

The

REAL WORLD

An Introduction to Sociology

6e

Kerry Ferris
Jill Stein

The Real World

SIXTH EDITION

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Kerry Ferris | Jill Stein



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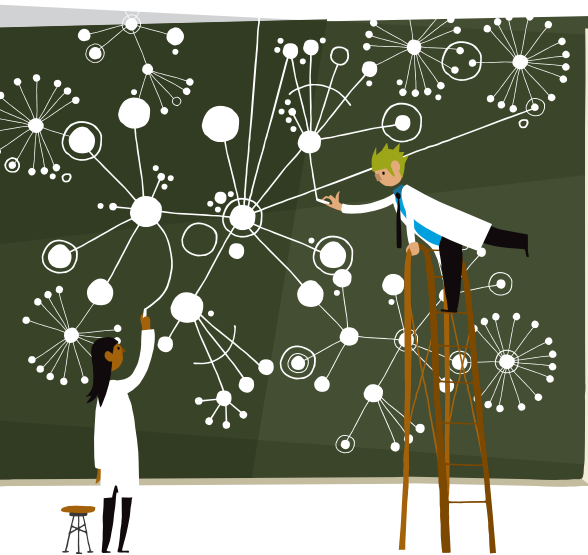
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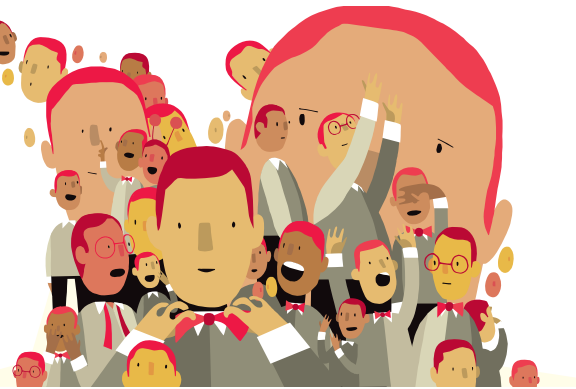
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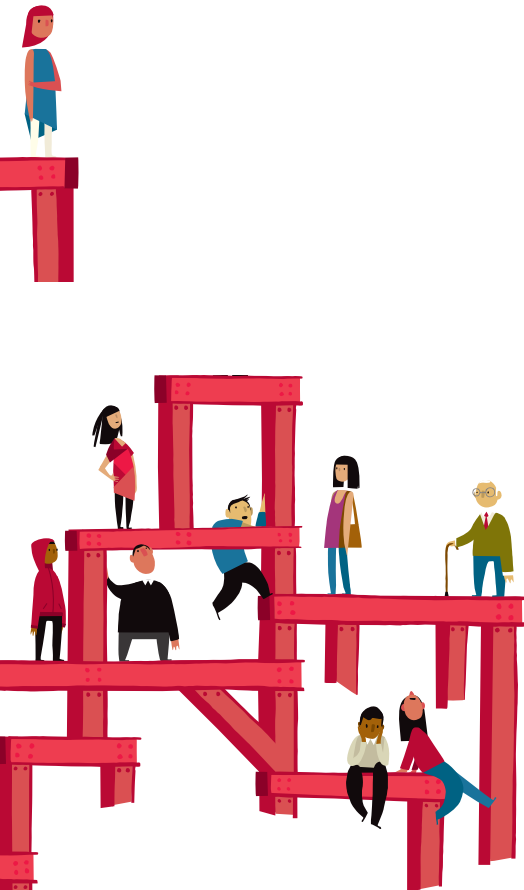
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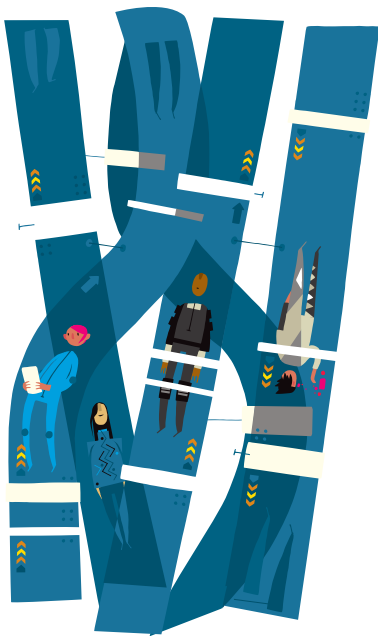
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Preface

Welcome to the Sixth Edition of *The Real World: An Introduction to Sociology*. We hope you will appreciate what is new not only in the textbook's fresh look and updated materials, but also what is new in the innovative ways it goes about teaching sociology. That's exactly what we set out to do when we first embarked on the original project of writing this textbook, and it's what we continue to do here in the Sixth Edition.

At the beginning, we had had years of experience in college and university classrooms, teaching introductory sociology to thousands of students from all backgrounds and walks of life; we had discovered a lot about what works and what doesn't when it comes to making sociology exciting and effective. As seasoned instructors, we had developed an approach to teaching and learning that reflected our passion for the subject and our concern with best practices in pedagogy. But we were having trouble finding a textbook that encompassed all the elements we had identified and that made such a difference in our own experience. We were tired of seeing the same old formulas found in almost every textbook. And we figured we were not alone. Other students and instructors were probably equally frustrated with repetitive formats, stodgy styles, and seemingly irrelevant or overly predictable materials. That is a great misfortune, for sociology, at its best, is a discipline that holds great value and is both intellectually stimulating and personally resonant. Although the impetus to write this textbook began as a way of answering our own needs, our goal became to create a textbook of even greater benefit to others who might also be looking for something new.

We are gratified by the response *The Real World* has received from instructors and students alike, so we are preserving many of the features that have made the textbook a success. At the same time, we have done more than just simply revise the textbook. In this edition, you will find significant new content and added features that will further enhance the teaching and learning process, and keep us as close to the cutting edge as possible. Many of the original elements we developed for students and instructors appear again in these pages. As a foundation, we have maintained a writing style that we hope is accessible and interesting as well as scholarly. One of the core pedagogical strengths of this textbook is its focus on everyday life, the media, technology, and pop culture. We know that the combination of these themes is inherently appealing to students, and that it relates to their lives. And because both new generations and more experienced sociology instructors might also be looking for something different, another of this book's strengths is an integrated emphasis on critical thinking and analytic skills. Rather than merely presenting or reviewing major concepts in sociology, which can often seem dry and remote, we seek to make the abstract more concrete through real-world examples and hands-on applications.

In this text we take a fresh and accessible theoretical approach appropriate to our contemporary world. While we emphasize the interactionist perspective, we cover a range of theoretical thought, including postmodernism. We also build innovative methodological exercises into each chapter, giving students the opportunity to put into practice what they are learning. We present material that is familiar and relevant to students in a way that allows them to make profound analytic connections between their individual

lives and the structure of their society. We provide instructors with ways to reenergize their teaching, and we give even general education students a reason to be fascinated by and engrossed in their sociology courses. We do this by staying in touch with our students and the rapidly changing real world, and by bringing our insight, experience, and intellectual rigor to bear on a new way of teaching introductory sociology.

Whether you are a student or an instructor, you have probably seen a lot of textbooks. As authors, we have thought very carefully about how to write this textbook to make it more meaningful and effective for you. We think it is important to point out some newly added and unique features of this textbook and to tell you why they are included and what we hope you will get out of them.

Part Introductions

The sixteen chapters in this text are grouped into five parts, and each part opens with its own introductory essay. Each part introduction highlights a piece of original sociological research that encompasses the major themes that group the chapters together. The in-depth discussion of the featured book shows what the real work of academic sociologists consists of and reveals how sociological research frequently unites topics covered in separate chapters in introductory textbooks.

Opening Vignettes

Each chapter begins with an opening vignette that gives students an idea about the topics or themes they will encounter in the chapter. The vignettes are drawn from current events and everyday life, the media, arts, and popular culture. They are designed to grab your attention and stimulate your curiosity to learn more by reading the chapter that follows.

How to Read This Chapter

After the vignette, you will find a section that provides you with some goals and strategies that we believe will be useful in reading that particular chapter. We know from our experience in teaching introductory sociology that it is often worthwhile to let students know what to expect in advance so that they can better make their way through the material. Not all chapters require the same approach; we want to bring to your attention what we think is the best approach to each one, so you can keep that in mind while reading.

Theory in Everyday Life

Although we provide thorough coverage in Chapter 1, we find that students often benefit from additional help with understanding the mechanics of social theory and how to apply it to various real-world phenomena. These boxes in every chapter break down the major theoretical approaches and illustrate how each perspective might be used to analyze a

particular real-world case study. This serves as a simple, practical model for students to then make their own applications and analyses.

Bolded In-Text Terms

As a student of sociology, you will be learning many new concepts and terms. Throughout each chapter, you will see a number of words or phrases in bold type. You may already recognize some of these from their more common vernacular use. But it is important to pay special attention to the way that they are used sociologically. For this reason you will find definitions in the margins of each page, where you can refer to them as you read. You should consider these bolded words and phrases your conceptual “tools” for doing sociology. As you progress through the chapters in this textbook, you will be collecting the contents of a toolkit that you can use to better understand yourself and the world around you. The bolded terms can also be found in the Glossary at the back of the book.

Relevance Boxes

In each chapter you will find Relevance Boxes with three different themes: On the Job, In Relationships, and In the Future. Relevance Boxes allow students to see the practical implications and personal value of sociology in their lives. On the Job explores the ways different people use sociological training or insights in a variety of work settings. In Relationships looks at how sociology can help us to better understand our friendships, intimate partnerships, and family relations. In the Future provides a glimpse into emerging trends in a rapidly changing society, and what students might expect to encounter on the horizon. We include these boxes to show how taking this course could bear fruit in your life (and in the lives of others) beyond just fulfilling your college requirements.

Data Workshops

Data Workshops are designed to give students the opportunity to gain hands-on experience in the practice of sociology while they are learning. We think this is one of the most fun parts of being a sociologist. Each chapter features two Data Workshops, one on “Analyzing Everyday Life” and one on “Analyzing Media and Pop Culture.” Students will use one of the research methods covered in Chapter 2 to deal with actual data from the real world—whether it’s data they collect themselves or raw data provided from another source. The Data Workshops lead students through the process of analyzing data using the related conceptual tools they have just acquired in the chapter. For the Sixth Edition, we now offer online tutorials for eight of the in-text Data Workshops, which we hope will make these popular exercises easier to assign and grade. Each Data Workshop is also included in the Interactive Instructor’s Guide (IIG).

Global Perspective Boxes

Although this textbook focuses primarily on contemporary American society, we believe that in this time of increasing globalization, it is also important to look at other societies around the world. Each chapter includes a Global Perspective box that highlights some of the differences and similarities between the United States and other cultures. This feature will help students develop the ability to see comparative and analogous patterns across cultures, which is one of the key functions of a sociological perspective.

Images and Graphics

We think that it is crucial to include not only written information but also images and graphics in the textbook. This kind of presentation is increasingly common and students are likely to encounter complex information in graphical form in many of their textbooks. We want to help students gain in visual literacy as they are exposed to a variety of materials and learn in different ways. We also know that students share our interest in media, technology, and popular culture, and we want to show the connections between real life and sociological thinking. For these reasons, you will find many kinds of images and graphics in each chapter. These are not just decorations; they are an integral part of the text, so please study these as carefully as you would the rest of the printed page.

Closing Comments

Each chapter ends with closing comments that wrap up the discussion and give some final thoughts about the important themes that have been covered. This gives us a chance not so much to summarize or reiterate but to reflect, in a slightly different way, on what we have discussed, as well as to point to the future. We hope that the closing comments will give you something to think about, or even talk about with others, long after you've finished reading the chapter.

End-of-Chapter Materials

The end of each chapter contains additional materials that will enhance the learning process. “Everything You Need to Know About _____” review apparatus at the end of each chapter includes checklists, review questions, prompts about the *Everyday Sociology* blog, and infographics. They are designed to be easy to read and understand quickly, condensing the most important information from the chapter into two pages.

In our experience, the most important thing for students to take away from an introductory sociology class is a sociological perspective—not just a storehouse of facts, which will inevitably fade over time. Sociology promises a new way of looking at and thinking about the social world, which can serve students in good stead no matter what they find themselves doing in the future. We hope that this textbook delivers

on that promise, making introductory sociology an intellectually stimulating and personally relevant enterprise for professors and students, in the classroom as well as outside it.

Resources

InQuizitive

This adaptive learning tool personalizes quiz questions for each student in an engaging, gamelike environment to help them master the core sociological concepts presented in every chapter of *The Real World*. Used as a pre-lecture tool, InQuizitive helps students come to class better prepared to apply the sociological concepts from the reading. A new “How to Read Charts and Graphs” activity helps students improve their data literacy.

The Real World Ebook

Norton Ebooks give students and instructors an enhanced reading experience at a fraction of the cost of a print textbook. The ebook for *The Real World* can be viewed on—and synced among—all computers and mobile devices and allows students to take notes, bookmark, search, highlight, and even read offline. Instructors can add their own notes for students.

Everyday Sociology Blog everydaysociologyblog.com

Designed for a general audience, this exciting and unique online forum encourages visitors to actively explore sociology's relevance to pop culture, media, and everyday life. Moderated by Karen Sternheimer (University of Southern California), the blog features postings on topical subjects, video interviews with well-known sociologists, as well as contributions from special guests during the academic year.

Sociology in Practice DVDs

This DVD series, including a new “Sociology in Practice: Thinking about Gender” DVD, contains more than fourteen hours of video clips drawn from documentaries by independent filmmakers. The clips are ideal for initiating classroom discussion and encouraging students to apply sociological concepts to popular and real-world issues. The clips are offered in streaming versions in the coursepack. Each streamed clip is accompanied by a quiz, exercise, or activity.

Coursepack

The coursepack for the Sixth Edition of *The Real World* offers a variety of activities and assessment and review materials for instructors who use Blackboard and other learning management systems:

- * Multiple-choice chapter-review quizzes
- * Key term flashcards and matching quizzes

- * Streaming clips from the *Sociology in Practice* DVD series, including the new “Thinking about Gender” DVD
- * Discussion questions and multiple-choice quizzes for select *Sociology in Practice* DVD clips
- * Census activities (select chapters)

Interactive Instructor’s Guide

The easy-to-navigate Interactive Instructor’s Guide makes lecture development easy with an array of teaching resources that can be searched and browsed according to a number of criteria. Resources include chapter outlines, blog exercises, suggested readings, lecture ideas, and discussion questions.

Test Bank

The questions in *The Real World* Test Bank, 25 percent of which are new to the Sixth Edition, were written to conform to Bloom’s taxonomy. There are 60–70 multiple-choice and 10–15 essay questions per chapter. Available in PDF, Exam-View, Word, BNK, and RTF formats.

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Kerry Ferris
Jill Stein

Changes in the Sixth Edition

Part 1 (Thinking Sociologically and Doing Sociology): The Part 1 opener now introduces readers to Princeton sociologist Matthew Desmond, author of *On the Fireline* and the Pulitzer Prize–winning *Evicted: Power and Profit in the American City*. By tracing his path to sociology, the opener gives students the opportunity to see how this influential scholar’s background propelled him toward his profession.

Chapter 1 (Sociology and the Real World): The chapter opens with a new discussion of the Discovery Channel’s reality show *Naked and Afraid*. *Everyday actor* and *social analyst* have been added as key terms. The In Relationships box on men talking more than women now includes a discussion of the recently coined phenomenon of “mansplaining” and associated research. Data from 2016 on the gender makeup of certain professions, including auto mechanics and secretaries, support the assertion that the U.S. labor market is still heavily gender segregated. Critical race theory has been added as a crucial branch of thought that actively studies institutional racism and the way race intersects with other identities. Data on the number of students who are awarded a BA degree in sociology have been updated. The “Analyzing Media and Pop Culture” Data Workshop has been thoroughly revised and now highlights the 2016 presidential campaign as an example of a situation where celebrity gossip and hard news converged.

Chapter 2 (Studying Social Life: Sociological Research Methods): The discussion of autoethnography has been expanded. In the discussion of interview methods, the authors introduce readers to sociologist Tamara Mose’s 2016 interview study of NYC parents and how they use playdates to ensure that both parents and children socialize with people like themselves, reproducing inequalities of class and race. The discussion of the growing popularity of using the Internet, including SurveyMonkey, to conduct research has been expanded. In the section on existing sources, the authors now discuss how social historian Peter Stearns consulted childrearing manuals for his comparative historical study of the changing meanings of childhood during the 19th and 20th centuries. An entirely new section explores social network analysis (SNA) as an emerging research method that can be used to study disease transmission, information diffusion, and adolescent risk behaviors. A new On the Job box explores the career path of a recent sociology major who went on to work for market research firm Nielsen, highlighting the value of a sociological imagination. The section on research ethics now explores the controversy surrounding Alice Goffman’s 2014 ethnography *On the Run*.

Chapter 3 (Culture): A brand new chapter opener on bathroom bills and the fight for transgender rights introduces the concept of culture wars. The section on signs, gestures, and language now includes an expanded discussion of emojis. A new “Analyzing Everyday Life” Data Workshop, titled “Seeing Culture in Subculture,” invites students to use their sociological imaginations to observe a subcultural group to which they belong and examine both material and symbolic culture. The discussion of patriot groups has been updated with a new discussion of the 41-day armed occupation of Oregon’s Malheur National Wildlife Refuge in 2016. Data on the number of anti-government patriot groups have been updated. The discussion of countercultural groups now includes a discussion of hacktivist groups such as Anonymous. The culture wars section has been updated with a discussion of the Alt-Right movement as well as former NFL quarterback Colin Kaepernick’s protest of racial inequality. The section on cultural diffusion now discusses Japan’s Metabo Law, which requires overweight people to attend dieting classes. A new In the Future box on online radicalization explores how terrorist organizations such as ISIS and domestic extremist groups use the Internet to attract followers.

Chapter 4 (Socialization, Interaction, and the Self): The section on social isolation now tells the story of Christopher Knight—better known as the North Pond Hermit—and what happened to his sense of self after 27 years living in complete isolation. The discussion of family as an agent of socialization now references Ralph LaRossa’s research on fathers. The “Analyzing Media and Pop Culture” Data Workshop now includes shows that depict persons with disabilities and transgender characters. A new On the Job box on emotion work explores Louwanda Evans’s recent research on black pilots and black flight attendants and how they deal with racism on the job. The discussion of Sherry Turkle’s work has been updated to include her most recent book, *Reclaiming Conversation* (2015).

Chapter 5 (Separate and Together: Life in Groups): The chapter-opening discussion of the FAMU hazing incident now includes the conclusion to the lawsuit. A new In the Future box considers the future of virtual reality technology and its possible effect on group ties. The discussion of the Internet’s role in developing or undermining human connection has been streamlined. In the Data Workshop, data on social media users and Facebook users have been updated to reflect their ever-increasing popularity. The section on reference groups now uses peer groups as its main example. The 2016 presidential election is used as an example of groupthink. The Global Perspective box (Group vs. Individual Norms) has been updated with additional statistics about honor killings and a new example: the 2016 murder of Pakistani social media star Qandeel Baloch in

an alleged honor killing. Jeff Bezos’s “two pizza rule” is mentioned in the discussion of social loafing. The section on leadership styles now considers gender stereotypes and Sheryl Sandberg’s recent efforts to encourage women to “lean in.”

Chapter 6 (Deviance): The chapter opener on the changing ideas surrounding marijuana use has been reworked and updated in light of recent legislation legalizing the substance. In the section on theories of deviance, Travis Hirschi’s social control theory is now introduced and defined. In the section on conflict theory, Richard Quinney’s theory of capitalism and its role in encouraging deviance is explained. The 2008 recession is provided as a new example of how wealth and privilege protect the powerful from being defined as deviant or punished. NBC’s *The Biggest Loser* is now used to demonstrate primary and secondary deviance. The discussion of cyberbullying has become the basis for a new In Relationships box on online deviance. The “Analyzing Media and Pop Culture” Data Workshop has been updated with new TV shows and now asks students to consider what types of deviance are absent from TV. Data throughout “The Study of Crime” section, including the homicide rate and arrest rates by age, gender, and race, have been updated. Figure 6.2, on violent crime and property crime rates, has also been updated with 2015 data. *Criminology* and *cybercrime* have been added as key terms. The discussion of age and crime has been expanded. The discussion of race and crime now draws on Michelle Alexander’s work to show how race shapes one’s life chances even after serving time. A new section on hate crimes, with up-to-date statistics from the FBI, has been added. A new figure charts the incarceration rate in the United States from 1925 to 2015. A new section discusses the prison-industrial complex and prison privatization. In the end-of-chapter spread, the “Who Goes to Prison in the United States?” bar chart has been updated with 2015 data. The end-of-chapter spread now directs students to a recent *Everyday Sociology* blog post on what has been called the Ferguson effect.

Chapter 7 (Social Classes: The Structure of Inequality): The chapter opener has been tweaked to clarify that the photos included show average families across the globe. New statistics from the Walkfree Foundation and the National Human Trafficking Hotline shed light on the scope of modern slavery in the United States and across the globe. A new section on Michelle Alexander’s *The New Jim Crow* (2011) highlights discrimination based on criminal convictions. Data on the wealthiest Americans have been updated. The Kardashians are included as an example of individuals who converted their wealth into celebrity. A new study by Stanford economist Raj Chetty is included to highlight diminishing social mobility in the United States. The section on

symbolic interactionism now discusses a study by Christine Mallinson and Becky Child that explores linguistic patterns among different groups of black Appalachian women. In the “Socioeconomic Status and Life Chances” section, data on average age at first marriage, health insurance coverage, median earnings, and educational attainment have all been updated. Figure 7.2 on college enrollment by income level has been updated. Data on TANF and SNAP recipients have been updated. *Federal poverty line* has been added as a key term, and the discussion of poverty has been updated with 2016 data, including Figures 7.4 and 7.5. Data related to federal spending have been updated in the text and in Figure 7.6. In light of the twentieth anniversary of welfare reform, a new discussion of Kathryn Edin and H. Luke Shaefer’s book, *\$2 a Day: Living on Almost Nothing in America* (2016), examines the effect of welfare reform on families and individuals that used to rely on these safety net programs. More recent public opinion polls on welfare and poverty have been added. The On the Job box has been updated with more recent information on the “Fight for \$15” movement, including companies that have raised their minimum wages. The “Culture of Poverty” section now highlights research by Thomas Piketty on the rise of “supermanagers” earning “supersalaries.” The discussion of political disenfranchisement has been updated with a discussion of the 2016 Olympics. The digital divide section has been updated with more recent data on Internet access by household income and educational attainment as well as a new study on the use of the Internet for job hunting. Data on homelessness in NYC have been updated. A new In the Future box draws on Professor Andrew Sayer’s new book, *Why We Can’t Afford the Rich* (2016), to illustrate why extreme wealth should be considered a serious social problem. This box also introduces the new key terms *wealth gap* and *oligarchy*. Data on credit card debt and student loan debt have been updated. New polls indicate Millennials’ views on the American Dream.

Chapter 8 (Race and Ethnicity as Lived Experience):

A brand new chapter opener uses recent tweets by comedian Chris Rock to introduce a discussion of racial profiling in traffic stops, or “driving while black.” The section on defining race now discusses the “one drop” rule. A new discussion of the Scotch-Irish people, including a reference to J.D. Vance and his blockbuster memoir *Hillbilly Elegy*, has been added to the section on ethnicity. A new section, titled “The U.S. Population by Race,” examines the changing racial landscape of the United States, with a focus on the rise in people who identify as belonging to more than one race. The data on minorities have been updated with more recent information and predictions, and Figure 8.1 has been updated with 2016 data and now includes percentages. New polls show Americans’ views on race relations. The discussion of institutional discrimination has been thoroughly rewritten and now centers

on the recent DOJ investigation into the Ferguson Police Department. Ta-Nehisi Coates’s *Between the World and Me* (2015) is also featured. A new section explores the rise of white nationalist groups, highlighting the recent events in Charlottesville, Virginia, as well as research by Joe Feagin. A new discussion of racial microaggressions has been added, as well as a reference to 2016 blockbuster *Get Out*. The controversy regarding cultural appropriation in Hollywood has been updated with more contemporary film examples. The discussion of Rachel Dolezal now highlights Rogers Brubaker’s provocative new proposition about the permeability of race and gender, contrasting Caitlyn Jenner’s coming-out as transgender with Dolezal’s outing as white. The authors also point to Paris Jackson, and her racial self-identification, as an intriguing counterpoint. A new section introduces and defines the concept of reverse racism, highlighting a recent survey about discrimination against whites. Anti-racist allies are covered in a new section. A new In the Future box on the Black Lives Matter movement explores ways that students can fight systemic racism. Critical race theory is now introduced and defined within the section on conflict theories of race. The In Relationships box has been updated with more recent data on the prevalence of, and public opinion on, interracial marriage. Data throughout the “Race, Ethnicity, and Life Chances” section, including data on marriage rates and birth rates by race, have been updated. The discussion of health disparities has been expanded and now highlights new research by Case and Deaton on the rise in “deaths of despair” among white Americans without a college degree. Data on life expectancy and health insurance coverage have been updated. The discussion of education now includes new research by both Victor Rios, on the “school-to-prison” pipeline, and Claude Steele, on stereotype threat, as well as updated high school graduation rates. The “Work and Income” section has been updated with 2016 data on the racial and ethnic composition of the workforce and median household income by race, and now discusses an experimental study on the effect of racially identifiable names on hiring decisions. The On the Job box on diversity initiatives has been overhauled and now focuses on research by Frank Dobbin and Alexandra Kalev. In the criminal justice section, data on the racial breakdown of the prison population, as well as murder rates by race and racially motivated hate crimes, have been updated and a new discussion on racial profiling in traffic stops has been added. A new Data Workshop, titled “Does TV Reflect the Realities of Race?” has students do a content analysis of a current TV show with minority characters, such as *Black-ish*, *Fresh Off the Boat*, and *Master of None*. A new Global Perspectives box on the Syrian Civil War focuses on the struggles faced by Syrian refugees settling in new communities. The end-of-chapter spread now directs students to a recent *Everyday Sociology* blog post on how *Get Out* reinterprets W.E.B. DuBois’s concept of double consciousness.

Chapter 9 (Constructing Gender and Sexuality): The chapter opener on Caster Semenya has been updated to consider a recent IAAF ruling on testosterone levels in female athletes as well as Semenya’s participation in the Rio Olympics. The discussion of intersex people now highlights sociologist Georgiann Davis’s critique of the classification of intersex as a medical disorder. The Global Perspectives box now includes a discussion of *bacha posh*, girls in Afghanistan who are dressed up and treated like boys. The In Relationships box on rape culture has been thoroughly revised and now discusses the infamous Stanford Rape Case as well as recent research by Lisa Wade on hookup culture. The discussion of transgender representation on TV shows has been updated with new examples. In the section on prejudice and discrimination, a recent internal memo written by a male engineer at Google pointing to biological differences as partly to blame for the low representation of women in tech is highlighted. *Misogyny* has been added as a key term. Data on hate crimes motivated by anti-sexual orientation or anti-gender identity sentiment have been added. In the “Gender, Sexuality, and Life Chances” section, data on differing marriage and divorce rates by sex, the gender gap in life expectancy, and educational attainment by sex have all been updated. A new school climate survey highlights rates of harassment of LGBT students. The In the Future box on human trafficking has been thoroughly revised to better reflect the current state of the issue, including current estimates on the prevalence of human trafficking. The discussion of work and income has been updated with 2016 data on labor force participation by sex and marital status, the gender wage gap, and the sex segregation of certain professions. The section on women in the military has been updated to reflect the fact that women are now eligible for combat roles. Data on female personnel and sexual assault in the military have been updated. A new On the Job box takes an in-depth look at the gender pay gap and its causes, highlighting the story of the U.S. women’s national ice hockey team. In the section on criminal justice, data on arrest rates by sex, homicide rates by sex, and hate crimes have been updated. Public opinion on gay marriage has been updated. In the end-of-chapter spread, data on female representation on corporate boards of directors have been updated.

Chapter 10 (Social Institutions: Politics, Education, and Religion): The discussion of voting in the United States now includes coverage of the 2016 election, including voter participation rates by different demographic factors. In the section on interest groups, the percentage of incumbent representatives and senators reelected in 2016 has been added. A discussion of Super PAC spending in the 2016 election cycle has been added. The discussion of the media and the political process has been thoroughly revised in light of the election of Donald Trump, including new coverage of his campaign and

how he was able to successfully court the media. The Data Workshop on satirical news shows has been updated with new shows such as *Full Frontal with Samantha Bee*. The section on social media has been revised to consider the role of social media in the 2016 presidential election, including the emergence of “fake news.” The topic of patriotism and protest now includes coverage of the 2017 Women’s March on Washington. In the section on education, data on high school graduation and dropout rates, median earnings by educational attainment, and unemployment rates by educational attainment have all been updated. The In the Future box on the value of a college degree has been updated with lifetime earnings by educational attainment data as well as a new discussion of earnings by college major. The discussion of charter schools has been updated with more recent data. Data on community college enrollment have been updated. The On the Job box on for-profit colleges has been updated to reflect recent action taken by Congress as well as more recent data on for-profit enrollment, fees, and loans. In the introductory section on theoretical approaches to religion, a new reference to Max Weber’s theory on the relationship between Protestant Christian values and capitalism has been added. The discussion of the rise of evangelicalism has been updated with more recent data. The discussion of the separation of church and state now references the 2015 controversy over displaying the Ten Commandments at the Oklahoma State Capitol. The “Voter Turnout by Educational Level” figure in the end-of-chapter spread now looks at the 2016 election.

Chapter 11 (The Economy and Work): The section on industrial work highlights the recent drop in manufacturing jobs, due both to automation and offshoring. The discussion of telecommuting has been updated based on a recent Gallup report on the state of the American workplace. The discussion of resistance strategies now looks at the recent case of federal employees at the Environmental Protection Agency and the Department of the Interior, among other agencies, setting up rogue Twitter accounts in order to leak information to the public. A new In the Future box, titled “Will Your Job Be ‘Uber-ized?’” charts the rise of the gig economy, highlighting its effect on those who still rely on traditional employment. Data on union membership and strikes have been updated. The discussion of corporate citizenship now references the “We Are Still In” letter created in the wake of President Trump’s withdrawal from the Paris climate accord. The topic of international trade now mentions the Trans Pacific Partnership. Data on transnational corporations and the table ranking the world’s economies have been updated. Data on foreign employment by U.S. companies as well as IT export revenue to India have been updated. The discussion of the outsourcing of surrogacy has been updated in light of recent legislation. The “Professional Socialization in Unusual Fields” section now looks at Matthew Desmond’s study of wildland firefighters and how the men are

socialized before they even apply for the job. The On the Job box on internships includes data from the class of 2016. Data on volunteering have been updated. A new section compares U.S. workers to workers from other developed countries, specifically highlighting how the United States stacks up when it comes to paid vacation time. The figures on “Who Works at Minimum Wage?” in the end-of-chapter spread have been updated with 2017 data.

Chapter 12 (Life at Home: Families and Relationships):

The section on mate selection now references a recent study on what Americans say they are most looking for in a mate, including a new figure with the survey results. The discussion of interracial marriage has been thoroughly updated and now looks at intermarriage rates by race as well as changes in public opinion. The “Relationship Trends” section includes a new figure that shows the breakdown of different types of households in 2016. The discussion of cohabitation has been expanded. Data on nonmarital childbearing, single-parent households, and remarriage have been updated. The discussion of child-free adults now includes research on the effect of children on parents’ happiness levels. A reconceived On the Job box now focuses on workers who help build families through foster care and adoption. The discussion of “breaking up” now looks at research into the tendency of divorce to run in families. The section on custody and child support has been updated with data from a 2016 U.S. Census Bureau report on custodial parents. Data in the “Aging in the Family” section, including life expectancy, elderly poverty, older adults living alone, and adults living in nursing homes, have all been updated. The “Trouble in Families” section now introduces the term *intimate partner violence* and includes data on prevalence and rates across different groups. The list of films included in the Data Workshop has been updated. The In the Future box now includes data on out-of-hospital births as well as research on the effect of doulas. Data on child and elder abuse have been updated.

Chapter 13 (Leisure and Media): The chapter opener on Bollywood now includes a reference to 2016 Best Picture nominee *La La Land*. The “What Is Leisure?” section includes a new figure that breaks down leisure activities by age group. Data on employment in the leisure/hospitality sector as well as amount of money spent on entertainment in the United States have been updated. The discussion of the National Basketball League and the value of NBA teams has been updated with data released in 2017. The “Media and Democracy” section now includes a discussion of how social media have made it possible for politicians to bypass traditional media outlets, specifically Donald Trump’s use of Twitter. The discussion of mergers now references the 2017 merger of Verizon and Yahoo. Table 13.1 has been updated with 2016 revenue. A new section titled “Who Regulates the

Internet?” discusses developments in the fight for net neutrality. The discussion of high and low culture now includes a reference to Lin-Manuel Miranda’s hip hop–inspired musical *Hamilton*. In the section on interpretive strategies, Beyoncé’s visual album, *Lemonade*, is presented as an example of a cultural product that can be read in a number of different ways. The discussion of textual poaching now considers how new technologies have made it even easier to engage with pop culture. The travel and tourism section now includes a discussion of America’s National Park System and has been updated with 2015 data.

Chapter 14 (The Sociology of Medicine, Health, and Illness):

A new chapter opener points to the recent water crisis in Flint, Michigan, as an example of how social status and environment can intersect with health and illness. The “Analyzing Everyday Life” Data Workshop includes results from a 2016 survey by the American College Health Association, including the percentage of students who experience more than average stress or tremendous stress. The In the Future box on autism spectrum disorder has been updated with more recent research on possible causes as well as developments in brain-imaging technology. Data on the HIV/AIDS epidemic have been updated. A new Global Perspectives box, titled “Zika Virus: Women and Children Last,” discusses the history of Zika as well as the recent outbreak of the virus and its disproportionate impact on women. The “Social Inequality, Health, and Illness” section has been expanded and now includes dedicated sections on health disparities based on class, race, and gender. The discussion of class-based disparities in health highlights a recent study by Raj Chetty on the gap in life expectancy between the richest 1 percent and the poorest 1 percent. This section also points to education as a key factor linking SES and disparate health outcomes. A new discussion of race-based disparities in health includes data on life expectancy by race/ethnicity as well as rates of hypertension and diabetes. The discussion of gender gaps in mental health has been expanded. The section on food deserts now mentions Michelle Obama and the Partnership for a Healthier America initiative that campaigned to eliminate food deserts. Data on spending on prescription drugs and drug marketing have been added in the In Relationships box on direct-to-consumer drug marketing. The section on medicine as a social institution now examines a recent study on the phenomenon of degree rationing. The discussion of doctor-patient interactions now features a 2016 study that found that elderly hospitalized patients treated by female doctors had better outcomes than those treated by male doctors. The list of shows about hospitals in the “Analyzing Media and Pop Culture” Data Workshop has been updated. The discussion of the Affordable Care Act has been updated to consider a 2017 public opinion poll as well as recent efforts

to repeal the legislation. Data on CAM usage and spending have been updated. The discussion of death with dignity laws points to the recent passage of California's End of Life Option Act, highlighting those states that have passed death with dignity legislation.

Chapter 15 (Populations, Cities, and the Environment):

In the section on demography, data on global fertility rates, mortality rates, life expectancy, net migration rate have all been updated. Figure 15.1 has been updated with 2015 life expectancy data. The In the Future box includes more recent UN estimates on the number of centenarians. A new figure charting the demographic transition has been added to accompany the text discussion of this important theory. The On the Job box now includes a reference to South Los Angeles's "Gangsta Gardener," Ron Finlay. The "Trends in Urbanization" section now discusses the affordable housing crisis and Matthew Desmond's ethnography on eviction. The list of suggested films in the "Analyzing Media and Pop Culture" Data Workshop has been updated. The discussion of pollution includes a reference to the recent Flint water crisis. *Climate justice* has been introduced as a new key term. The discussion of environmental justice explores the recent controversy over the construction of the Dakota Access Pipeline.

Chapter 16 (Social Change): A new chapter opener explores how the development of new technologies, including the Internet of Things, is driving both positive social change and creating new forms of risk. The discussion of the riots in Baltimore after the death of Freddie Gray has been updated. The examples in the "Fads and Fashions" section have been swapped out and now include man buns, kale, and fidget spinners. The discussion of fashion trends now explores the phenomenon of fast-fashion brands such as Zara and Forever 21. The discussion of reactionary hate movements such as the Council of Conservative Citizens now highlights the 2017 Unite the Right rally in Charlottesville, Virginia. The section on theories of social movements has been reorganized, with separate sections on mass society theory and relative deprivation theory. A new discussion of gerrymandering has been added to the section on the history of voting rights in the United States. A new In Relationships box analyzes the era of hashtag activism through the example of the Indivisible movement. The discussion of technology and social change now references new gene-editing technology CRISPR. Data on the most popular TV shows have been updated, as well as the percentage of the global population with access to the Internet. A new In the Future box asks students to consider whether new technologies are leading us toward utopia or doomsday.

The Real World

SIXTH EDITION



PART I

Thinking Sociologically and Doing Sociology

Pepper went to Yale when the school had just begun to admit female students, and some campus buildings didn't even have women's restrooms yet. She was soon documenting the sexual revolution as it took shape on campus. Her academic work spilled over into the popular media, when she began writing a sex advice column for *Glamour* magazine. Since then she has become a go-to authority on everything sex, love, and relationships.

Victor was a gang member who dropped out of school when he was fourteen and learned to steal cars, landing him in juvenile detention. If it had not been for the intervention of one extraordinarily dedicated high school teacher who held onto her high expectations for him, Victor's life story might not have turned out so well. He went on to earn a doctorate in ethnic studies, examining the street life he had once known.

Matthew worked as a wildland firefighter in the rugged backcountry of northern Arizona where he grew up, earning money in this dangerous profession to help put himself through college. Like many of his fellow firefighters, he came from a rural, working-class background where the practical skills he had acquired in his youth proved useful in the context of this risky, sometimes even deadly, job. He drew upon this experience when writing his first book, *On the Fireline: Living and Dying with Wildland Firefighters*. Matthew was likewise inspired by another event from his past—losing his childhood home to foreclosure. The anger and humiliation he felt at the time later drove him to study issues surrounding housing. When he was a graduate student at the University of Wisconsin, he moved into a trailer park in Milwaukee to better understand how evictions exacerbate poverty.

What do these people have in common? They are all prominent American sociology professors. You may not have heard of them (yet), but they have each made an exceptional impact on their profession.

Pepper Schwartz, a sociology professor at the University of Washington, is a leading researcher on sex and intimate relationships. Her work has resonated widely with the public; she is often cited in the press and makes frequent appearances across a variety of media outlets. Since 2014, she has appeared as a regular cast member on the reality TV show *Married at First Sight*. Victor Rios has become a sought-after author and speaker whose sometimes autobiographical research on race, law enforcement, and social control also led him to found a program for at-risk youth in Santa Barbara, where he is a professor at the University of California. Matthew Desmond is a sociology professor at Harvard University. *Evicted: Poverty and Profit in the American City*, his powerful firsthand account of deep poverty and homelessness in America, earned widespread acclaim, including a Pulitzer Prize. He also was recently awarded the prestigious MacArthur Fellowship, or “Genius Grant.”

Each sociologist has a unique story about how he or she ended up in sociology and built a career in academia. It was



Pepper Schwartz



Victor Rios



Matthew Desmond

not obvious from the beginning that any of them would be academic superstars; they each faced a different set of obstacles to success but were somehow motivated to keep on. Perhaps it was because they had been deeply touched by something happening in the real world, something that was also relevant to their own lives. It inspired in them a passion for pursuing a question, an issue, or a cause that was meaningful to them. Each of them has made important connections between their personal lives and their professional careers. In turn, their work extends beyond academia, making a collective contribution to the lives of individuals and even to society as a whole.

Their paths to sociology were very different, and they have each taught and researched different topics. Despite these differences, they share a way of looking at the world. Sociologists have a unique viewpoint called the “sociological perspective.” In fact, we hope that you will acquire your own version of the sociological perspective over the course of this term. Then you will share something in common with these and other sociology professors, including your own.

Schwartz, Rios, and Desmond also hold in common their commitment to sociological theories and concepts. This means that their ideas—and the questions they ask and answer—are guided by the established traditions of sociological thought.

They may build on those traditions or criticize them, but every sociologist engages in a theoretical dialogue that links centuries and generations. You will become part of this dialogue as you learn more about sociological theory.

Finally, Schwartz, Rios, Desmond, and others like them conduct their research using specific sociological methods. Whether quantitative or qualitative, these means of gathering and analyzing data are distinctive to sociology, and every sociologist develops research projects using the methods best suited to the questions she wants to answer.

Each sociologist’s personal journey affects his professional legacy, and knowing something about an author’s life helps students understand the author’s work. A person’s values, experiences, and family context all shape his interests and objectives—and this is as true of eminent sociologists as it will be for you.

In this first part, we will introduce you to the discipline of sociology and its theoretical traditions (Chapter 1) and to the work of sociology and its research methodologies (Chapter 2). This section is your opportunity to get to know sociology—its perspectives, theories, and research practices.

Perhaps someday your intellectual autobiography will be added to those of Schwartz, Rios, and Desmond—and your story will start by opening this book.



CHAPTER 1

Sociology and the Real World

The Gold & Silver Pawn Shop is a family-owned business located less than two miles off the Las Vegas strip. Open twenty-four hours a day, it attracts a wide variety of customers who come to buy and sell an even wider array of items, both common and rare. Richard “The Old Man” Harrison and his son Rick opened the business together in 1989. Through their doors comes everything from antique coins to a Samurai sword, a Super Bowl ring, or a never-before-seen photo of Jimi Hendrix. The challenge is figuring out whether something’s authentic or fake and then negotiating what price to pay. Sometimes experts are called to weigh in on the value of an item. But the real fun is watching the Harrisons haggle with customers—and each other—over good deals and bad.







Each week, two contestants, one man and one woman, total strangers and completely naked, are dropped deep into the wilderness with almost no supplies to see if they can survive together for twenty-one days. In journeys across six continents, in such places as the Australian outback, the jungles of Belize, and the savannah of Namibia, these pairs of contestants are tested both physically and mentally, forced to discover what they're truly made of. Will they "tap out" and ask to leave the competition early, or will they have the fortitude to prevail through whatever hardships their journey delivers? And perhaps most importantly, can these strangers forge a working partnership so essential to the act of survival, or will pride, fear, or some other human weakness undermine their success?

Three sisters, whose names all start with the letter *K*, alternately squabble and cooperate with each other and members of their large blended family, including a brother, mother, stepparent, half sisters, stepbrothers, and assorted significant others. Their privileged lives are on continual display, and they have become famous mainly for being famous. Their family dramas, rife with both glamorous and embarrassing moments, are chronicled in excruciating detail. With her music mogul husband on her arm, Kim attends galas, fashion shows, and awards ceremonies with fellow members of the glitterati. Meanwhile, sisters Khloe and Kourtney jet set around the globe, opening up boutiques in cities like New York and Miami. The sisters shop constantly and take countless selfies while millions of fans follow them on Instagram.

Is any of this real? Yes—kind of. It's "reality television," specifically History Channel's *Pawn Stars*, Discovery's *Naked and Afraid*, and E!'s *Keeping Up with the Kardashians*. And there's a lot more where those came from. In the fall 2017 lineup, there were literally hundreds of reality shows on the major networks and cable stations, with an unknown number of programs undoubtedly in the works. *Hell's Kitchen*, *The Voice*, *Million Dollar Listing*, *The Bachelor*, and *Teen Mom* were just a few of the more popular shows, as well as the show that started it all in 1992, MTV's *The Real World*, which filmed its thirty-third season in 2017.

Some of the shows claim to follow real people through their everyday lives or on the job, while others impose bizarre conditions on participants, subject them to stylized competitions and gross-out stunts, or make their dreams come true. Millions tune in every week to see real people eat bugs, get fired, suffer romantic rejection, reveal their poor parenting, get branded as fat or ugly, cry over their misfortunes, or get voted out of the house or off the island—mortifying themselves on camera for the possibility of success, money, or fame.

Why are we so interested in these people? Because people are interesting! Because we are people, too. No matter how different we are from the folks on reality TV, we are part of the same society, and for that reason we are curious about how they live. We compare their lives with ours, wonder how common or unusual they or we are, and marvel that we are all part of the same, real world. We, too, may want to win competitions, date an attractive guy or girl, find a high-profile job, feel pretty or handsome, be part of an exclusive group, or have a lovely home and family. We may even want to be on a reality show ourselves.

HOW TO READ THIS CHAPTER

You are embarking on a fascinating journey as you learn to see, think, and analyze yourself and the world around you from a sociological perspective. The tools presented here will help you build a foundation for new knowledge and insights into social life.

We will also share the story of the historical and intellectual development of the discipline of sociology. We want to show you how the ideas that shape sociology are linked and introduce you to the interesting men and women who came up with those ideas. Too often, theorists seem to be talking heads, icons of social analysis who experience neither life-altering calamities nor shifting professional fortunes. We want to overcome that perception. We believe that our individual experiences and historical contexts shape our thoughts and the professional worlds we choose to join. This is as true for Karl Marx as it is for Kerry Ferris, as true for Jane Addams as it is for Jill Stein—it's true for all of us; your own experiences and cultural and historical contexts will shape your ideas and work. In fact, someday, someone may write a chapter about you!

As authors and teachers, we encourage you to develop some basic study techniques that will assist you in your success as a new student to sociology (and perhaps beyond). You may want to highlight portions of the text or take notes while you read. Mark passages you don't understand, or keep a list of questions about any aspect of the chapter. Don't hesitate to discuss those questions with your instructor or fellow students; those dialogues can be one of the most gratifying parts of the learning process. Finally, we recommend that you attend class regularly—whether you're in a face-to-face classroom or online—as there is really no substitute for the shared experience of learning sociology with others.

We are excited to join you on this journey of discovery. Though you may know a lot about social life already, we hope to introduce you to even more—about yourself and the world around you—and to provide valuable tools for the future. We wouldn't want you to miss a thing. So here is where we start.

Practical vs. Scientific Knowledge

You already possess many of the skills of an astute analyst of social life, but you take your knowledge for granted because you gained it as an everyday actor. In this course, you will build a new identity: social analyst. These are two very different ways of experiencing the same social world.

The **everyday actor** approaches his social world with what is referred to as “reciped,” or practical, knowledge (Schutz 1962), which allows him to get along in his everyday life. However, practical knowledge is not necessarily as

coherent, clear, and consistent as it could be. For example, you are probably very skilled at using a smartphone. It brings you into daily contact with friends and family, puts you in touch with the pizza delivery guy, and allows you to register for classes and find out your grades at the end of the term. But you probably can't explain how it works in a technical way; you know only how it works for you in a practical, everyday way. This is the important feature of the everyday actor's knowledge: It is practical, not scientific.

To acquire knowledge about the social world that is systematic, comprehensive, coherent, clear, and consistent, you'll need

to take a different approach. The **social analyst** has to “place in question everything that seems unquestionable” to the everyday actor (Schutz 1962, p. 96). In other words, the social analyst takes the perspective of a stranger in the social world; she tries to verify what the everyday actor might just accept as truth. For instance, people tend to believe that women are more talkative than men. This might seem so evident, in fact, as not to be worth investigating. The social analyst, however, *would* investigate and deliver a more complex conclusion than you might think.

There are strengths and weaknesses in both approaches: The analyst sees with clarity what the actor glosses over, but the actor understands implicitly what the analyst labors to grasp. Once you've learned more about the theories and methods that come next, you'll be able to combine the virtues of both analyst and actor. The result will be a more profound and comprehensive understanding of the social world in which we all live.

What Is Sociology?

Even among those working in the field, there is some debate about defining **sociology**. A look at the term's Latin and Greek roots, *socius* and *logos*, suggests that sociology means the study of **society**, which is a good place to start. A slightly more elaborate definition might be the systematic or scientific study of human society and social behavior. This could include almost any level within the structure of society, from large-scale institutions and mass culture to small groups and relationships between individuals.

Another definition comes from Howard Becker (1986), who suggests that sociology can best be understood as the study of people “doing things together.” This version reminds us that neither society nor the individual exists in isolation

EVERYDAY ACTOR someone who approaches the world by using knowledge that is practical or taken for granted

SOCIAL ANALYST someone who approaches the world by using reasoning and questions to gain deeper insights

SOCIOLOGY the systematic or scientific study of human society and social behavior, from large-scale institutions and mass culture to small groups and individual interactions

SOCIETY a group of people who shape their lives in aggregated and patterned ways that distinguish their group from others
