

JOAN FERRANTE

SOCIOLOGY

A GLOBAL PERSPECTIVE SIXTH EDITION



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SOCIOLOGY

A GLOBAL PERSPECTIVE



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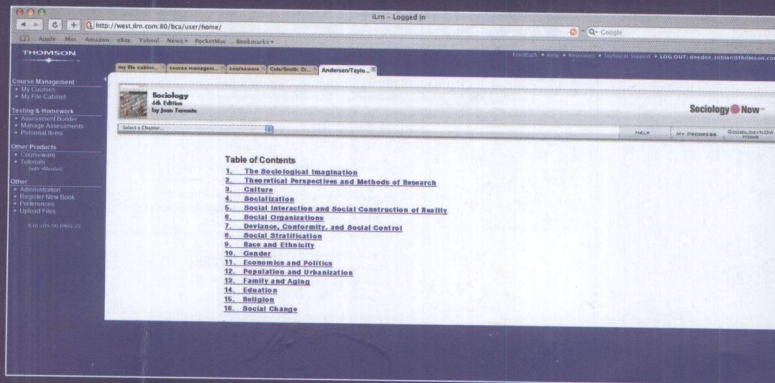
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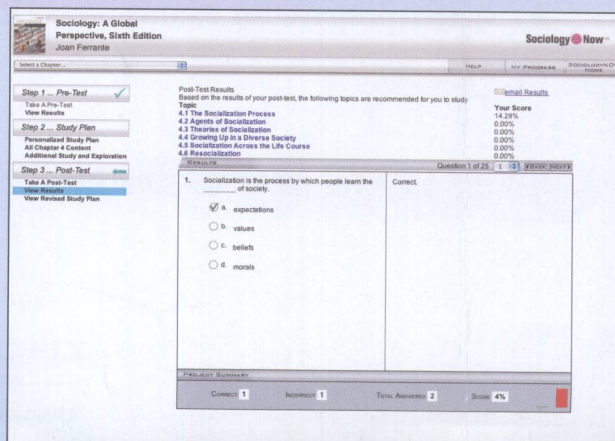
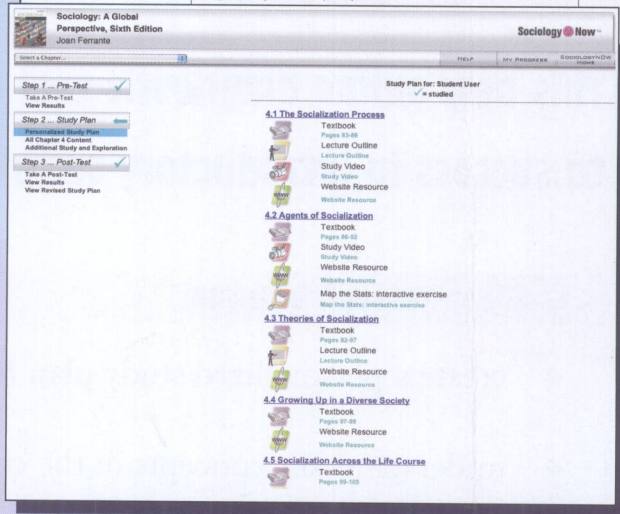
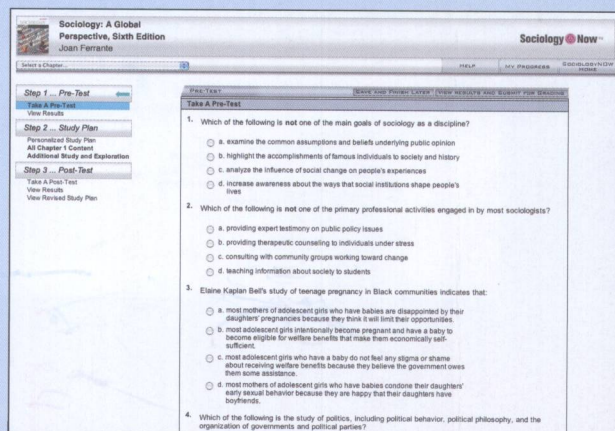
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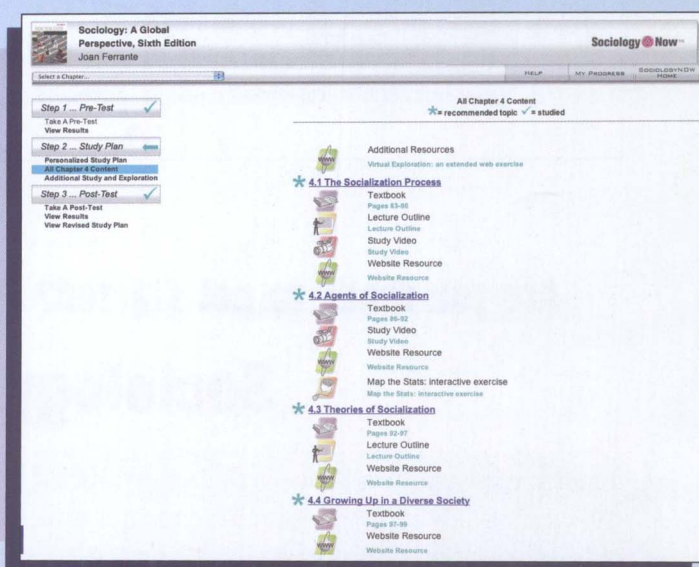


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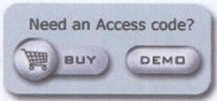
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To my mother, Annalee Taylor Ferrante

and in memory of my father, Phillip S. Ferrante
(March 1, 1926–July 8, 1984)



Preface

For the first time in my textbook writing career, I am addressing a globally conscious readership. In previous editions of this book, I faced the challenges of convincing readers that a global perspective was important and that the United States was affected by events outside its borders. But then the events of September 11, 2001, forced Americans to look outward and to focus on the United States' role in the world. No longer did I have to sell readers on the importance of the global perspective.

The sixth edition of *Sociology: A Global Perspective* focuses on showing how sociological theories and concepts are powerful tools for thinking about and contextualizing what is going on in the world as well as in the United States. Conversations with students exhausted from trying to make sense of all they see, hear, and read reinforce the need for such a tool. When my students free-associate about the United States and its role in the world, they throw out descriptors that contradict each other: arrogant versus humanitarian, imperialistic versus idealistic, occupiers versus liberators, unilateralist versus multilateralist, self-sufficient versus dependent. When such contradictions come to mind simultaneously, they leave some students too paralyzed to offer an opinion or take action. Yet, the existence of such contradictions does not take away the obligation we have, as residents of the most powerful country in the world, to learn about and respond to the critical issues affecting lives both in the United States and in the global community. For those willing to assume this obligation, the sociological perspective offers one tool for sorting through these complex issues.

For this sixth edition (as with all editions), I sharpened some features, clarified others, and trimmed dated boxed materials. I reviewed each line of the text

with an eye toward improving clarity, replacing outdated examples, and strengthening the way in which the discipline of sociology is introduced. Many core features and assumptions have remained constant, however.

First, each chapter incorporates an example illustrating global interdependence or some important and long-standing interconnections between the United States and one or more countries. Five chapters emphasize global interdependence. Chapter 1 (The Sociological Imagination) and Chapter 16 (Social Change) focus on the meaning of global interdependence. Chapter 6 (Social Organizations) emphasizes McDonald's and its global reach into 119 countries. Chapter 8 (Social Stratification) compares the world's poorest and richest peoples. Chapter 9 (Race and Ethnic Classification) delves into the global story behind the peopling of the United States. Eleven chapters emphasize one or more of the following countries: Mexico; South and North Korea; Israel, the West Bank, and Gaza; the Democratic Republic of the Congo; the People's Republic of China; American Samoa; India; Japan; Iraq; Afghanistan; and the European Union.

Each chapter retains its "Why Focus on" opening as a way of showing how the chosen emphasis offers a good vehicle for integrating the concepts and theories covered in that chapter. The chapters do not cover the country of emphasis per se, but rather hone in on a critical situation in that country. For example, Chapter 4 (Socialization) examines the century-long conflict between Palestinians and Israelis and asks how this conflict has been passed on from one generation to the next.

Second, this textbook is, first and foremost, an introduction to the discipline of sociology. The book presents the same concepts and theories covered in sociology texts

labeled as mainstream, just not in an encyclopaedia-like way. Instead, it weaves core concepts and sociological theories together to address key issues important to the United States and the world. For example, Chapter 6 (Social Organizations) uses the concepts and theories to analyze McDonald's, a U.S.-based global corporation with operations in 119 countries, to show how this well-known organization coordinates the activities of more than 1 million employees in its offices and franchises across the globe to serve an estimated 38 million customers per day. McDonald's achieves its success by coordinating not only its employees' actions, but also the activities of millions of people employed by its meat, potato, produce, bread, and condiment suppliers. In addition, Chapter 6 uses the concepts and theories of sociology to explore the fast-food industry's effect on American society and the countries that McDonald's serves.

As in past editions, key terms and concepts are boxed and highlighted on the pages where they are first introduced. This approach reinforces my goal of showcasing sociology as a discipline offering a powerful vocabulary for thinking about virtually any event or situation.

Third, each chapter opens with a "Facts to Consider" section. It alerts readers to important and long-standing connections between the United States and the country of emphasis or, when the emphasis is not a country, highlights important global trends. Examples of facts listed in Chapter 16 (Social Change) follow:

- In 2002, the number of international arrivals reached 703 million, up from an estimated 50,000 arrivals in 1950. International arrivals are expected to increase to 1.6 billion by 2020.
- The Internet began in the late 1960s by linking four universities. Today the Internet is so large that it is not possible to determine its exact size or the number of people who use it.
- In planning and carrying out the September 11, 2001, attacks, the hijackers used Internet technologies and jet airliners to move information, people, and money to strategic locations around the world.

In this case, the facts set the stage for a discussion of a specific kind of social change as it relates to national security and international relations. That trend is globalization, the ever-increasing flows of goods, services, money, people, information, and culture across national borders.

Fourth, I have retained the "Global Implications" and "Student Voices" boxed essays in each chapter. The "Global Implications" boxes remind students that the

issues discussed in a particular chapter go beyond the country emphasized. In Chapter 3, for example, the U.S. military presence extends beyond South Korea to at least 140 countries. The "Student Voices" boxes highlight the voices of students in my sociology classes, who routinely respond in writing to the concepts and examples I present. Many times their responses open my eyes to applications I would never have considered on my own.

New to This Edition

From a purely quantitative point of view, the sixth edition adds over 400 new references (replacing many outdated ones); updates or adds 128 boxed essays, maps, tables, or figures; and incorporates 86 new photos. From a qualitative point of view, I made just as many changes. Every chapter now includes a "Focus on Social Entrepreneurs" boxed essay. Why add this feature? Because sociology is a discipline that critiques existing social arrangements and social structures. Sometimes this critical approach leaves students apathetic as they come away from the Introduction to Sociology course. "Everything in the world is a mess," they think, and "nothing can be changed." Students may take away a conceptual framework for articulating what is wrong with existing social arrangements and structures, but not a framework for thinking about how to "fix" those problems. The new essays focus on leaders who "recognize when a part of society is stuck and provide new ways to get it unstuck." Social entrepreneurs identify what is not working and then work to solve the "problem by changing the system, spreading the solution, and persuading entire societies to take new leaps. Social entrepreneurs are not content just to give a fish or teach how to fish. They will not rest until they have revolutionized the fishing industry" (Ashoka 2004).

As an example, the "Focus on Social Entrepreneurs" box in Chapter 10 (Gender) highlights the Grameen Bank, a highly acclaimed micro-lending program that serves some of the world's poorest peoples. About 90 percent of its loans go to women. These micro loans allow women to start small businesses, which then support the women and their families. The "Focus on Social Entrepreneurs" box in Chapter 16 (Social Change) points out the thousands of organizations dedicated to protecting, restoring, and nurturing the environment; enhancing ordinary people's access to basic resources; easing tensions and preventing violent conflicts; and promoting democracy. It refers readers to the OneWorld.net Web site,

which lists more than 1,600 organizations dedicated to change.

A chapter-by-chapter breakdown of other *major changes* follows. Keep in mind that this list highlights only the most obvious changes made to each chapter. The book includes hundreds of smaller changes as well.

Chapter 1: The Sociological Imagination

Chapter 1 has been revised with an eye toward making the introduction more interesting to readers encountering the discipline of sociology for the first time. I have tried to make the first chapter the most compelling of the 16 in this book. The first half of this chapter introduces readers to the work of three classic sociologists: Peter Berger (sociology as a form of consciousness), Emile Durkheim (social facts), and C. Wright Mills (the sociological imagination). For the most part, these three sociologists write at a conceptual level beyond the comprehension of most newcomers to the field. Nevertheless, Chapter 1 includes quotes from their writings that best describe what sociologists do and what the sociological perspective is. In addition, the chapter offers nine photographs as a visual preview of the kinds of topics that sociologists address. Upon studying the images and the captions, students should begin to see that sociology forces us to ask questions that take us beyond what we think we see. One of the nine images portrays a woman who appears white and her two biological daughters who appear black. Observers might explain that the mother and her daughters have different racial classifications because of the father's race. Sociologists are not satisfied with such an interpretation, however. Instead they are compelled to ask probing questions: How is it possible that a parent and his or her biological offspring can be classified as different races? What are the larger consequences of classifying family members into different racial categories on the basis of hair texture and skin color? Is there any connection between this system of racial classification, which has been in place for hundreds of years, and the racial tensions currently found in American society?

Chapter 2: Theoretical Perspectives and Methods of Social Research

Chapter 2 has always emphasized Mexico—more specifically, the transfer of jobs from the United States to Mexico, where labor costs are low. In this

edition, new attention is paid to India, China, and other even lower-wage locations around the world. In the past few years, Mexico has lost about 500,000 manufacturing jobs, and several hundred foreign-owned factories have moved operations outside of Mexico to such locations.

Chapter 3: Culture

Chapter 3's emphasis on South Korea has been expanded to include North Korea. It incorporates many examples featuring North Korea, especially its government's efforts to prevent cultural diffusion by removing labels from goods that enter the country and allowing North Koreans to listen to only one approved radio station. Other examples of cultural diffusion focus on the estimated 85,000 Jehovah's Witnesses now proselytizing in South Korea. I also discuss male circumcision as practiced in South Korea. In contrast to Americans, who routinely circumcise males shortly after birth, South Koreans, who "borrowed" this practice from Americans after the Korean War, circumcise male children during their middle-school years.

Chapter 4: Socialization

Chapter 4 keeps its focus on Israel, the West Bank, and Gaza. As in past editions, special attention is paid to the century-long conflict between Palestinians and Israelis. A new section addresses the individual's relationship to the group as it relates to suicide, with reference to Palestinian suicide bombers/martyrs. I have also updated the history of the conflict to include the new wall separating Israeli from Palestinian populations, which the Israeli government is building in the name of national security.

Chapter 5: Social Interaction and the Social Construction of Reality

Chapter 5 continues to use events in the Democratic Republic of the Congo as a vehicle for addressing the topic of social interaction and social construction of reality. However, its focus has been sharpened to draw attention to the millions of interactions accompanying the spread of AIDS across the globe. It seems that a blood sample stored in a Congo blood bank in 1959 represents the earliest confirmed case of HIV infection. This single sample forces us to consider how one case of HIV infection grew to 40 million cases worldwide. Of course, the answer must address the process by which millions of social interactions occurred between

HIV-infected and noninfected persons. Social construction of reality is also an important organizing concept for understanding this global process, if only because people focus on some groups more than others when deciding who constitutes the infected and at-risk population. Moreover, explanations of why some groups are infected or at-risk are often uninformed by historical context and scientific fact.

Chapter 6: Social Organizations

The McDonald's Corporation remains the emphasis of Chapter 6. While this chapter's structure has not undergone major revisions, I have updated and changed many examples. For instance, I now use the bottled water industry to discuss how some multinational corporations exacerbate social inequality. This industry (with the help of McDonald's and other companies that sell this item) sold 38 billion gallons of bottled water in 2003 alone. The bottled water industry sells a life-supporting and increasingly scarce resource to the most affluent segments of society, neglecting the 1 billion people in the world who lack access to clean water and who cannot afford the product.

Chapter 7: Deviance, Conformity, and Social Control

In Chapter 7, the country of emphasis remains the People's Republic of China. A new section on social control emphasizes surveillance and censorship as methods of social control and relates these methods not just to China, but also to the United States and its efforts to fight the global war on terrorism.

Chapter 8: Social Stratification

Instead of emphasizing South Africa, Chapter 8 now focuses on the "world's richest and poorest peoples." Essentially, it contrasts the situation of the world's richest 7.7 million people with that of the world's poorest 1.2 billion people. It is an amazing contrast. Of course, the richest 7.7 million constitute only one-tenth of 1 percent of the world's population, while the poorest represent 18 percent. I also make a point of examining the situations of the richest and poorest people within specific countries, including the United States.

Chapter 9: Race and Ethnic Classification

Chapter 9 continues to emphasize the global story behind the peopling of the United States in the con-

text of the American system of racial and ethnic classification. The sixth edition adds several sections on the Arab and Middle Eastern peoples who live in the United States as citizens, permanent residents, and visitors. According to the U.S. system of classification, Arab and Middle Eastern peoples are white. We question the logic of this designation and ask whether, in light of September 11 and other events that have placed Arab and Middle Eastern people in the spotlight, whether people in this category can possibly "feel" or live as "white." For the first time in history, the U.S. Bureau of the Census has published a special report on an "ethnic group" (that is, Arabs in America) that the federal government has not designated as a minority. Critics speculate that national security concerns lie behind this historic report.

Chapter 10: Gender

As in the fifth edition, Chapter 10 emphasizes American Samoa, but it includes several new sections. One section relates to the commercialization of gender ideals (with particular emphasis on men as new markets for products once reserved for women). Another section focuses on how American Samoan males are socialized to want to become football players. Each year about 20 percent of American Samoan male high school graduates go on to play college football at some level in the United States. An interesting contrast to the popularity of football among American Samoan males is another group of males, known as *fā-afafines*, who dress as females and assume female roles. In the United States, they might be called "transvestites," but that word actually misses the mark.

Chapter 11: Economics and Politics

In the fifth edition, the economics and politics chapter emphasized Vietnam, Brazil, and the United States. In this edition, Iraq is the country of emphasis because the United States, under the leadership of President George W. Bush, has made it clear to the world that it intends to change the political system in Iraq from a dictatorship to a democracy. In addition to establishing a democracy in the heart of the Middle East, the United States is working to change Iraq's economic system from a centrally planned (socialist) to a free market (capitalist) system. It is no secret that many people in the United States and around the world see U.S. motives for being in Iraq as suspect. The roots of this suspicion can be found in the fact that oil is the engine of the U.S. economy and, for that matter, the world economy. Iraq is situated in a

region of the world holding two-thirds of the world's known oil reserves. Half of the world's supply of oil comes from the Middle East. After Saudi Arabia, Iraq holds the second largest amount of oil reserves. The United States represents 5 percent of the world's population, yet it consumes 25 percent of the world's annual oil production. Sixty percent of its oil needs come from outside the United States.

Chapter 12: Family and Aging

Japan remains the country of emphasis in Chapter 12. This revised chapter incorporates a very interesting essay written by a Japanese female student who attended college in the United States for three years. She compares opportunities for women (with children) in Japan and the United States. She is worried about returning home because she perceives her opportunities as becoming narrower. In her essay, she explains how her fate is connected to the caregiving roles she must assume upon her return to her homeland.

Chapter 13: Population and Urbanization

India remains the country of emphasis in Chapter 13. In addition to updating charts and tables, the sixth edition continues to use India and its population of more than 1 billion—the second largest population in the world, after the People's Republic of China—to address population issues. Its population characteristics stand in stark contrast to those of the United States, the third largest country in the world with 284.3 million people.

Chapter 14: Education

Chapter 14 now emphasizes the European Union. I focus on the EU because it is investing heavily in education and research to boost its international competitiveness and to ensure that Europeans have the necessary skills for the twenty-first century. Comparing the U.S. system against the educational systems of the EU's 25 member nations gives an international perspective to the condition of education in the United States. The chapter assesses EU and U.S. systems on a number of attributes, including teachers' salaries, reading scores, scientific literacy, per capita spending on education, and access to educational opportunities. In this chapter readers learn, among other things, that less than 10 percent of American high school students are enrolled in vocational programs; depending on the EU country, between 35 and

81 percent of European students are enrolled in such programs. This discrepancy takes on added significance when we consider that 80 percent of U.S. students expect to occupy a high-status, white-collar job by the time they are 30 years old. Of course, not enough high-status positions exist for everyone to realize their expectations. For the most part, 15-year-olds in the EU have more realistic expectations about what the future holds in store for them. One wonders whether the U.S. system is structured to promote unrealistic expectations and whether it fails to prepare some students for their inevitable failure.

Chapter 15: Religion

Chapter 15 (Religion) includes several new sections. The focus country is still Afghanistan (the starting place for the U.S.-led global war on terror). The section on civil religion has been expanded to include the political uses of religion to justify the wars in Afghanistan and Iraq and to shape American identity in times of crisis. Chapter 15 also includes a section distinguishing between the religious and political meanings of the term *jihad*. Finally, a new section describes the broader social context at the time the phrase "under God" was added to the Pledge of Allegiance. Of course, then the social context was the Cold War and the enemy was a "godless" nation—the Soviet Union. At that time, supporters of adding the phrase argued that "under God" referred to all supreme beings. This fact is interesting given that the United States "teamed up" with radical Muslims from all over the world to defeat the Soviet Union in Afghanistan. Today, few people would agree that "under God" would include "under Allah" as well.

Chapter 16: Social Change

The emphasis of Chapter 16 is global interdependence, with particular focus on the cross-border flows of goods, people, money, information, and culture. In addition to providing updated facts, figures, and examples, this chapter emphasizes that global interdependence is not a new phenomenon, but rather an ongoing process of social change that is at least 500 years old. Of course, the amount of cross-border movement has increased so dramatically that we find ourselves asking some thorny questions: Is it possible to screen the 1.34 billion or more passengers who travel by air each year? To check the 5 billion packages that UPS handles, let alone the billions of packages and letters that other delivery services transport each year? To monitor the estimated 9.8 billion e-mails

sent each day? To monitor the 200 million search queries that people from 180 countries make each day just through Google? To monitor the 7.2 million shipping containers that enter the United States each year?

I Ancillary Materials

Sociology: A Global Perspective, sixth 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 the instructor and the student. All of the continuing ancillary materials for *Sociology: A Global Perspective*, fifth edition, have been thoroughly revised and updated, and several are new to this edition. I invite you to take full advantage of the teaching and learning tools available to you.

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Multimedia Manager Instructor Resource CD: A 2005 Microsoft® Powerpoint® Link Tool. With this one-stop digital library and presentation tool, instructors can assemble, edit, and present custom lectures with ease. The Multimedia Manager contains figures, tables, graphs, and maps from this text, pre-assembled Microsoft Powerpoint lecture slides, video clips from CNN and DALLAS TeleLearning, Show-Case presentational software, tips for teaching, the instructor's manual, and more.

Introduction to Sociology 2006 Transparency Masters. A set of black and white transparency masters consisting of tables and figures from Wadsworth's introductory sociology texts is available to help prepare lecture presentations. Free to qualified adopters.

Videos. Adopters of *Sociology: A Global Perspective* have several different video options available with their text. Please consult with your Thomson Wadsworth sales representative to determine if you are a qualified adopter for a particular video.

Wadsworth's Lecture Launchers for Introductory Sociology. An exclusive offering jointly created by Thomson Wadsworth and Dallas Telelearning, this video contains a collection of video highlights taken from the *Exploring Society: An Introduction to Sociology Telecourse* (formerly *The Sociological Imagination*). Each 3- to 6-minute-long video segment has been specially chosen to enhance and enliven class lectures and discussions of 20 key topics covered in the introduction to sociology course. Accompanying the video is a brief written description of each clip, along with suggested discussion questions to help effectively incorporate the material into the classroom. Available on VHS or DVD.

Sociology: Core Concepts Video. Another exclusive offering jointly created by Thomson Wadsworth and Dallas TeleLearning, this video contains a collection of video highlights taken from *Exploring Society: An Introduction to Sociology Telecourse* (formerly *The Sociological Imagination*). Each 15- to 20-minute video segment will enhance student learning of the essential concepts in the introductory course and can be used to initiate class lectures, discussion, and review. The video covers topics such as the sociological imagination, stratification, race and ethnic relations, social change, and more. Available on VHS or DVD.

CNN® Today: Sociology Videos, Volumes V–VII. Integrate the up-to-the-minute programming power of CNN and its affiliate networks right into your classroom! Updated yearly, *CNN Today* videos are course specific and can help you launch a lecture, spark a discussion, or demonstrate an application—using the top-notch business, science, consumer, and political reporting of the CNN networks. Produced by Turner Learning, Inc., these 45-minute videos show your students how the sociological principles they learn in the classroom apply to the stories they see on television.

Wadsworth Sociology Video Library. Bring sociological concepts to life with videos from Wadsworth's Sociology Video Library, which includes thought-provoking offerings from Films for Humanities, as well as other excellent education video sources. This

extensive collection illustrates important sociological concepts covered in many sociology courses.

Supplements for the Student

SociologyNow™. This online tool provides students with a customized study plan based on a diagnostic “pretest” that they take after reading each chapter. The study plan provides interactive exercises, videos, and other resources to help students master the material. After the study plan has been reviewed, students can then take a “posttest” to monitor their progress in mastering the chapter concepts. Instructors may bundle this product for their students with each new copy of the text for free!

Study Guide. This student learning tool includes for each chapter 15–25 study questions, 5 concept application scenarios, applied research activities, practice tests containing 20–25 multiple-choice and 5–10 true/false questions, suggested film and Internet resources related to chapter concepts, and statistical profiles that provide additional background information on the focus country for each chapter.

Practice Tests. The Practice Tests allow students to do additional self-tests and consist of 25–30 multiple-choice questions and 10–15 true/false questions for each chapter, all with answers, page references, and answer explanations. Also included are 3–5 fill-in-the-blank questions for each chapter, with answers and page references.

Wadsworth's Sociology Online Resources and Writing Companion, First Edition. This valuable guide shows students how they can use Wadsworth's exclusive online resources—*InfoTrac College Edition with InfoMarks*, the Opposing Viewpoints Resource Center (OVRC), and MicroCase Online—to assist them in their study of sociology and in building essential research and writing skills.

Current Perspectives: Readings from InfoTrac® College Edition: Introductory Sociology Research Updates. This reader has been carefully designed to include recent InfoTrac College Edition articles on each aspect of the core Introduction to Sociology curriculum. The articles have been chosen from periodicals across sociology, and other related disciplines, to provide a wide range of discussion materials. The articles will help students begin to understand how sociologists write, think, and research. This reader is

available at no additional cost when bundled with any of Thomson Wadsworth's Sociology textbooks.

Internet-Based Supplements

InfoTrac® College Edition with InfoMarks™. Available as a free option with newly purchased texts, InfoTrac College Edition gives instructors and students four months of free access to an extensive online database of more than 18 million reliable, full-length articles from 5,000 academic journals and periodicals (including *The New York Times*, *Science*, *Forbes*, and *USA Today*). InfoTrac College Edition also includes access to InfoMarks™—stable URLs that you can link to articles, journals, and searches. In addition, students have instant access to InfoWrite, featuring guides to writing research papers, grammar, “critical thinking” guidelines, and much more.

Web Tutor Advantage™ on WebCT® and Blackboard®.

This Web-based learning tool takes the sociology course beyond the classroom! Students gain access to a full array of study tools, including chapter outlines, chapter-specific quizzing material, interactive games and maps, and videos. With WebTutor Advantage™, instructors can provide virtual office hours, post syllabi, track student progress with the quizzing material, and even customize the content to suit your needs. It also furnishes instructors with communication tools that enable you to do such things as set up threaded discussions and conduct ‘real-time’ chats, as well as bring the latest developments from the field into the classroom using *NewsEdge*, an authoritative news source that delivers customized news feeds daily.

Ferrante's Companion Website at Wadsworth's Virtual Society. At <http://sociology.wadsworth.com/ferrante6e>, you can combine this text with Virtual Society's exciting range of Web resources and you will truly have integrated technology into your learning system. And the best news of all . . . site access is free to adopters and their students. The Virtual Society Resource Center features a wealth of online book-specific study materials created especially for this text, plus a student guide to Census 2000, Sociology in the News, study resources, a career center, and much more. And for instructors, the site includes the password-protected *Instructor's Manual*, PowerPoint lecture slides, and other helpful teaching resources.

Some of the site's student resources include:

- Web links
- Internet exercises
- Video exercises
- InfoTrac College Edition exercises
- Crossword puzzles
- Learning objectives
- MicroCase® Data-Analysis Exercises
- Virtual explorations

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