapter in the book. Here are some of the highlights:

### **Chapter 1**

In a new interview, sociologist Julia Adams talks about the difference between historians and sociologists.

### **Chapter 2**

The chapter now begins with the research of computational/social media sociologist danah boyd, who integrates multiple research methods to yield dynamic results. A new example of participant observation focuses on Mary Pattillo’s study of the interactions between black residents of differing economic classes in gentrifying neighborhoods. The policy box now takes on the political issues associated with population sampling, specifically the proposed readjustments of the U.S. Census.





### **Chapter 3**

A new chapter opener describes the experience of transgender activist Samantha Lauzon, and explores how media has both reflected and enacted change in America's views on the LGBT community. A new example of the control of messages in the media focuses on the policies of Apple's iTunes app store. The policy box has been updated with a discussion of baby-naming trends, particularly unique names and gendered names.

### **Chapter 4**

New data on the relationship between education and leisure time has been included. An updated policy box focuses on the decreasing randomness of roommate pairings in college dorms and how differences between roommates can lead to varying socializations.

### **Chapter 5**

Michael Gaddis's study on how different social networks result in varying social capital has been included, as has Eric Klinenberg's research on the effects of living alone. The discussion of the power elite has been expanded with further examples.

### **Chapter 6**

This chapter includes updated data on the estimated total loss from robbery, burglary, larceny-theft, and motor vehicle theft; crime rates in the United States, including total violent crime rates and murder rates; and incarceration rates and prison populations. Notably, the total violent crime rate and the size of the prison population have been slowly decreasing since 2005. Exonerations due to DNA evidence have led to the abolition of the death penalty in seven states since 2007. The policy box spotlights the debate over whether prisons serve as punishment or rehabilitation.

### **Chapter 7**

A new chapter opener discusses the ties between surnames and intergenerational social mobility. An updated version of the Index of Occupational Status has been included. The policy box now features a discussion of class-based affirmative action. An updated poll by the Pew Charitable Trusts finds that Americans are no longer positive about the possibility of upward mobility.

### **Chapter 8**

Statistics on LGBT populations in the United States, and on women in higher education and the workforce, have been updated. Additional research on gendered professions and industries and an excerpt from an interview with former model and sociologist Ashley Mears on men in the fashion industry have been included. The policy box "Women in Combat" has been updated with



information on the Pentagon's decision to lift the ban on women in combat positions, and the effects of sexual assault in the military.

### **Chapter 9**

Demographic data on Native American, African American, Latino, Asian American, and Middle Eastern American populations have been updated. New research on double segregation by race and by income in schools has been included. The updated policy box discusses reverse migration from the United States to other countries, along with the obstacles that accompany it.

### **Chapter 10**

Statistics on poverty rates, differences in family net worth based on race, and the cost of living in the United States have been updated. Excerpts from interviews with sociologist Mario Luis Small on the culture of poverty argument and with sociologist Matthew Desmond on the effects of eviction on the poor have been included.

### **Chapter 11**

A discussion of health insurance as an employee benefit, risk-adjustment, and the Patient Protection and Affordable Care Act has been added. Statistics on births, infant mortality, and life expectancy based on race and gender have been updated. The new policy box discusses the Housing First program and the assistance it provides for the homeless mentally ill and/or substance-addicted.

### **Chapter 12**

Statistics on household composition, marriage, divorce, and adoption in the United States have been updated. Kathryn Edin's research on the elements of family life in poor African American communities sheds further light on African American family structures. Updated information on the legalization and perceptions of gay marriage in the United States and the repeal of the Defense of Marriage Act has been included.

### **Chapter 13**

A new chapter opener features a discussion of massive open online courses. Statistics on higher education and graduation rates in the United States have been updated.

### **Chapter 14**

A new chapter opener discusses how new technology has made, and will continue to make, many workers obsolete. Statistics on earnings based on gender, women in the workforce, global wealth disparity, and unions have been updated. The revised policy box features a discussion of the 2008 financial meltdown and the need for financial regulation.



## Chapter 15

A discussion of the concept of “altruism” has been added, including an excerpt from an interview with sociologist Robb Willer about his research on the effects of altruism on group dynamics. Statistics on U.S. voting rates have been updated. The new policy box discusses the issues surrounding the size of the U.S. House of Representatives.

## Chapter 16

A new chapter opener discusses the Church of Stop Shopping and examines what does and does not constitute a religion. Statistics on world religious affiliations and attendance have been updated. An excerpt from an interview with sociologist Susan Crawford about religious practice among lower-class women has been included.

## Chapter 17

A new chapter opener features a discussion of the BRCA gene mutation associated with breast cancer and how scientific facts “change” as society adapts to them.

## ACKNOWLEDGMENTS

*You May Ask Yourself* originated in the Introduction to Sociology course that I have taught on and off since the mid-1990s at New York University, Yale University, and Columbia University. However, the process of writing it made me feel as if I were learning to be a sociologist all over again. For example, I never taught religion, methodology, or the sociology of education. But instructors who reviewed the manuscript requested that these topics be covered, so with the assistance of an army of graduate students who really ought to be recognized as coauthors, I got to work. The experience was invaluable, and in a way, I finally feel like a card-carrying sociologist, having acquired at last a bird’s-eye view of my colleagues’ work. I consider it a great honor to be able to put my little spin (or filter) on the field in this way, to be able not just to influence the few hundred intro students I teach each year, but to excite (I hope) and instill the enthusiasm I didn’t get to experience until graduate school in students who may be just a few months out of high school (if that).

I mentioned that the graduate students who helped me create this book were really more like coauthors, ghost writers, or perhaps law clerks. Law clerks do much of the writing of legal opinions for judges, but only a judge’s name graces a decision. I asked Norton to allow more coauthors, but they declined—perhaps understandably, given how long such a list would be—so I will take this opportunity to thank my students and hope that you are still reading this preface.

The original transcription of my lectures that formed the basis of this text was completed by Carse Ramos, who also worked on assembling the glossary



and drafted some parts of various chapters, such as sections in the economic sociology chapter, as well as some text in the chapters on authority and deviance. She also served as an all-around editor. Ashley Mears did the heavy lifting on the race, gender, family, and religion chapters. Amy LeClair took the lead on methods, culture, groups and networks, socialization, and health. Jennifer Heerwig cobbled together the chapter on authority and the state and deviance (a nice combo), while her officemate Brian McCabe whipped up the chapter on science, technology, and the environment and the one on social movements. Melissa Velez wrote the first draft of the education chapter (and a fine one at that). Michael McCarthy did the same for the stratification chapter. Devyani Prabhat helped revise the social movements chapter. My administrative assistant, Amelia Branigan, served as fact checker, editor, and box drafter while running a department, taking the GREs, and writing and submitting her own graduate applications. When Amelia had to decamp for Northwestern University to pursue her own doctorate, Lauren Marten took over the job of chasing down obscure references, fact-checking, and proofreading. Alexandre Frenette drafted the questions and activities in the Practice sections at the end of each chapter.

For the Second Edition, much of the work to integrate the interview transcripts and update material based on reviewer feedback fell to a great extent on the shoulders of Laura Norén, a fantastic New York University graduate student who has worked on topics as far ranging as public toilets (with my colleague Harvey Molotch) to how symphonies and designers collaborate (as part of her dissertation). I hope Laura will find her crash-course overview of sociology useful at some point in what promises to be a productive and exciting scholarly career.

When it was time to begin the Third Edition, the updating of all the statistics, fact-checking, and so on that is the bread and butter of a revision fell upon the capable shoulders of Emi Nakazato, who though trained as a social worker in graduate school, adeptly pivoted to that field's cousin, sociology.

For the Fourth Edition, Laura Norén returned as the research assistant. With her prior experience she picked up the task ably without dropping a beat.

In addition to the students who have worked with me on the book, I need to give shouts out to all the top-notch scholars who found time in their busy schedules to sit down with me and do on-camera interviews: Julia Adams, Andrew Cherlin, Nitsan Chorev, Susan Crawford, Matthew Desmond, Mitchell Duneier, Paula England, John Evans, Michael Gaddis, David Grusky, Michael Hout, Shamus Khan, Annette Lareau, Jennifer Lee, Ka Liu, Douglas McAdam, Ashley Mears, Steven Morgan, Alondra Nelson, Devah Pager, Nathan Palmer, C. J. Pascoe, Frances Fox Piven, Allison Pugh, Jen'nan Read, Victor Rios, Jeffrey Sachs, Mario Luis Small, Duncan Watts, and Robb Willer. The filmmaking, editing, and postproduction were done by Erica Rothman at Nightlight Productions with the assistance of Jim Haverkamp, Kevin Wells, Saul Rouda, Dimitriy Khavin, and Arkadiy Ugorskiy. This was no easy task,



because we wanted a bunch of cuts ranging from 30-second sound bites to television-show-length segments of 22 minutes. Although a bunch of interviews with academic social scientists on topics ranging from estimating the effects of Catholic schools on student outcomes to the political economy of global trade to the social contagion of autism are not likely to win any Emmys or rock the Niensens (with the possible exception of the one on college sex), it was certainly one of the most exciting highlights in my sociological career to host this makeshift talk show of sorts on such a wide range of interesting topics. (If only more of our public discourse would dig into issues in the way that we did in these interviews, our society and governance would be in better shape—if I do say so myself!)

Meanwhile, many thanks to Kendall and Annie Madden, who did the transcriptions of the interviews so that they could be seamlessly migrated from video to the pages herein.

I also relied on a number of scholars who generously read chapters of this book and offered valuable feedback, criticisms, and suggestions:

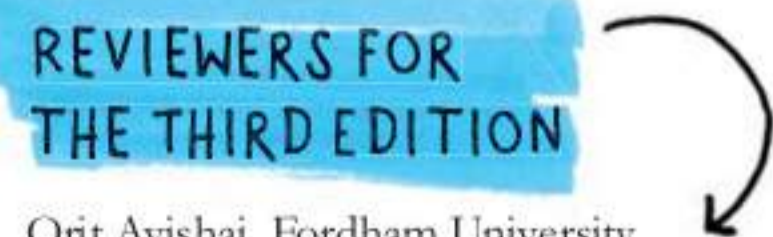
### REVIEWERS FOR THE FOURTH EDITION



- Mark Austin, University of Louisville
- Tamara Luque Black, University of California, Los Angeles
- David Brunsmma, Virginia Polytechnic Institute and State University
- Walter Carroll, Bridgewater State University
- Susan Cody-Rydzewski, Georgia Perimeter College
- Nicole Cousin-Gossett, University of Maryland, Baltimore County
- April Cubbage-Vega, Saddleback College
- Amy Donley, University of Central Florida
- Gianna Durso-Finley, Mercer County Community College
- Michael Fraleigh, Bryant University
- Selina Gallo-Cruz, College of the Holy Cross
- Matthew Green, College of DuPage
- Peter Hart-Brinson, University of Wisconsin–Eau Claire
- Kathleen Holmes, Darton State College
- Amy Holzgang, Cerritos College
- Joyce Johnson, Santa Rosa Junior College
- Tracy Xavia Karner, University of Houston
- Zeynep Kilic, University of Alaska, Anchorage

- Kyle Knight, University of Alabama in Huntsville
- Jason Leiker, Utah State University
- Olena Leipnik, Sam Houston State University
- Michael P. Masters, Montana Tech
- Nels Paulson, University of Wisconsin–Stout
- Laura Pecenco, University of California, San Diego
- Andrew Prelog, Sam Houston State University
- Elizabeth Scheel-Keita, St. Cloud State University
- Richard Sullivan, Illinois State University
- Melissa Swauger, Indiana University of Pennsylvania
- Lisa Tracy, Rhodes State College
- Jonathan Varhola, Wright State University
- Tim Wadsworth, University of Colorado, Boulder
- Christine Winter, Southwestern College

### REVIEWERS FOR THE THIRD EDITION




- Orit Avishai, Fordham University
- Carl Backman, Auburn University
- Nielan Barnes, California State University, Long Beach



Renee Beard, College of the Holy Cross  
Gayle Gordon Bouzard, Texas State  
University  
Andrea Brenner, American University  
Jeneve Brooks, Troy University  
Victoria Carty, Chapman University  
Susan Cody-Rydzewski, Georgia Perimeter  
College  
Carolyn Corrado, State University of  
New York–Albany  
John Curra, Eastern Kentucky University  
Gayle D’Andrea, J. Sargeant Reynolds  
Community College  
Regina Davis-Sowers, Santa Clara  
University  
Sophia DeMasi, Montgomery County  
Community College  
Daniel Dexheimer, Santa Clara University  
Lynda Dickson, University of Colorado  
Gianna Durso-Finley, Mercer County  
Community College  
Kathryn Fox, University of Vermont  
Duane Gill, Oklahoma State University  
Keisha Goode, City College of New York  
Heather Griffiths, Fayetteville State  
University  
Charles Hanna, Duquesne University  
Bruce Haynes, University of California,  
Davis  
Kalynn Heald, Northwest Arkansas  
Community College  
Druann Heckert, Fayetteville State  
University  
Larry Hunt, University of Maryland,  
College Park  
Jack King, Northern Illinois University  
Roger Klomegah, Fayetteville State  
University  
Rosalind Kopfstein, Western Connecticut  
State University  
Jamee Kristen, Portland Community  
College  
Timothy Kubal, California State University,  
Fresno  
Liza Kuecker, Western New Mexico  
University  
Jenifer Kunz, West Texas A&M University  
Jennifer Lerner, Northern Virginia  
Community College  
Ho Hon Leung, State University of  
New York–Oneonta  
Carlos Lopez, Chemeketa Community  
College  
Clara Magliola, Chapman University

Helen Mederer, University of Rhode Island  
Joan Meyers, Rutgers University  
Linda Morrison, Duquesne University  
Geoffrey Moss, Temple University  
Ryan Orr, Millersville University  
Aurea Osgood, Winona State University  
Joshua Packard, Midwestern State  
University  
Nathan Palmer, Georgia Southern  
University  
Paul Prew, Minnesota State University,  
Mankato  
Rachel Zimmer Schneider, University of  
Akron  
Jerald Schrimsher, Southern Illinois  
University Carbondale  
Ben Shirley, Alamance Community College  
Sheryl Skaggs, University of Texas at Dallas  
Carrie Smith, Millersville University  
Tomecia Sobers, Fayetteville Technical  
Community College  
Ann Stein, College of Charleston  
Cat Steinhauer, South Plains College  
Ann Strahm, California State University,  
Stanislaus  
Linda Vang, Fresno City College  
Steven Vassar, Minnesota State University,  
Mankato  
Robert Wahl, Pennsylvania State University  
Angela Ware, Auburn University  
Sharon Weiss, Truckee Meadows  
Community College  
KC Williams, Coastal Carolina University  
Robert Wonser, College of the Canyons  
James Wright, Chattanooga State College  
Luis Zanartu, Sacramento City College

## REVIEWERS FOR THE SECOND EDITION



Christopher Armstrong, Bloomsburg  
University  
Ingrid Castro, Northeastern Illinois  
University  
Jennifer Chernega, Winona State University  
Stacia Creek, Southern Illinois University  
Michael Cuckler, Asbury College  
Marianne Cutler, East Stroudsburg  
University  
Martine Delannay, Madison Area Technical  
College  
James Dowd, University of Georgia  
Mark Edwards, Oregon State University