

Fourteenth Edition

Society

The Basics

John J. Macionis



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This book is offered to teachers of sociology in the hope that it will help our students understand their place in today's society and in tomorrow's world.

John J. Macdonis

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John J. Macionis

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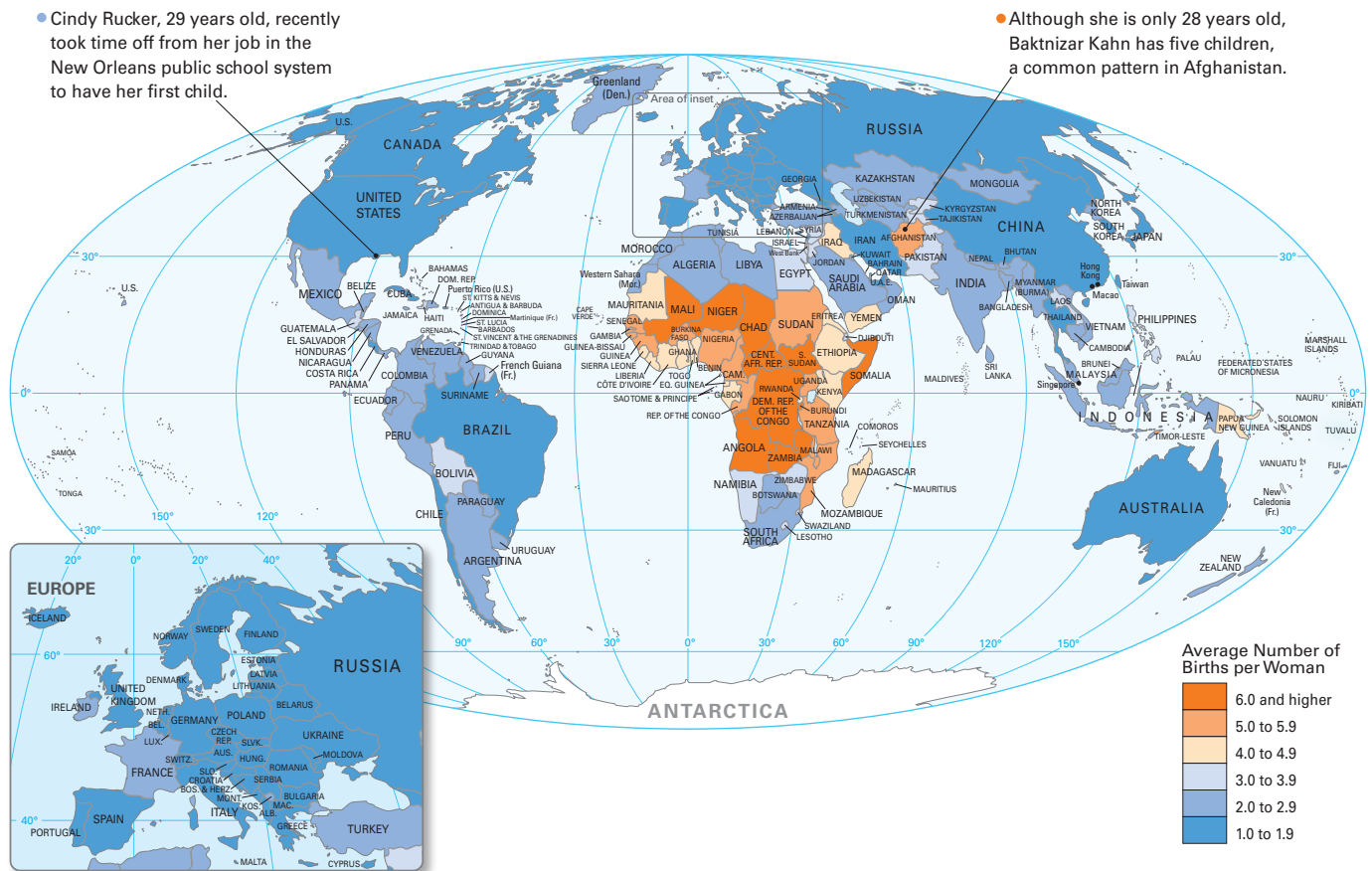
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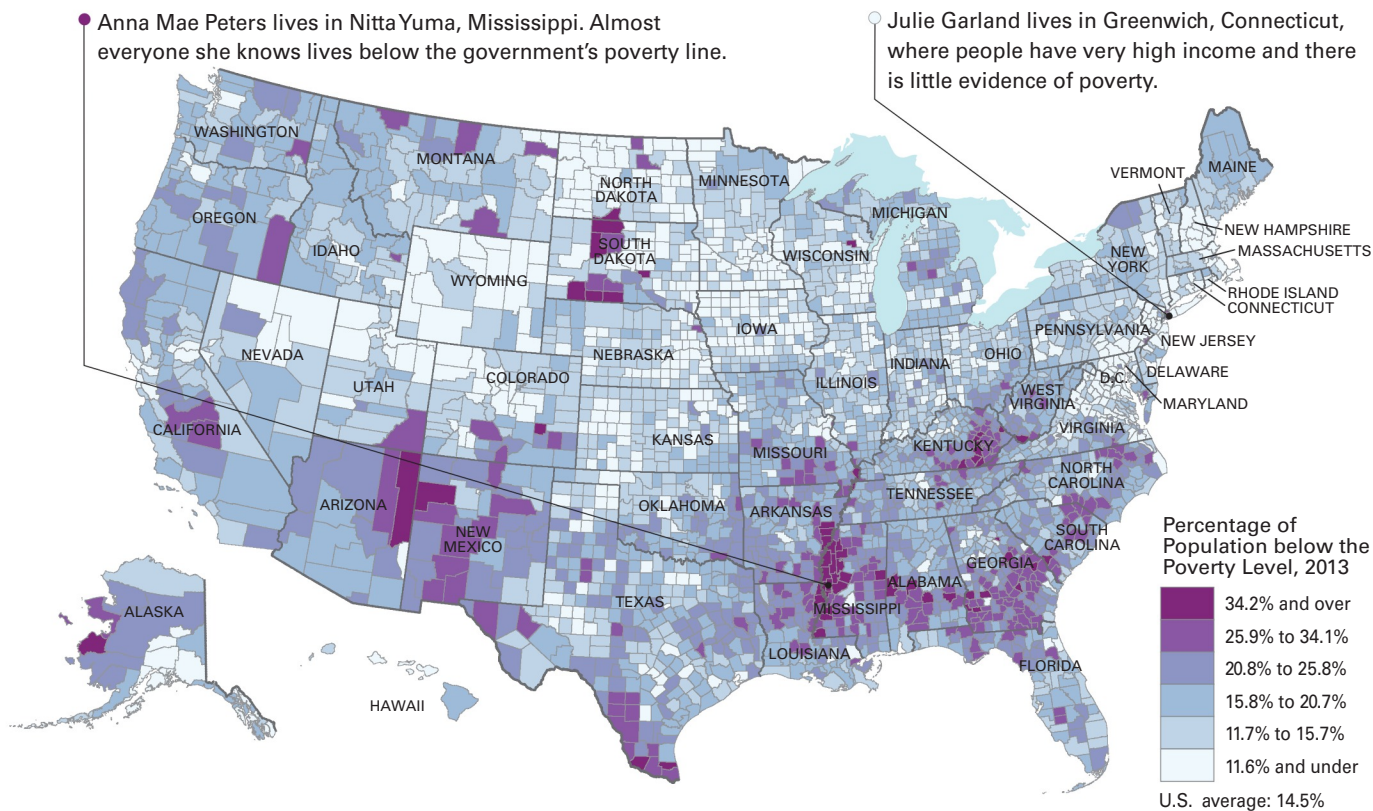
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Preface

Our world challenges us like never before. Even as the economy climbs out of recession, unemployment remains high and the economic future is uncertain in the United States and around the world. For decades, income inequality in our society has steadily increased, just as it is increasing for the world as a whole. There is a lot of anger about how our leaders in Washington are doing—or not doing—their jobs. Technological disasters of our own making threaten the natural environment, and patterns of extreme weather only add to the mounting evidence of global warming.

Perhaps no one should be surprised to read polls that tell us most people are anxious about their economic future, unhappy with our political system, and worried about the state of the planet. Many of us feel overwhelmed, as if we were up against forces we can barely understand—much less control.

That's where sociology comes in. For more than 150 years, sociologists have been working to better understand how society operates. A beginning course in sociology is your introduction to the fascinating and very useful study of the social world. After all, we all have a stake in understanding our world and doing all we can to improve it.

Society: The Basics, Fourteenth Edition, provides you with comprehensive understanding of how this world works. You will find this book informative, engaging, and even entertaining. Before you have finished the first chapter, you will discover that sociology is not only useful—it is also a great deal of fun. *Sociology is a field of study that can change the way you see the world and open the door to many new opportunities.* What could be more exciting than that?

Society: The Basics in REVEL: A Powerful Learning Program

Society: The Basics, Fourteenth Edition, places a thorough revision of the discipline's leading textbook at the center of an interactive learning program. As the fully involved author, I have been personally responsible for revising the text, as well as writing the Test Bank and updating the Instructor's Manual. Now, convinced of the ability of technology to transform learning, *I have taken personal responsibility for all the content of the interactive REVEL version of the text.* To ensure the highest level of quality, I have written a series of interactive Social Explorer map exercises, authored all the questions that assess student learning, and personally selected the readings and short videos keyed to each chapter. I have written both the textbook and the interactive material

with two goals—to set the highest standard of quality for the entire learning program and to ensure that all parts of this program are linked seamlessly and transparently. Even if you are familiar with previous editions of this text, please do your students the favor of reviewing all that is new with *Society: The Basics, Fourteenth Edition*.

Our outstanding learning program has been constructed with care and directed toward both high-quality content and easy and effective operation. Each major section of every chapter has a purpose, stated simply in the form of a **Learning Objective**. All the learning objectives are listed on the first page of each chapter; they guide students through their reading of the chapter, and they appear again as the organizing structure of the **Making the Grade** summary at the chapter's end. These learning objectives involve a range of cognitive abilities. Some sections of the text focus on more basic cognitive skills—such as *remembering* the definitions of key concepts and *understanding* ideas to the point of being able to explain them in one's own words—while others ask students to *compare* and *contrast* theories and *apply* them to specific topics. In addition, questions throughout the text provide students with opportunities to engage in *discovery*, *analysis*, and *evaluation*. The **Social Explorer exercises**, found in REVEL, for example, give students the opportunity to analyze social patterns presented in colorful interactive maps and to explore their own questions and reach their own conclusions. The **Sociology in Focus** blog gives readers the chance to evaluate many of the most current debates and controversies as they read frequent postings by a team of young and engaging sociologists.

We also strive to get students writing. First, students will encounter **Journal Prompts** throughout each chapter, where they're encouraged to write a response to a short-answer question applying what they've just learned. A **Shared Discussion** question at the end of each chapter asks students to respond to a question and see responses from their peers on the same question. These discussions—which include moderation tools and must first be enabled by the instructor—offer students an opportunity to interact with each other in the context of their reading. Finally, I've also written a more comprehensive **Seeing Sociology in Your Everyday Life** essay, which serves as the inspiration for a Writing Space activity in REVEL. These essays show the “everyday life” relevance of sociology by explaining how the material in the chapter can empower students in their personal and professional lives.

Writing Space is the best way to develop and assess concept mastery and critical thinking through writing. Writing

Space provides a single place within REVEL to create, track, and grade writing assignments, access writing resources, and exchange meaningful, personalized feedback quickly and easily to improve results. For students, Writing Space provides everything they need to keep up with writing assignments, access assignment guides and checklists, write or upload completed assignments, and receive grades and feedback—all in one convenient place. For educators, Writing Space makes assigning, receiving, and evaluating writing assignments easier. It's simple to create new assignments and upload relevant materials, see student progress, and receive alerts when students submit work. Writing Space makes student work more focused and effective with customized grading rubrics they can see and personalized feedback. Writing Space can also check students' work for improper citation or plagiarism by comparing it against the world's most accurate text comparison database available from Turnitin.

Finally, another key part of the REVEL content is our video program – the **Core Concept Video Series**. This is a series of 126 short videos that fall into six categories.

- In *The Big Picture* videos, sociologist Jodie Lawston provides an introductory overview of the text chapter.
- *The Basics* videos present a review of the most important concepts for each core topic in the course, using an animated whiteboard format.
- *Sociology on the Job* videos, created by Professor Tracy Xavia Karner, connect the content of each chapter to the world of work and careers.
- *Sociology in Focus* videos feature a sociological perspective on today's popular culture.
- *Social Inequalities* videos, featuring Lester Andrist, introduce notable sociologists who highlight their own research emphasizing the importance of inequality based on race, class, and gender.
- *Thinking Like a Sociologist* videos introduce students to examples and issues using data. These friendly videos, drawing from examples in Social Explorer, help build students' quantitative analysis skills.

This entire library of videos is available to you and to your students as part of the REVEL learning experience. I have selected three videos for each chapter of the text and placed them within the narrative where they are most relevant, ensuring that students encounter the videos at the most appropriate moment in their reading.

REVEL will lift students to a higher level of learning. Our students have grown up in a digital world of on-screen action; now, learning about our society will provide this same dynamic experience. The advantages of REVEL over using a traditional print book are many:

- **REVEL is dynamic.** Print books are fixed and, therefore, flat and motionless. REVEL is active and will

become more so over time. Images give way to videos; figures, graphs, and maps become animated “widgets” that can be manipulated.

- **REVEL is interactive.** Print books promote passivity—at best, students read and absorb. By contrast, digital learning encourages our students to make choices, to select pathways, to respond to questions, and to alter outcomes. This is why analysts conclude that digital learning takes students to a higher level of cognitive learning.
- **REVEL is more current.** Digital delivery of content allows me to update critical material, including the latest data on economic inequality and the results of national elections, easily and often.
- **REVEL provides videos and primary-source readings.** For each chapter, I have selected both three short videos and a primary-source reading by a well-respected classical or contemporary sociologist.
- **REVEL makes learning assessment easy.** For each major section of a chapter, I have written five multiple-choice questions. These questions are instantly graded and REVEL provides feedback to the student and reports student performance directly to the instructor. This assessment tells students what they have already learned and identifies material that requires further engagement.

As you might expect, many publishers are “outsourcing” the writing of digital learning materials to various vendors, some of whom are not sociologists. But this is *not* the case with any Macionis titles. I am the key person developing content for REVEL learning, so you can move your students into digital learning confident of the highest quality.

What's New in This Edition?

Here's a quick summary of the new material found throughout *Society: The Basics, Fourteenth Edition*.

- **Learning Objectives.** Each major section of every chapter begins with a specific Learning Objective. These Learning Objectives have been reorganized and streamlined for this new edition. All Learning Objectives are listed at the beginning of each chapter and they organize the summary at the end of each chapter.
- **Updated Power of Society figures.** If you could teach your students only one thing in the introductory course, what would it be? Probably, most instructors would answer, “to understand the power of society to shape people's lives.” Each chapter begins with a Power of Society figure that does exactly that—forcing students to give up some of their cultural common sense that points to

the importance of “personal choice” by showing them evidence of how society shapes our major life decisions. These figures have been updated for this edition, and the REVEL electronic text provides additional data and analysis of the issue.

- A **new design** makes this edition of the text the cleanest and easiest ever to read. The photo and art programs have also been thoroughly reviewed and updated.
- Much more on **social media**. More than ever before, social life revolves around computer-based technology that shapes networks and social movements. The discussion of social media has been expanded and updated throughout the text.
- **More scholarship dealing with race, class, and gender**. Just as this revision focuses on patterns that apply to all of U.S. society, it also highlights dimensions of social difference. This diversity focus includes more analysis of race, class, and gender throughout the text, including new scholarship. Other dimensions of difference include transgender as well as disability issues. “Thinking About Diversity: Race, Class, and Gender” boxed features highlight specific diversity issues, and “Seeing Ourselves” national maps show social patterns in terms of geography, highlighting rural-urban and regional differences.
- This revision has all the **most recent data** on income, wealth, poverty, education, employment, and other important issues. Political developments are also up-to-date, including the mid-2015 U.S. Supreme Court decision that extends legal same-sex marriage throughout the country.

Finally, the REVEL electronic version of *Society: The Basics* is now available with a full package of interactive learning material that expands key themes of the text. These interactive elements include the following types:

- **In Greater Depth**. These items accompany the Power of Society figure that begins each chapter. Each item provides deeper analysis using one or more additional variables to deepen students’ understanding of an issue.
- **A Global Perspective**. These items provide international contrasts. In some cases, they highlight differences between high-income and low-income nations. In other cases, they highlight differences between the United States and other high-income countries.
- **Diversity**. These items expand the focus on race, class, gender, and other dimensions of difference within the U.S. population.
- **Surveys**. These items ask students timely questions about policy and politics. Students are asked what they think, and they are able to assess their own attitudes against those of various populations.
- **Sociology in the Media**. The author suggests short, high-quality videos that are readily available on the

Internet and current articles on sociological topics from respected publications.

- **Readings**. Short, primary-source readings by notable sociologists are provided to allow students to engage directly with analysts and researchers.
- **In Review**. Engaging “drag and drop” interactives offer a quick review of the insights gained by applying sociological theories to the issue at hand.

Here is a brief summary of some of the material that is new, chapter-by chapter:

Chapter 1: Sociology: Perspective, Theory, and Method

The updated Power of Society figure shows how race, schooling, and age guide people’s choice of marriage partners. The revised chapter highlights the latest on same-sex marriage, including the 2015 U.S. Supreme Court ruling, as well as research on how college attendance reflects class, race, and age. Find updates on the number of children born to women in nations around the world; the number of high-income, middle-income, and low-income nations; patterns of suicide among women and men of various racial categories; and the changing share of minorities in major sports. The chapter contains new data on economic inequality, extramarital relationships, and the share of the population that claims to be multiracial. As in every chapter, the REVEL e-text provides numerous interactive learning items, all written by the author.

Chapter 2: Culture

The updated Power of Society figure shows varying levels of support for access to abortion in high- and low-income nations. The discussion of cultural values has been revised and expanded. The 2015 terrorist violence in Paris is the center of an expanded discussion of dealing with cultural differences. A new global map shows the percentage of foreign-born people in countries around the world, and a new Global Snapshot shows the use of English, Spanish, and Chinese as first and second languages around the world. The chapter has updates on the income and wealth of the Asian American, Hispanic American, and African American communities; the number of languages spoken as a measure of this country’s cultural diversity; the extent of global illiteracy; patterns of immigration; the declining number of languages spoken around the world; the debate over official English; life goals for people entering college; the latest symbols used in texting language; the share of all webpages written in English; and the increasing number of immigrants coming to the United States.

Chapter 3: Socialization: From Infancy to Old Age

The updated Power of Society figure shows that class guides use of the mass media, documenting that people

without a high school diploma spend much more time watching television than people with a college degree. The revised chapter has new discussion of Osagie Obasogie's research of how blind people perceive race. Find the latest on the share of people who claim to be multiracial, the political orientation of major media outlets, time spent watching television and using smartphones, the link between television and violence, the share of the world's children who work for income, and the increasing share of the U.S. population over the age of sixty-five.

Chapter 4: Social Interaction in Everyday Life

The updated Power of Society figure shows how age guides the extent of networking using social media. The discussion of reality building addresses how films expand people's awareness of the challenges of living with various disabilities. Find updates on the use of networking sites by age in the United States; the increasing scope of Facebook and Twitter around the world; the consequences of smartphone technology for everyday life; and expanded discussion of the history of humor.

Chapter 5: Groups and Organizations

The updated Power of Society figure explores how social class affects organizational affiliations. The revised chapter has updates on the size and global scope of McDonald's, the increasing scale of Internet use around the world, the social effects of the expansion of Facebook as a global network, the number of political incumbents who won reelection in 2014, and the disproportionate share of managerial positions held by white males. There is expanded coverage of the steady loss of privacy in our social world.

Chapter 6: Sexuality and Society

The updated Power of Society figure tracks the trend toward the acceptance of same-sex marriage over time. There is new discussion of the epigenetic theory of sexual orientation and also new discussion of the high risk of suicide among transgender people. Find updates on laws regulating marriage between first cousins, the 2015 Supreme Court ruling legalizing same-sex marriage, the latest data on the share of high school students who report having had sexual intercourse, the latest research on sexual attraction and sexual identity, the extent of rape and "acquaintance rape" across the United States, and the size of the lesbian, gay, bisexual, and transgender (LGBT) community.

Chapter 7: Deviance

The updated Power of Society figure shows how race places some categories of the U.S. population at much higher risk of being incarcerated for a drug offense. Find the latest statistical information on the extent of legal gambling across the United States; the increasing extent of

legal "medical marijuana" use; recent research on the cost of incarceration; the share of white-collar criminals who end up in jail; mining deaths as a reflection of corporate crime; and the number of serious crimes recorded for 2013. There is analysis of patterns of arrest for "person crimes" and "property crimes" by age, sex, race, and ethnicity for 2013. Attention is also given to the decreasing gender gap in crime rates. The chapter reports the number of police in the United States and the number of people in prison; it provides a statistically based exploration of the use of the death penalty and highlights recent legal changes to capital punishment laws. Finally, there is greater attention to the increasing number of people who are incarcerated in the United States.

Chapter 8: Social Stratification

The updated Power of Society figure shows how race and ethnicity set the odds that a child in the United States will live in poverty. The chapter has updates on social inequality in Russia, China, and South Africa and the latest data for all measures of economic inequality in the United States, including income and wealth, the economic assets of the country's richest families, and the educational achievement of various categories of the population. The revised chapter has recent trends in the income of Wall Street executives and explores how the recent recession has affected average family wealth. New data show the racial gap in home ownership, the odds of completing a four-year college degree for people at various class levels, and the extent of poverty in the United States. There is updated discussion of the American dream in an age of economic recession as well as the increasing social segregation experienced by low-income families. There are 2013 data on the extent of poverty, the number of working poor, and how poverty interacts with age, sex, race, and ethnicity. There are new data on economic mobility as well as the extent of homelessness.

Chapter 9: Global Stratification

The updated Power of Society figure shows how the nation into which a person is born sets the odds of surviving to the age of five. The chapter has updates on declining infant mortality in the world; garment factory work in Bangladesh; the distribution of income and wealth and the number of people in the world who are poor; the average income for the world as a whole; the number and updated social profile of nations at different levels of development; the latest UN data on quality of life in various regions of the world; and the latest data on global debt. Recent data illuminate economic trends in various regions of the world and confirm the increasing economic gap between the highest- and lowest-income nations. There are updates on wealth and well-being in selected nations at each level of

economic development. Finally, find updated discussion of the extent of slavery in the world.

Chapter 10: Gender Stratification

The updated Power of Society figure shows how gender shapes people's goals and ambitions. The revised chapter describes the first woman to pitch a winning game in the Little League World Series. Find updates on life expectancy for U.S. women and men; the share of degrees earned by each sex in various fields of study; the share of U.S. women and men in the labor force, the share working full time, and the share in many sex-typed occupations; the share of large corporations with women in leadership positions; the number of small businesses owned by women; unemployment rates for women and men; and the latest data on income and wealth by gender. Find the latest global rankings of nations in terms of gender equality. There are also new data on the highest-paid women and men in entertainment as well as the share of the richest people in the country who are women. Included are the most recent statistics on women in political leadership positions reflecting the 2014 elections; the latest data on women in the military; and updated discussion of violence against women and men. The coverage of intersection theory reflects the most recent income data.

Chapter 11: Race and Ethnicity

The updated Power of Society figure shows how race and ethnicity influence voting preferences and demonstrates that Democratic candidates enjoy strong support among minority communities. The revised chapter adds Osagie Obasogie's recent research on the meaning of race to people who have been blind since birth. Find updates on the share and size of all racial and ethnic categories of the U.S. population; the share of households in which members speak a language other than English at home; the share of U.S. marriages that are interracial; the number of American Indian and Alaskan Native nations and tribal groups; and the income levels and poverty rates, extent of schooling, and average age for all major racial and ethnic categories of the U.S. population. New research using the social distance scale has been included showing a long-term increase in tolerance among college students. The chapter now includes discussion of controversial police violence against African Americans, including the 2014 killing of Michael Brown in Ferguson, Missouri. New discussion highlights trends including the increasing share of American Indians who claim to be of mixed racial background and the increasing share of African Americans who are within the middle class.

Chapter 12: The Economy and Politics

The updated Power of Society figure demonstrates how race and ethnicity guide the type of work people do. Find

updates on the share of economic output in the private and public sectors for the United States and for other nations; the share of the U.S. population by race and ethnicity in the labor force; the share of women and men who are self-employed; and the share of workers in unions as well as the recent political controversy over the power of public service unions. There is updated discussion of the debate concerning "right-to-work" laws and an updated National Map shows which states have—and have not—enacted such laws. There is updated discussion of the problem of extended unemployment and of the "jobless recovery."

The chapter has updates on the number of people employed in government; the cost of government operation; voter turnout and voter preferences—by race, ethnicity, and gender—in the 2012 and 2014 elections; the number of lobbyists and political action committees; recent political trends involving college students; new data on the declining level of political freedom in the world; the latest data on the extent of terrorism and casualties resulting from such acts; the latest nuclear disarmament negotiations, recent changes in nuclear proliferation, and changing support for the Strategic Defense Initiative (SDI) as a peacekeeping policy; and the latest data on global and U.S. military spending as well as expanding opportunities for women in the U.S. military. There is new discussion of the growing importance of income inequality as an issue in the 2016 presidential campaign and also of the importance of "swing states" and how the Electoral College may discourage voter turnout in most states.

Chapter 13: Family and Religion

The updated Power of Society figure shows how religious affiliation—or the lack of it—is linked to traditional or progressive family values. There is updated discussion of the importance of grandparents in childrearing; the experience of loneliness and families in later life; and the trend of moving in with relatives as a strategy to cut living expenses during the current recession. An updated National Map shows the divorce rate for states across the country. The chapter has updates on the number of U.S. households and families; the share of young women in low-income countries who marry before the age of eighteen; the cost of raising a child for parents at various class levels; the income gap that separates Hispanic and African American families from non-Hispanic white families; the share of youngsters in the United States who are "latchkey kids"; the rising average age at first marriage; the incidence of court-ordered child support and the frequency of nonpayment; and the rate of domestic violence against women and children. Data for 2015 show the number of nations that permit same-sex marriage and recent political change in this country leading up to the 2015 Supreme Court decision guaranteeing the right to same-sex marriage. New data show the increasing share of U.S. adults living alone; the child care arrangements for

working mothers with young children; and the frequency of various types of interracial marriage.

Latest data show the extent of religious belief in the United States as well as the share of people favoring various denominations. There is updated discussion of a trend away from religious affiliation among young people and more discussion of Islam in the United States. There is expanded discussion of the increasing share of students in seminaries who are women as well as the secularization debate. There is updated discussion of the use of electronic media to share religious ideas.

Chapter 14: Education, Health, and Medicine

The updated Power of Society figure shows the importance of race and ethnicity in shaping opportunity to attend college. Find updated global data that compare the academic performance of U.S. children with that of children in Japan and other nations. New data identify the share of U.S. adults completing high school and college, how income affects access to higher education, and how a college education is linked to earnings later on. There are new statistics on the number of U.S. colleges and universities and the financial costs of attending them. The latest data guide discussion of community colleges and the diverse student body they enroll, and the latest trends in dropping out of high school, performance on the SAT, high school grade inflation, and the spread of charter and magnet schools. A new report from the National Center for Education Statistics documents modest improvements in U.S. public schools over the last two decades. Find the latest data on the gender imbalance on U.S. college and university campuses.

The revised chapter has updated discussion of prejudice against people based on body weight. There are updates on global patterns of health reflecting improvements in the well-being of young children; cigarette smoking and illnesses resulting from this practice; the use of smokeless tobacco; how gender shapes patterns involving eating disorders; patterns of AIDS and other sexually transmitted diseases; the link between impoverished living conditions and lack of medical care demonstrated by the recent Ebola crisis; and euthanasia. The revised chapter reports that the government now pays for most health care in the United States and also explains how people pay the rest of their medical bills.

Chapter 15: Population, Urbanization, and the Environment

The updated Power of Society figure shows that concern for environmental issues, while typically greater in high-income nations than in low-income nations, remains low in the United States. A new opening describes the debate over global warming and changing weather patterns. The chapter has the most recent data on the size of the U.S.

population as well as fertility and mortality rates for the United States and for various world regions; new data for infant mortality and life expectancy; new global population projections; and updated coverage of trends in urbanization. Find the latest data on the racial and ethnic populations of the nation's largest cities. A new section gives expanded coverage of social life in rural places. New discussions highlight urbanization in low-income regions of the world, changes in water consumption, and the declining size of the planet's rain forests.

Chapter 16: Social Change: Modern and Postmodern Societies

The updated Power of Society figure shows in which nations people are more or less likely to engage in public demonstrations. The revised chapter highlights recent social movements, such as the Black Lives Matter political movement that sprang up in response to police violence against African American men and the campaign to remove the Confederate flag from the South Carolina capitol building. The chapter has updates on life expectancy and other demographic changes. New comparative data highlight a century of change between 1910 and 2010. An updated national map shows the extent of residential stability across the United States. There is updated discussion of trends that show improvement in social life in the United States and also trends that are troubling.

Supplements for the Instructor

INSTRUCTOR'S MANUAL WITH TEST BANK (0-13-415805-9) This learning program offers an Instructor's Manual that will be of interest even to those who have never chosen to use one before. Revised by John Macionis, it goes well beyond the expected detailed chapter outlines and discussion questions to provide summaries of important current events and trends, recent articles from *Teaching Sociology* that are relevant to classroom discussions, suggestions for classroom activities, and supplemental lecture material for every chapter of the text. In addition, this edition contains a great deal of information to help instructors better integrate the wide array of media assets found in REVEL within their course content.

The Test Bank—again, written by the author—reflects the material in the text, both in content and in language, far better than the test file available with any other introductory sociology textbook. The file contains more than 100 items per chapter and includes the correct answer, as well as the Bloom's level of cognitive reasoning the question requires of the student, the learning objective that the question tests, and the difficulty level. In addition, Sample Test Questions are posted along with these files for your students to use to test their knowledge even further if they wish.

MYTEST (0-13-415800-8) This online, computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions, and to add new questions. Other special features of this program include random generation of test questions, creation of alternative versions of the same test, scrambling question sequence, and test preview before printing.

POWERPOINT® LECTURE SLIDES (0-13-422011-0) These PowerPoint slides combine graphics and text in a colorful format to help you convey sociological principles in a visual and engaging way. Each chapter of the textbook has between fifteen and twenty-five slides that effectively communicate the key concepts in that chapter.

Recognizing Diversity: A Word about Language

This text has a commitment to describe the social diversity of the United States and the world. This promise carries with it the responsibility to use language thoughtfully. In most cases, the text uses the terms “African American” and “person of color” rather than the word “black.” Similarly, we use the terms “Latino,” “Latina,” and “Hispanic” to refer to people of Spanish descent. Most tables and figures refer to “Hispanics” because this is the term the Census Bureau uses when collecting statistical data about our population.

Students should realize, however, that many individuals do not describe themselves using these terms. Although the word “Hispanic” is commonly used in the eastern part of the United States and “Latino” and the feminine form “Latina” are widely heard in the West, across the United States people of Spanish descent identify with a particular ancestral nation, whether it be Argentina, Mexico, some other Latin American country, or Spain or Portugal in Europe.

The same holds for Asian Americans. Although this term is a useful shorthand in sociological analysis, most people of Asian descent think of themselves in terms of a specific country of origin, say, Japan, the Philippines, Taiwan, or Vietnam.

In this text, the term “Native American” refers to all the inhabitants of the Americas (including Alaska and the Hawaiian Islands) whose ancestors lived here prior to the arrival of Europeans. Here again, however, most people in this broad category identify with their historical society, such as Cherokee, Hopi, Seneca, or Zuni. The term “American Indian” refers to only those Native Americans who live in the continental United States, not including Native peoples living in Alaska or Hawaii.

On a global level, this text avoids the word “American”—which literally designates two continents—to refer to just the United States. For example, referring to

this country, the term “the U.S. economy” is more precise than “the American economy.” This convention may seem a small point, but it implies the significant recognition that we in this country represent only one society (albeit a very important one) in the Americas.

In Appreciation

The conventional practice of crediting a book to a single author hides the efforts of dozens of women and men who have helped create *Society: The Basics, Fourteenth Edition*. I offer my deep and sincere thanks to the Pearson editorial team, including Dickson Musslewhite, vice president of product development, and Billy Grieco, senior acquisitions editor in sociology, for their steady enthusiasm in the pursuit of both innovation and excellence.

Day-to-day work on the book is shared by various members of the “author team.” Barbara Reilly, of Reilly Editorial Services, Inc., is a key member of this group. Indeed, if anyone “sweats the details” as much as I do, it is Barbara! Kimberlee Klesner works closely with me to ensure that all the data in this revision are the very latest available. Kimberlee brings enthusiasm that matches her considerable talents, and I thank her for both.

I want to thank all the members of the Pearson sales staff, the men and women who have represented this text with such confidence and enthusiasm over the years. My hat goes off especially to Tricia Murphy and Brittany Pogue-Mohammed Acosta, who share responsibility for our marketing campaign.

Thanks, also, to Blair Brown and Maria Lange for managing the design, and to Melissa Sacco of Lumina Datamatics and Marianne Peters-Riordan of Pearson Education for managing the production process. Copyediting of the manuscript was skillfully done by Donna Mulder.

It goes without saying that every colleague knows more about a number of topics covered in this book than the author does. For that reason, I am grateful to the hundreds of faculty and the many students who have written to me to offer comments and suggestions. Thank you, one and all, for making a difference!

Finally, I dedicate this fourteenth edition of *Society: The Basics* to Elyse Alexander, a remarkable woman who has agreed to have me as her husband. Elyse’s sharp mind, contagious creativity, and ability to create beauty in her surroundings bring much joy to my life. She is also my partner in the pursuit of change. For all these gifts, I feel profound love and gratitude.

With best wishes to my colleagues and with love to all,



About the Author

John J. Macionis (pronounced “ma-SHOWnis”) has been in the classroom teaching sociology for more than forty years. Born and raised in Philadelphia, Pennsylvania, John earned a bachelor’s degree from Cornell University, majoring in sociology, and then completed a doctorate in sociology from the University of Pennsylvania.

His publications are wide-ranging, focusing on community life in the United States, interpersonal intimacy in families, effective teaching, humor, new information technology, and the importance of global education. In addition to authoring this best-seller, Macionis has also written *Sociology*, the most popular hardcover text in the field, now in its sixteenth edition. He collaborates on international editions of the texts: *Sociology: Canadian Edition*; *Society: The Basics, Canadian Edition*; and *Sociology: A Global Introduction*. *Sociology* is also available for high school students and in various foreign-language editions. All the Macionis texts are now available in low-cost electronic editions in the REVEL program. These exciting programs offer an interactive learning experience. Unlike other authors, John takes personal responsibility for writing all electronic content, just as he authors all the supplemental material. John proudly resists the trend toward “outsourcing” such material to non-sociologists. In addition, Macionis edited the best-selling anthology *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology*, also available in a Canadian edition. Macionis and Vincent Parrillo have written the leading urban studies text, *Cities and Urban Life*, soon available in a sixth edition. Macionis is also the author of *Social Problems*, now in its sixth edition and the leading book in this field. The latest on all the Macionis textbooks, as well as information and dozens of Internet links of interest to students and faculty in sociology, are found at the author’s personal website: www.macionis.com or www.TheSociologyPage.com. Follow John on this Facebook author page: John J. Macionis. Additional information and instructor resources are found at the Pearson site: www.pearsonhighered.com

John Macionis recently retired from full-time teaching at Kenyon College in Gambier, Ohio, where he was Professor and Distinguished Scholar of Sociology. During that time, he chaired the Sociology Department, directed the college’s multidisciplinary program in humane studies, presided over the campus senate and the college’s faculty, and taught sociology to thousands of students.



In 2002, the American Sociological Association presented Macionis with the Award for Distinguished Contributions to Teaching, citing his innovative use of global material as well as the introduction of new teaching technology in his textbooks.

Professor Macionis has been active in academic programs in other countries, having traveled to some fifty nations. He writes, “I am an ambitious traveler, eager to learn and, through the texts, to share much of what I discover with students, many of whom know little about the rest of the world. For me, traveling and writing are all dimensions of teaching. First, and foremost, I am a teacher—a passion for teaching animates everything I do.”

At Kenyon, Macionis taught a number of courses, but his favorite classes have been Introduction to Sociology and Social Problems. He continues to enjoy extensive contact with students across the United States and around the world.

John now lives near New York City, and in his free time, he enjoys tennis, swimming, hiking, and playing oldies rock-and-roll. He is an environmental activist in the Lake George region of New York’s Adirondack Mountains, where he works with a number of organizations, including the Lake George Land Conservancy, where he serves as president of the board of trustees.

Professor Macionis welcomes (and responds to) comments and suggestions about this book from faculty and students. Contact him at his Facebook pages or email: macionis@kenyon.edu.

Chapter 1

Sociology: Perspective, Theory, and Method



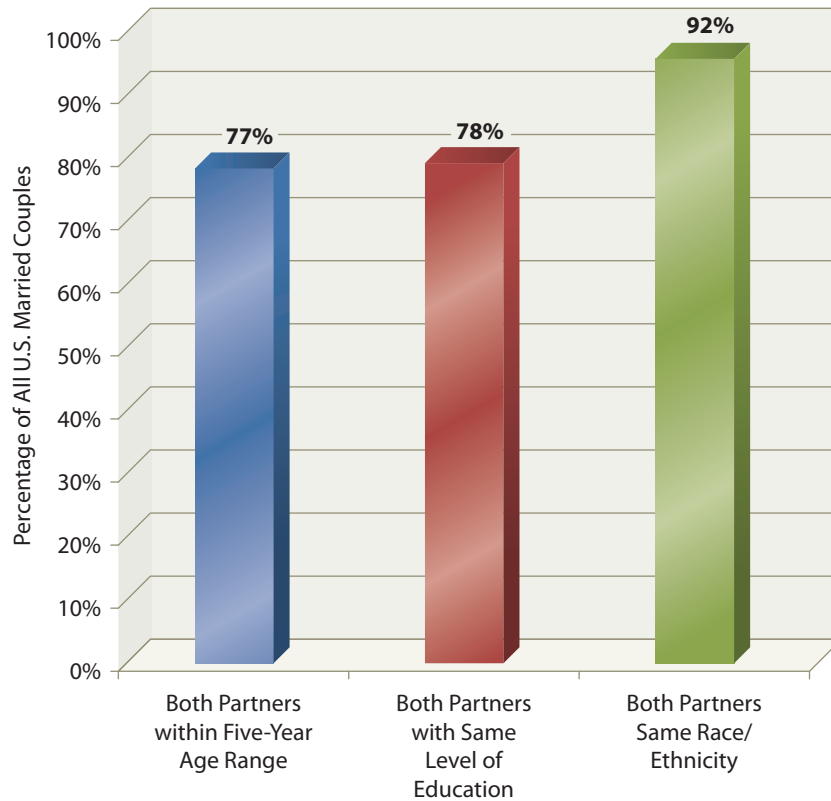
Learning Objectives

- 1.1** Explain how the sociological perspective helps us understand that society shapes our individual lives.
- 1.2** Identify the advantages of sociological thinking for developing public policy, for encouraging personal growth, and for advancing in a career.
- 1.3** Summarize sociology's major theoretical approaches.
- 1.4** Describe sociology's three research orientations.
- 1.5** Identify the importance of gender and ethics in sociological research.
- 1.6** Explain why a researcher might choose each of sociology's research methods.



The Power of Society

to guide our choices in marriage partners



Source: U.S. Census Bureau (2014).

Do we simply “pick” our marriage partners? In 77 percent of all married couples in the United States, both partners are within five years of the age of each other; in 78 percent, both partners have achieved the same level of schooling; and in 92 percent of married couples, both partners are of the same racial or ethnic category. Although we tend to think of love and marriage as very personal matters, it is clear that society guides the process of selecting a spouse.

Chapter Overview

You are about to begin a course that could change your life. Sociology is a new and exciting way of understanding the world around you. It will change what you see, how you think about the world, and it may well change how you think about yourself. Chapter 1 of the text introduces the discipline of sociology. The most important skill to gain from this course is the ability to use what we call the sociological perspective. This chapter next introduces *sociological theory*, which helps us build understanding from what we see using the sociological perspective. The chapter continues by explaining how sociologists “do” sociology, describing three general approaches to conducting research and four specific methods of data collection.

From the moment he first saw Tonya step off the subway train, Dwayne knew she was “the one.” As the two walked up the stairs to the street and entered the building where they were both taking classes, Dwayne tried to get Tonya to stop and talk. At first, she ignored him. But after class, they met again, and she agreed to join him for coffee. That was three months ago. Today, they are engaged to be married.

If you were to ask people in the United States, “Why do couples like Tonya and Dwayne marry?” it is a safe bet that almost everyone would reply, “People marry because they fall in love.” Most of us find it hard to imagine a happy marriage without love; for the same reason, when people fall in love, we expect them to think about getting married.

But is the decision about whom to marry really just a matter of personal feelings? There is plenty of evidence to show that if love is the key to marriage, Cupid’s arrow is carefully aimed by the society around us.

Society has many “rules” about whom we should and should not marry. Up until about a decade ago, all states had laws that ruled out half the population by banning people from marrying someone of the same sex, even if the couple was deeply in love. But there are other rules as well. Sociologists have found that people, especially when they are young, are very likely to marry someone close in age, and people of all ages typically marry someone of the same race, of similar social class background, of much the same level of education, and with a similar degree of physical attractiveness (Chapter 13, “Family and Religion,” gives details). People end up making choices about whom to marry, but society narrows the field long before they do.

When it comes to love, our decisions do not simply result from what philosophers call “free will.” Sociology teaches us that the social world guides our life choices in much the same way that the seasons influence our choice of clothing. ■



The Sociological Perspective

1.1 Explain how the sociological perspective helps us understand that society shapes our individual lives.

Sociology is *the systematic study of human society*. **Society** refers to *people who live in a defined territory and share a way of life*. At the heart of sociology’s investigation

of society is a distinctive point of view called the *sociological perspective*.

Seeing the General in the Particular

One good way to define the **sociological perspective** is *seeing the general in the particular* (Berger, 1963). This definition tells us that sociologists look for *general* patterns in the behavior of *particular* people. Although every individual is



We can easily see the power of society over the individual by imagining how different our lives would be had we been born in place of any of these children from, respectively, Kenya, Ethiopia, Myanmar, Peru, South Korea, and India.

unique, society shapes the lives of people in various *categories* (such as children and adults, women and men, the rich and the poor) very differently. We begin to see the world sociologically by realizing how the general categories into which we fall shape our particular life experiences.

For example, the Power of Society figure shows how the social world guides people to select marriage partners from within their own social categories. This is why the large majority of married couples are about the same age, have similar educational backgrounds, and share the same racial and ethnic identity. What about social class? How does social class position affect what women look for in a spouse? In a classic study of women’s hopes for their marriages, Lillian Rubin (1976) found that higher-income women typically expected the men they married to be sensitive to others, to talk readily, and to share feelings and experiences. Lower-income women, she found, had very different expectations and were

looking for men who did not drink too much, were not violent, and held steady jobs. Obviously, what women expect in a marriage partner has a lot to do with social class position.

This text explores the power of society to guide our actions, thoughts, and feelings. We may think that marriage results simply from the personal feeling of love. Yet the sociological perspective shows us that factors such as our sex, age, race, and social class guide our selection of a partner. It might be more accurate to think of love as a feeling we have for others who match up with what society teaches us to want in a mate.

Seeing the Strange in the Familiar

At first, using the sociological perspective may seem like *seeing the strange in the familiar*. Consider how you might react if someone were to say to you, “You fit all the right categories, which means you would make a wonderful spouse!” We are used to thinking that people fall in love and decide to marry based on personal feeling and the things that make us unique. But the sociological perspective reveals to us the initially strange idea that society shapes what we think and do in patterned ways.

sociology the systematic study of human society

sociological perspective sociology’s special point of view that sees general patterns of society in the lives of particular people

Seeing Society in Our Everyday Lives

The society in which we live has a lot to do with our everyday choices in food, clothing, music, schooling, jobs, and just about everything else. Even the most “personal” decisions we make turn out to be shaped by society. To see how society shapes personal choices, consider the decision by women to bear children. Like the selection of a mate, the choice of having a child—or how many children to have—would seem to be very personal. Yet there are social patterns here as well. As shown in Global Map 1–1, the average woman in the United States has just about two children during her lifetime. In the Philippines, however, the “choice” is about three; in Guatemala, about four; in Afghanistan, five; in Uganda, six; and in Niger, seven (Population Reference Bureau, 2014).

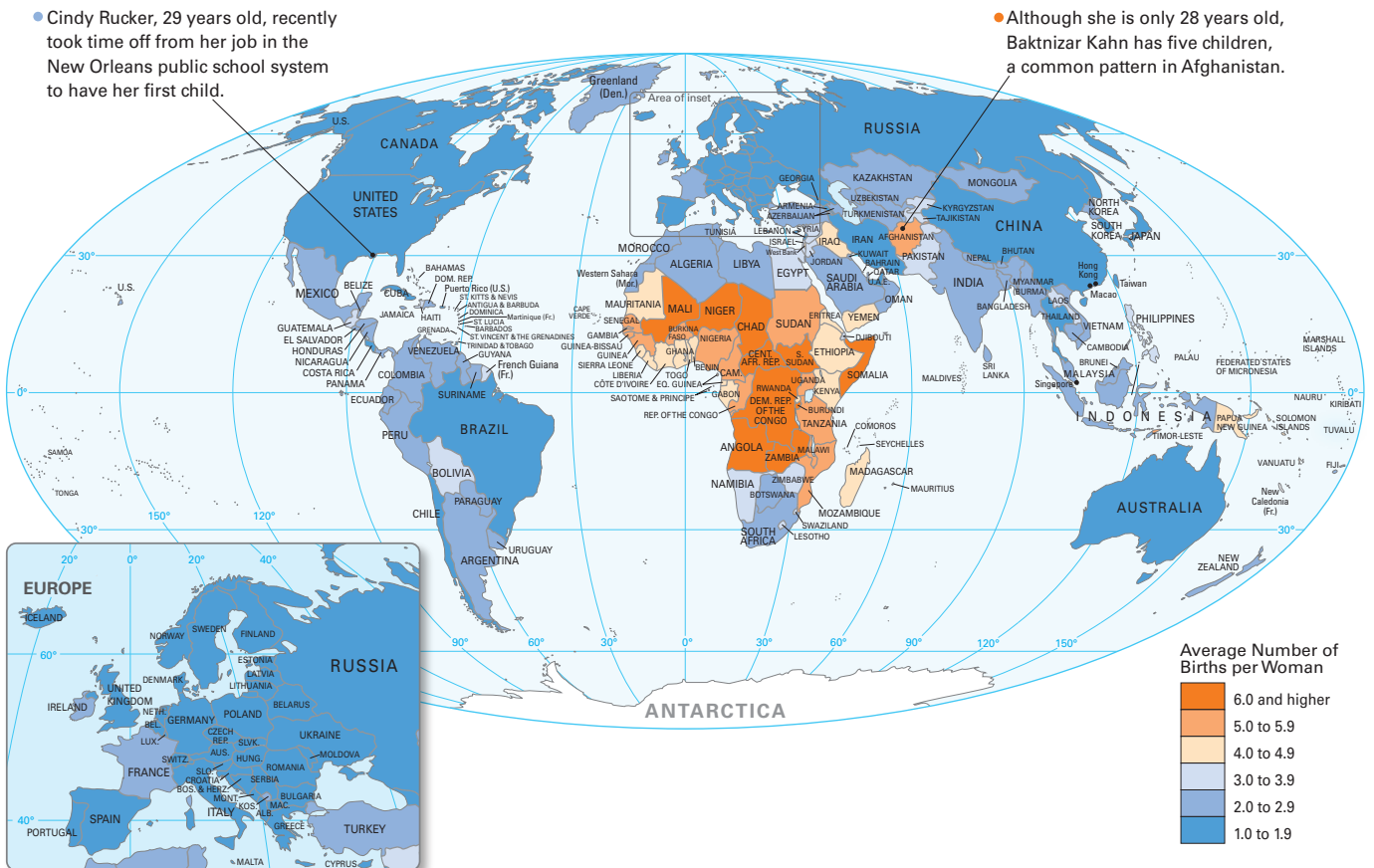
What accounts for these striking differences? Because poor countries provide women with less schooling and

fewer economic opportunities, women’s lives are centered in the home, and they are less likely to use contraception. The strange truth is that society has much to do with the familiar decisions that women and men make about childbearing.

Another example of the power of society to shape even our most private choices comes from the study of suicide. What could be more personal than the lonely decision to end your own life? Emile Durkheim (1858–1917), one of sociology’s pioneers, showed that even here, social forces are at work.

Examining official records in and around his native France, Durkheim (1966, orig. 1897) found that some categories of people were more likely than others to take their own lives. He found that men, Protestants, wealthy people, and the unmarried each had much higher suicide rates than women, Catholics and Jews, the poor, and married people. Durkheim explained these differences in terms of *social integration*: Categories of people with strong social

Window on the World



Global Map 1–1 Women’s Childbearing in Global Perspective

Is childbearing simply a matter of personal choice? A look around the world shows that it is not. In general, women living in poor countries have many more children than women in rich nations. Can you point to some of the reasons for this global disparity? In simple terms, such differences mean that if you had been born into another society (whether you are female or male), your life might be quite different from what it is now.

SOURCES: Data from Population Reference Bureau (2014); Martin et al. (2015).

Diversity Snapshot

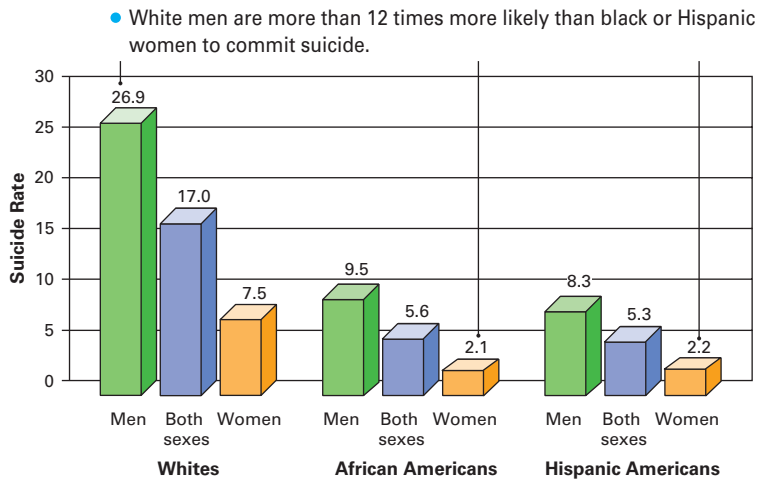


Figure 1–1 Rate of Death by Suicide, by Race and Sex, for the United States

Suicide rates are higher for white people than for black people and Hispanic people. Among all categories of the population, rates are several times higher for men than for women. Rates indicate the number of deaths by suicide for every 100,000 people in each category for 2013.

SOURCE: Centers for Disease Control and Prevention (2014).

ties had low suicide rates, and more individualistic people had high suicide rates.

In Durkheim's time, men had much more freedom than women. But despite its advantages, freedom weakens social ties and thus increases the risk of suicide. Likewise, more individualistic Protestants were more likely to commit suicide than more tradition-bound Catholics and Jews, whose rituals encourage stronger social ties. The wealthy have much more freedom than the poor—but once again, at the cost of a higher suicide rate.

A century later, Durkheim's analysis still holds true. Figure 1–1 shows suicide rates for six categories of the U.S. population. In 2013, there were 17 recorded suicides for every 100,000 white people, which is three times the rate for African Americans (5.6) or Hispanics (5.3). For all categories, suicide was more common among men than among women. White men (26.9) are more than three times as likely as white women (7.5) to take their own lives. Among African Americans, the rate for men (9.5) was almost five times that for women (2.1) and, among Hispanics, the rate for men (8.3) was nearly four times the rate for women (2.2) (Centers for Disease Control and Prevention, 2014). Applying Durkheim's logic, the higher suicide rate among white people and men reflects their greater wealth and freedom, just as the lower rate among women and people of color reflects their limited social choices. Just as Durkheim did a century ago, we can see general sociological patterns in the personal actions of particular individuals.

Seeing Sociologically: Marginality and Crisis

Anyone can learn to see the world using the sociological perspective. But two situations help people see clearly how society shapes individual lives: living on the margins of society and living through a social crisis.

LIVING ON THE EDGE From time to time, everyone feels isolated, as if we are living on the edge. For some categories of people, however, being an *outsider*—not part of the dominant category—is an everyday experience. The greater people's social marginality, the better they are able to use the sociological perspective.

For example, no African American grows up in the United States without understanding the importance of race in shaping people's lives. Songs by rapper Jay-Z express the anger he feels, not only about the poverty he experienced growing up but also about the many innocent lives lost to violence in a society of such wide racial disparities. His lyrics, and those of many similar artists, which are spread throughout the world by the mass media, show that some people of color—especially



People with the greatest privileges tend to see individuals as responsible for their own lives. Those at the margins of society, by contrast, are quick to see how race, class, and gender can create disadvantages. The rap artist Jay-Z has given voice to the frustration felt by many African Americans living in this country's inner cities.

African Americans living in the inner city—feel that their hopes and dreams are crushed by society. But white people, as the dominant majority, think less often about race and the privileges it provides, believing that race affects only people of color and not themselves, despite the privileges provided by being white in a multiracial society. People at the margins of social life, including not only racial minorities but also women, gays and lesbians, people with disabilities, and the very old, are aware of social patterns that others rarely think about. To become better at using the sociological perspective, we must step back from our familiar routines and look at our own lives with a new curiosity.

PERIODS OF CRISIS Periods of rapid change or crisis make everyone feel a little off balance, encouraging us to use the sociological perspective. The sociologist C. Wright Mills (1959) illustrated this idea using the Great Depression of the 1930s. As the unemployment rate soared to 25 percent, people without jobs could not help but see general social forces at work in their particular lives. Rather than saying, “Something is wrong with me; I can’t find a job,” they took a sociological approach and realized, “The economy has collapsed; there are no jobs to be found!” Mills believed that using what he called the “sociological imagination” in this way helps people understand their society and how it affects their own lives. The Seeing Sociology in Everyday Life box takes a closer look.

Seeing Sociology in Everyday Life

The Sociological Imagination: Turning Personal Problems into Public Issues

As Mike opened the envelope, he felt the tightness in his chest. The letter he dreaded was in his hands—his job was finished at the end of the day. After eleven years! Years in which he had worked hard, sure that he would move up in the company. All those hopes and dreams were now suddenly gone. Mike felt like a failure. Anger at himself—for not having worked even harder, for having wasted so many years of his life in what had turned out to be a dead-end job—swelled up inside him.

But as he returned to his workstation to pack his things, Mike soon realized that he was not alone. Almost all his colleagues in the tech support group had received the same letter. Their jobs were moving to India, where the company was able to provide telephone tech support for less than half the cost of employing workers in California.

By the end of the weekend, Mike was sitting in the living room with a dozen other ex-employees. Comparing notes and sharing ideas, they now realized that they were simply a few of the victims of a massive outsourcing of jobs that is part of what analysts call the “globalization of the economy.”

In good times and bad, the power of the sociological perspective lies in making sense of our individual lives. We see that many of our particular problems (and our successes, as well) are not unique to us but are the result of larger social trends. Half a century ago, the sociologist C. Wright Mills pointed to the power of what he called the sociological imagination to help us understand everyday events. As he saw it, society—not people’s personal failings—is the main cause of poverty and other social problems. By turning *personal problems* into *public issues*, the sociological imagination also is the key to bringing people together to create needed change. In this excerpt,* Mills (1959:3–5) explains the need for a sociological imagination:

When society becomes industrialized, a peasant becomes a worker; a feudal lord is liquidated or becomes a businessman. When classes rise or fall, a man is employed or unemployed; when the rate of investment goes up or down, a man takes new heart or goes broke. When wars happen, an insurance salesman becomes a rocket launcher; a store clerk, a radar man; a wife lives alone; a child grows up without a father. Neither the life of an individual nor the history of a society can be understood without understanding both.

Yet men do not usually define the troubles they endure in terms of historical change. . . . The well-being they enjoy, they do not usually impute to the big ups and downs of the society in which they live. Seldom aware of the intricate connection between the patterns of their own lives and the course of world history, ordinary men do not usually know what this connection means for the kind of men they are becoming and for the kinds of history-making in which they might take part. They do not possess the quality of mind essential to grasp the interplay of men and society, of biography and history, of self and world. . . .

What they need . . . is a quality of mind that will help them [see] what is going on in the world and . . . what may be happening within themselves. It is this quality . . . [that] may be called the sociological imagination.

What Do You Think?

1. As Mills sees it, how are personal troubles different from public issues? Explain this difference in terms of what happened to Mike in the story above.
2. Living in the United States, why do we often blame ourselves for the personal problems we face?
3. How can using the sociological imagination give us the power to change the world?

*In this excerpt, Mills uses “man” and male pronouns to apply to all people. As far as gender is concerned, even this outspoken critic of society reflected the conventional writing practices of his time.

The Importance of a Global Perspective

As new information technology draws even the farthest reaches of the planet closer together, many academic disciplines are taking a **global perspective**, *the study of the larger world and our society's place in it*. What is the importance of a global perspective for sociology?

First, global awareness is a logical extension of the sociological perspective. Sociology shows us that our place in society shapes our life experiences. It stands to reason, then, that the position of our society in the larger world system affects everyone in the United States.

The world's 194 nations can be divided into three broad categories according to their level of economic development (see Global Map 9–1). **High-income countries** are the *nations with the highest overall standards of living*. The seventy-six countries in this category include the United States and Canada, Argentina, the nations of Western Europe, Israel, Saudi Arabia, Japan, and Australia. Taken together, these nations generate most of the world's goods and services, and the people who live in them own most of the planet's wealth. Economically speaking, people in these countries are very well off, not because they are smarter or work harder than anyone else but because they were lucky enough to be born in a rich region of the world.

A second category is **middle-income countries**, *nations with a standard of living about average for the world as a whole*. People in any of these seventy nations—many of the countries of Eastern Europe, South Africa and some other African nations, and almost all of Latin America and Asia—are as likely to live in rural villages as in cities and to walk or ride tractors, scooters, bicycles, or animals as they are to drive automobiles. On average, they receive eight years of schooling. Most middle-income countries also have considerable social inequality within their own borders, meaning that some people are extremely rich (members of the business elite in nations across North Africa, for example) but many more lack safe housing and adequate nutrition (people living in the shanty settlements that surround Lima, Peru, or Mumbai, India).

The remaining forty-eight nations of the world are **low-income countries**, *nations with a low standard of living in which most people are poor*. Most of the poorest countries in the world are in Africa, and a few are in Asia. Here again, a few people are very rich, but the majority struggle to get by with poor housing, unsafe water, too little food, and perhaps most serious of all, little chance to improve their lives (United Nations, 2014; World Bank, 2015).

Chapter 9 (“Global Stratification”) explains the causes and consequences of global wealth

and poverty. But every chapter of this text makes comparisons between the United States and other nations for five reasons:

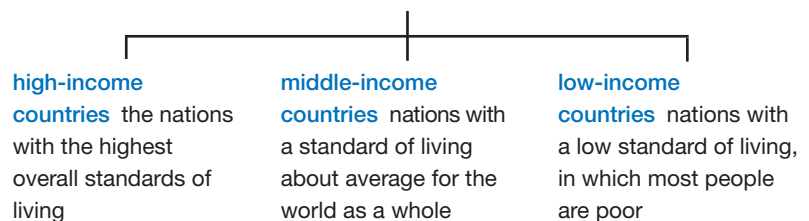
1. **Where we live shapes the lives we lead.** As we saw in Global Map 1–1, women living in rich and poor countries have very different lives, as suggested by the number of children they have. To understand ourselves and appreciate how others live, we must understand something about how countries differ, which is one good reason to pay attention to the global maps found throughout this text.
2. **Societies throughout the world are increasingly interconnected.** Historically, people in the United States took only passing note of the countries beyond our own borders. In recent decades, however, the United States and the rest of the world have become linked as never before. Electronic technology now transmits pictures, sounds, and written documents around the globe in seconds.

One effect of this new technology is that people all over the world now share many of the same tastes in food, clothing, movies, and music. Rich countries such as the United States influence other nations, whose people are ever more likely to gobble up our Big Macs and Whoppers, dance to the latest hip-hop music, and speak English.

But the larger world also has an impact on us. We all know the contributions of famous immigrants such as Arnold Schwarzenegger (who came to the United States from Austria) and Gloria Estefan (who came from Cuba). About 1.25 million immigrants enter the United States each year, bringing their skills and talents, along with their fashions and foods, greatly increasing the racial and cultural diversity of this country (Hoefer, Rytina, & Baker, 2012; U.S. Department of Homeland Security, 2014).

3. **What happens in the rest of the world affects life here in the United States.** As trade has increased across national boundaries, the world has developed a global economy. Large corporations make and market goods worldwide. Stock traders in New York pay close attention to the financial markets in Tokyo and Hong Kong even as wheat farmers in Kansas watch the price of grain in the former Soviet republic of Georgia.

global perspective the study of the larger world and our society's place in it



Because most new U.S. jobs involve international trade, greater global understanding has never been more important.

In the last several decades, the power and wealth of the United States have been challenged by what some analysts have called “the rise of the rest,” meaning the increasing power and wealth of the rest of the world. As nations such as Brazil, Russia, India, and China have expanded their economic production, many of the manufacturing and office jobs that once supported a large share of the U.S. labor force have moved overseas. One consequence of this trend is that, as the country struggles to climb out of the recent recession, the unemployment rate remains high and may stay high for years to come. As many analysts see it, our current “jobless recovery” is one result of a new global economy that is reshaping societies all around the world (Zakaria, 2008).

4. **Many social problems that we face in the United States are far more serious elsewhere.** Poverty is a serious problem in the United States, but as Chapter 9 (“Global Stratification”) explains, poverty in Latin America, Africa, and Asia is both more common and more serious. In the same way, although women have lower social standing than men in the United States, gender inequality is much greater in the world’s poor countries.
5. **Thinking globally helps us learn more about ourselves.** We cannot walk the streets of a distant city without thinking about what it means to live in the United States. Comparing life in various settings often leads to unexpected lessons. For instance, were you to visit a squatter settlement in Chennai, India, you would likely find people thriving in the love and support of family members despite desperate poverty. Why, then, are so many poor people in the United States angry and alone? Are material things—so central to our definition of a “rich” life—the best way to measure human well-being?

In sum, in an increasingly interconnected world, we can understand our way of life and ourselves only to the extent that we understand others and the societies in which they live. Sociology is an invitation to learn a new way of looking at the world around us. But is this invitation worth accepting? What are the benefits of applying the sociological perspective?

The Origins of Sociology

Like the “choices” people make, major historical events rarely just “happen.” Even sociology itself is the result of powerful social forces.

SOCIAL CHANGE AND SOCIOLOGY Striking changes in Europe during the eighteenth and nineteenth centuries

made people think more about society and their place in it, spurring the development of sociology. Three kinds of change were especially important in the development of sociology: the rise of a factory-based economy, the explosive growth of cities, and new ideas about democracy and political rights.

A New Industrial Economy During the Middle Ages, most people in Europe plowed fields near their homes or engaged in small-scale *manufacturing* (a term derived from Latin words meaning “to make by hand”). By the end of the eighteenth century, inventors used new sources of energy—the power of moving water and then steam—to operate large machines in mills and factories. As a result, instead of laboring at home or in tightly knit groups, workers became part of a large and anonymous labor force, under the control of strangers who owned the factories. This change in the system of production took people away from their homes, weakening the traditions that had guided community life for centuries.

The Growth of Cities Across Europe, landowners took part in what historians call the *enclosure movement*—they fenced off more and more farmland to create grazing areas for sheep, the source of wool for the thriving textile mills. Without land, countless tenant farmers had little choice but to head to the cities in search of work in the new factories.

As cities grew larger, these urban migrants faced many social problems, including pollution, crime, and homelessness. Moving through streets crowded with strangers, they faced a new, impersonal social world.

Political Change Economic development and the growth of cities also brought new ways of thinking. In the writings of Thomas Hobbes (1588–1679), John Locke (1632–1704), and Adam Smith (1723–1790), we see a shift in focus from people’s moral duties to God and king to the pursuit of self-interest. Philosophers now spoke of *personal liberty* and *individual rights*. Echoing these sentiments, our own Declaration of Independence clearly states that each citizen has “certain unalienable rights,” including “life, liberty, and the pursuit of happiness.”

The French Revolution, which began in 1789, was an even greater break with political and social tradition. As the French social analyst Alexis de Tocqueville (1805–1859) declared, the change in society in the wake of the French Revolution amounted to “nothing short of the regeneration of the whole human race” (1955:13, orig. 1856).

A New Awareness of Society Huge factories, exploding cities, and a new spirit of individualism—these changes combined to make people more aware of their surroundings. The new discipline of sociology was born in England, France, and Germany—precisely the countries where these changes were greatest.