# SOCIOLOGY THE ESSENTIALS

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MARGARET L. ANDERSEN
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# SOCIOLOGY THE ESSENTIALS

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## the essentials

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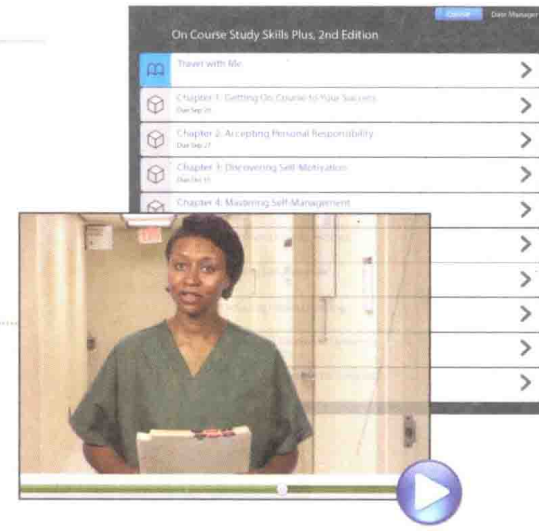


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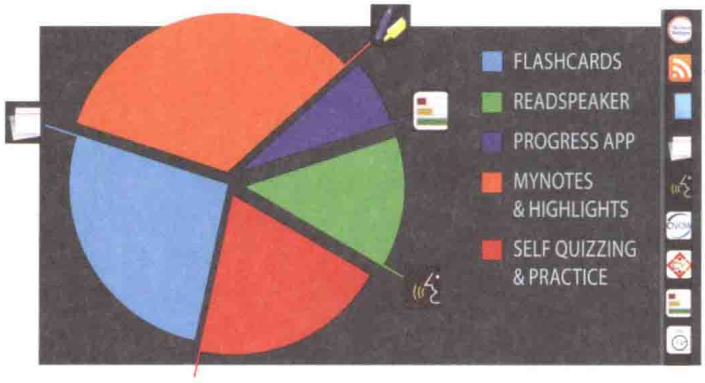


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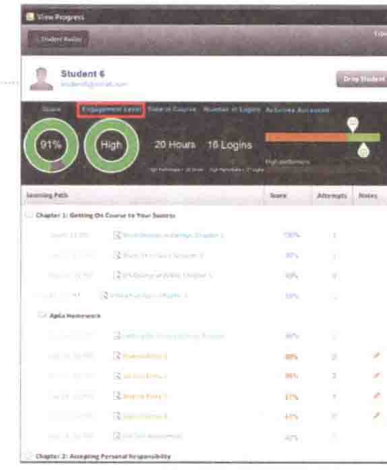


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# Preface

*Sociology: The Essentials* is a book that teaches students the basic concepts, theories, and insights of the sociological perspective. With each new edition come new challenges—challenges that stem from new generations of students with different learning styles; challenges that stem from the diversity among students who will study this book; and challenges that stem from the changes that are taking place in society. One of the most important changes taking place today is how students learn and how they are engaged with their course material, often in the form of online learning resources. With that in mind, *Sociology: The Essentials*, ninth edition, takes full advantage of this revolutionary change by having a fully electronic version of the book available, which allows for personalized, fully online digital learning—a platform of content, assignments, and learning resources that will engage students in an interactive mode, while also offering instructors the opportunity to make individualized configurations of course work. Some will want to continue using the printed version of the book, still enhanced with various pedagogical features. Those who want to enhance their curriculum through online resources will be able to utilize the new MindTap Sociology in the way that best suits their course.

However the book is used, we have updated it to reflect the latest social changes and developments in sociological scholarship. We are somewhat amazed, even as sociologists, to see how much change occurs, even in the relatively short period of time between editions. Our book adapts to new research that appears at an amazing pace, as well as addresses the significant changes that occur in society between editions.

In this edition, we have maintained the themes that have been the book's hallmark from the start: a focus on diversity in society, attention to society as both enduring and changing, the significance of social context in explaining human behavior, the increasing impact of globalization on all aspects of society, and a focus on critical thinking and an analysis of society fostered through sociological research and theory. We know that studying sociology opens new ways of looking at the world. As we teach our students, sociology is grounded in careful observation of social facts, as well as analyses of how society operates. For students and faculty alike, studying sociology can be exciting, interesting, and downright fun, even though it also deals with sobering social issues, such as the growing inequality that marks our time, as one example.

In this book, we try to capture the excitement of the sociological perspective, while introducing students to how sociologists do research and how they theoretically approach their subject matter. We know that most students in an introductory course will not become sociology majors, although we hope, of course, that our book and their teacher encourage them to do so. We want to give students, no matter their area of study, a way of thinking about the world that is not immediately apparent. We especially want students to understand how sociology differs from the individualistic and commonsense thinking that tends to predominate. This is showcased in the box feature in every chapter entitled, "What Would a Sociologist Say?" Here, we take a common topic and, with informal writing, briefly discuss how a sociological perspective would approach understanding on that particular issue. We think this feature helps students see the unique ways that sociologists view everyday topics—things as commonplace as the funeral of a superstar, finding a job, or sports in popular culture.

We want our book to be engaging and accessible to undergraduate readers, while also preserving the integrity of sociological research and theory. Our experience in teaching introductory students shows us that students can appreciate the revelations of sociological research and theory if they are presented in an engaging way that connects to their lives. We have kept this in mind throughout this revision and have focused on material that students can understand and apply to their own social worlds.

## Critical Thinking and Debunking

We use the theme of *debunking* in the manner first developed by Peter Berger (1963) to look behind the facades of everyday life, challenging the ready-made assumptions that permeate commonsense thinking. Debunking is a way for students to develop their critical thinking, and we use the debunking theme to help students understand how society is constructed and sustained. This theme is highlighted in the **Debunking Society's Myths** feature found throughout each chapter.

We want students to understand the rigor that is involved with sociological research, whether quantitative research or qualitative. The box feature **Doing Sociological Research** presents a diverse array of research studies, presented to students so they can

see the question being asked, the method of investigation, the research results, and the study's conclusions. This feature also includes critical thinking questions ("Questions to Consider") to help students think further about the implications of the research presented.

We also include a feature to help students see the relevance of sociology in their everyday lives. The box feature **See for Yourself** allows students to apply a sociological concept to observations from their own lives, thus helping them develop their critical abilities and understand the importance of the sociological perspective.

*Critical thinking* is a term widely used but often vaguely defined. We use it to describe the process by which students learn to apply sociological concepts to observable events in society. Throughout the book, we ask students to use sociological concepts to analyze and interpret the world they inhabit. This is reflected in the **Thinking Sociologically** feature that is also present in most chapters.

Because contemporary students are so strongly influenced by the media, we also encourage their critical thinking through the box feature called **A Sociological Eye on the Media.** These boxes examine sociological research that challenges some of the ideas and images portrayed in the media. This not only improves students' critical thinking skills but also shows them how research can debunk these ideas and images.

## A Focus on Diversity

When we first wrote this book, we did so because we wanted to integrate the then new scholarship on race, gender, and class into the core of the sociological field. We continue to see race, class, and gender—or, more broadly, the study of inequality—as one of the core insights of sociological research and theory. With that in mind, diversity, and the inequality that sometimes results, is a central theme throughout this book. A boxed theme, **Understanding Diversity**, highlights this feature, but you will find that analysis of inequality, especially by race, gender, and class, is woven throughout the book.

## Social Change

The sociological perspective helps students see society as characterized both by constant change and social stability. Throughout this book, we analyze how society changes and how events, both dramatic and subtle, influence change. We have added new material throughout the text that shows students how sociological research can help them understand that social changes are influencing their lives, even if students think of these changes as individual problems.

## Global Perspective

One of the main things we hope students learn in an introductory course is how broad-scale conditions influence their everyday lives. Understanding this idea is a cornerstone of the sociological perspective. We use a global perspective to examine how global changes are affecting all parts of life within the United States, as well as other parts of the world. This means more than including cross-cultural examples. It means, for example, examining phenomena such as migration and immigration or helping students understand that their own consumption habits are profoundly shaped by global interconnections. The availability of jobs, too, is another way students can learn about the impact of an international division of labor on work within the United States. Our global perspective is found in the research and examples cited throughout the book, as well as in various chapters that directly focus on the influence of globalization on particular topics, such as work, culture, and crime. The map feature **Viewing Society in Global Perspective** also brings a global perspective to the subject matter.

## New to the Ninth Edition

We have made various changes to the ninth edition to reflect new developments in sociological research and current social issues. These revisions should make the ninth edition easier for instructors to teach and even more accessible and interesting for students.

*Sociology: The Essentials* is organized into five major parts: "Introducing the Sociological Imagination" (Chapter 1); "Studying Society and Social Structure" (Chapters 2 through 7); "Social Inequalities" (Chapters 8 through 12); "Social Institutions" (Chapters 13 through 15); and "Social Change" (Chapter 16).

**Part I, "Introducing the Sociological Imagination,"** introduces students to the unique perspective of sociology, differentiating it from other ways of studying society, particularly the individualistic framework students tend to assume. Within this section, **Chapter 1, "The Sociological Perspective,"** introduces students to the sociological perspective. The theme of debunking is introduced, as is the sociological imagination, as developed by C. Wright Mills. This chapter briefly reviews the development of sociology as a discipline, with a focus on the classical frameworks of sociological theory, as well as contemporary theories, including an expanded discussion of feminist theory. There is a stronger discussion of how sociology differs from psychology. The ninth edition adds examples from current events to capture student interest, including new research on growing inequality, the high rate of suicide among veterans, the influence of social media, and new research on how friendship patterns influence the likelihood of pregnancy.

In **Part II, "Studying Society and Social Structure,"** students learn some of the core concepts of sociology. It begins with the study of culture in **Chapter 2, "Culture"** that includes much discussion of social media as a force shaping contemporary culture. This includes research on social media usage both by young and older people. There is new material on the vast growth of digital viewing, but also new work on body images and some of the popular titles that influence young people. Some of the material on ethnocentrism, cultural relativism, and culture shock was reorganized to integrate it better with other chapter material. **Chapter 3, "Doing Sociological Research,"** contains a discussion of the research process and the tools of sociological research—the survey, participant observation, controlled experiments, content analysis, historical research, and evaluation research. The chapter was somewhat reorganized to give better attention to the different types and tools of sociological research. As in the previous edition, we place the chapter on research methods after the chapter on culture as a way of capturing student interest early. **Chapter 4, "Socialization and the Life Course,"** contains material on socialization theory and research, including agents of socialization such as the media, family, and peers. There is new material on military identities, especially in transition to civilian life. More material on child-rearing practices is included, as well as more discussion of the socialization of college students.

**Chapter 5, "Social Structure and Social Interaction,"** emphasizes how changes in the macrostructure of society influence the micro level of social interaction. We do this by focusing on technological changes that are now part of students' everyday lives and making the connection between changes at the societal level in the everyday realities of people's lives. New material on social media usage is included, including how people create identities online and use social media websites to interact with others. The discussion of social interaction includes contemporary examples of romantic relationships, police interviews, and group interactions, such as Comic-Con.

In **Chapter 6, "Groups and Organizations,"** we study social groups and bureaucratic organizations, using sociology to understand the complex processes of group influence, organizational dynamics, and the bureaucratization of society. The chapter includes a discussion of organizational culture, McDonaldization, and the significance of social networks.

**Chapter 7, "Deviance and Crime,"** includes the study of sociological theories and research on deviance and crime. The core material is illustrated with contemporary events, such as police shootings of young, Black men, as well as school rampages. There is new material on gender-based violence, identity theft, human trafficking, and terrorism. The chapter also maintains a focus on race, class, and gender inequality in the criminal justice system, including mass incarceration of Black Americans and Hispanics.

In **Part III, "Social Inequalities,"** each chapter explores a particular dimension of stratification in society. Beginning with the significance of class, **Chapter 8, "Social Class and Social Stratification,"** provides an overview of basic concepts central to the study of class and social stratification. The chapter has a substantial emphasis on growing inequality. New research on extreme poverty and on the connection between poverty and immigration is included. There is updated data throughout and new data on the likelihood of social mobility in the United States compared to other nations.

**Chapter 9, "Global Stratification,"** follows with a particular emphasis on understanding the significance of global stratification, the inequality that has developed among, as well as within, various nations. There is new material on world poverty and the Ebola outbreak, as well as new examples to show students how the clothing they wear is linked to global stratification. Data and examples are updated throughout. **Chapter 10, "Race and Ethnicity,"** is a comprehensive review of the significance of race and ethnicity in society. We have added new material on colorblind racism and the significance of implicit bias, as well as updating examples in this important and growing field of sociological research.

**Chapter 11, "Gender,"** focuses on gender as a central concept in sociology closely linked to systems of stratification in society. This edition was reorganized to better present material on nature–nurture and biological sex differences. There is a more thorough and new discussion of research on transgender people, as well as new work on Black and Latino men's gender identities. More material is included on Title IX and the national concern with sexual assault on college campuses. There is new material on immigrant women, as well. **Chapter 12, "Sexuality,"** treats sexuality as a social construction and a dimension of social stratification and inequality. We have emphasized the influence of feminist theory on the study of sexuality. The chapter also includes new research on pornography and violence against women, as well as the link between rape myths and the sexual double standard. There is new data throughout on topics such as abortion rates, teen pregnancy, and contraception usage.

**Part IV, "Social Institutions,"** includes three chapters, each focusing on basic institutions within society. **Chapter 13, "Families and Religion,"** maintains its inclusion of important topics in the study of families, such as interracial dating, same-sex marriage, fatherhood, gender roles within families, and family violence. We have added new material on women's employment and divorce rates, gender and housework sharing, as well as the impact of economic stress on families. **Chapter 14, "Education and Health Care,"** has been substantially reorganized to emphasize inequality. There is updated information on school segregation, including the impact of choice and charter schools on

segregation. In the section on health, details about the Affordable Care Act have been included, including the increased usage. Data on both education and health care is updated throughout. **Chapter 15, "Economy and Politics,"** analyzes the state, power, authority, and bureaucratic government. It also contains a detailed discussion of theories of power in addition to coverage of the economy seen globally and characteristics of the labor force. The new edition includes more information on Native American unemployment, as well as new research on LGBT experiences in the workplace. The section on politics was substantially revised to show the influence of super-PACs and the Citizens United court case on political elections, as well as more emphasis on the influence of power elites in politics.

**Part V, "Social Change,"** includes **Chapter 16, "Environment, Population, and Social Change."** This chapter has been substantially revised for this edition so that a sociological analysis of environmental issues frames the chapters. The chapter focuses on sustainability and climate change. There is an updated discussion of population growth as well as recent examples from disasters such as Hurricane Sandy. The social movements section includes an illustration from the "Black Lives Matter" movement that followed the police shootings in Ferguson, Missouri, and other places.

# Features and Pedagogical Aids

The special features of this book flow from its major themes: diversity, current theory and research, debunking and critical thinking, social change, and a global perspective. The features are also designed to help students develop critical thinking skills so that they can apply abstract concepts to observed experiences in their everyday life and learn how to interpret different theoretical paradigms and approaches to sociological research questions.

## Critical Thinking Features

The feature **Thinking Sociologically** takes concepts from each chapter and asks students to think about these concepts in relationship to something they can easily observe in an exercise or class discussion. The feature **Debunking Society's Myths** takes certain common assumptions and shows students how the sociological perspective would inform such assumptions and beliefs.

## See for Yourself

The feature **See for Yourself** provides students with the chance to apply sociological concepts and ideas to their own observations. This feature can also be used as the basis for writing exercises, helping students improve both their analytic skills and their writing skills.

## An Extensive and Content-Rich Map Feature

We use the map feature that appears throughout the book to help students visualize some of the ideas presented, as well as to learn more about regional and international diversity. One map theme is **Mapping America's Diversity** and the other is **Viewing Society in Global Perspective.** These maps have multiple uses for instructional value, beyond instructing students about world and national geography. The maps have been designed primarily to show the differentiation by county, state, and/or country on key social facts.

## High-Interest Theme Boxes

We use high-interest themes for the box features that embellish our focus on diversity and sociological research throughout the text. **Understanding Diversity** boxes further explore the approach to diversity taken throughout the book. In most cases, these box features provide personal narratives or other information designed to teach students about the experiences of different groups in society.

Because many are written as first-person narratives, they can invoke students' empathy toward groups other than those to which they belong—something we think is critical to teaching about diversity. We hope to show students the connections between race, class, and other social groups that they otherwise find difficult to grasp.

The box feature **Doing Sociological Research** is intended to show students the diversity of research questions that form the basis of sociological knowledge and, equally important, how the questions researchers ask influence the methods used to investigate the questions.

We see this as an important part of sociological research—that how one investigates a question is determined as much by the nature of the question as by allegiance to a particular research method. Some questions require a more qualitative approach; others, a more quantitative approach. In developing these box features, we ask: What is the central question sociologists are asking? How did they explore this question using sociological research methods? What did they find? What are the implications of this research? We deliberately selected questions that show the full and diverse range of sociological theories and research methods, as well as the diversity of sociologists. Each box feature ends with **Questions to Consider** to encourage students to think further about the implications and applications of the research.

**What Would a Sociologist Say?** boxes take a topic of interest and examine how a sociologist would likely interpret this subject. The topics are selected to capture student interest, such as a discussion of veteran suicides, hip-hop culture, and sex and popular culture. We think this box brings a sociological perspective to commonplace events.

The feature **A Sociological Eye on the Media,** found in several chapters, examines some aspect of how the media influence public understanding of some of the subjects in this book. We think this is important because sociological research often debunks taken-for-granted points of view presented in the media, and we want students to be able to look at the media with a more critical eye. Because of the enormous influence of the media, we think this is increasingly important in educating students about sociology. In addition to the features just described, we offer an entire set of learning aids within each chapter that promotes student mastery of the sociological concepts.

## In-Text Learning Aids

**Learning Objectives.** We have added learning objectives to this edition, which appear near the beginning of every chapter. Matched to the major chapter headings, these objectives identify what we expect students to learn from the chapter. Faculty may choose to use these learning objectives to assess how well students comprehend the material. We tried to develop the learning objectives based on different levels of understanding and analysis, recognizing the various paths that students take in how they learn material.

**Chapter Outlines.** A concise chapter outline at the beginning of each chapter provides students with an overview of the major topics to be covered.

**Key Terms.** Key terms and major concepts appear in bold when first introduced in the chapter. A list of the key terms is found at the end of the chapter, which makes study more effective. Definitions for the key terms are found in the glossary.

**Theory Tables.** Each chapter includes a table that summarizes different theoretical perspectives by comparing and contrasting how these theories illuminate different aspects of different subjects.

**Chapter Summary in Question-and-Answer Format.** Questions and answers highlight the major points in each chapter and provide a quick review of major concepts and themes covered in the chapter.

A **Glossary** and complete **References** for the whole text are found at the back of the book.

## MindTap Sociology: The Personal Learning Experience

MindTap Sociology for *Sociology: The Essentials,* ninth edition, powered by Knewton from Cengage Learning represents a new approach to a highly personalized, online learning platform. A fully online learning solution, MindTap Sociology combines all of a student's learning tools—readings, multimedia, activities, and assessments—into a singular learning path that guides students through an introduction to sociology course. Instructors personalize the experience by customizing the presentation of these learning tools for their students, even seamlessly introducing their own content into the learning path via "apps" that integrate into the MindTap platform. Learn more at **www.cengage.com/mindtap**.

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- Automatically grade all homework and quizzes.
- MindTap Sociology for *Sociology: The Essentials,* ninth edition, features Aplia assignments, which help students learn to use their sociological imagination through compelling content and thought-provoking questions. Students complete interactive activities that encourage them to think critically in order to practice and apply course concepts. These valuable critical thinking skills help students become thoughtful and engaged members of society.

# Instructor Resources

*Sociology: The Essentials,* ninth edition, is accompanied by a wide array of supplements prepared to create the best learning environment inside as well as outside the classroom for both instructors and students. All the continuing supplements for *Sociology: The Essentials,* ninth edition, have been thoroughly revised and updated. We invite you to take full advantage of the teaching and learning tools available to you.



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**Instructor's Resource Manual.** This supplement offers instructors brief chapter outlines, student learning objectives, American Sociological Association recommendations, key terms and people, detailed chapter lecture outlines, lecture/discussion suggestions, student activities, chapter worksheets, video suggestions, video activities, and Internet exercises. The ninth edition also includes a syllabus to help instructors easily organize learning tools and create lesson plans.

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