



# THE REAL WORLD

AN INTRODUCTION TO SOCIOLOGY

KERRY FERRIS & JILL STEIN

5E

# **The Real World**

FIFTH EDITION



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## **An Introduction to Sociology**

FIFTH EDITION

**Kerry Ferris | Jill Stein**



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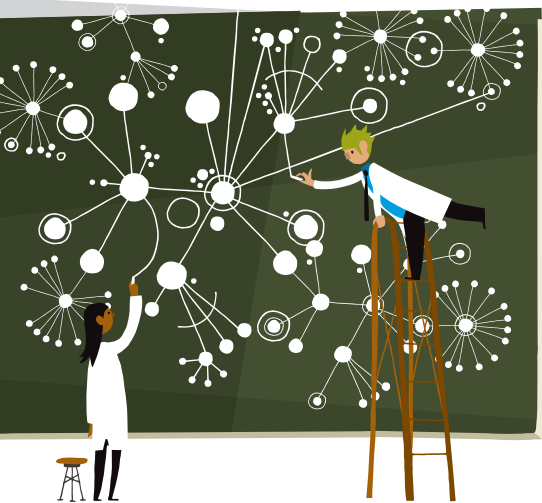
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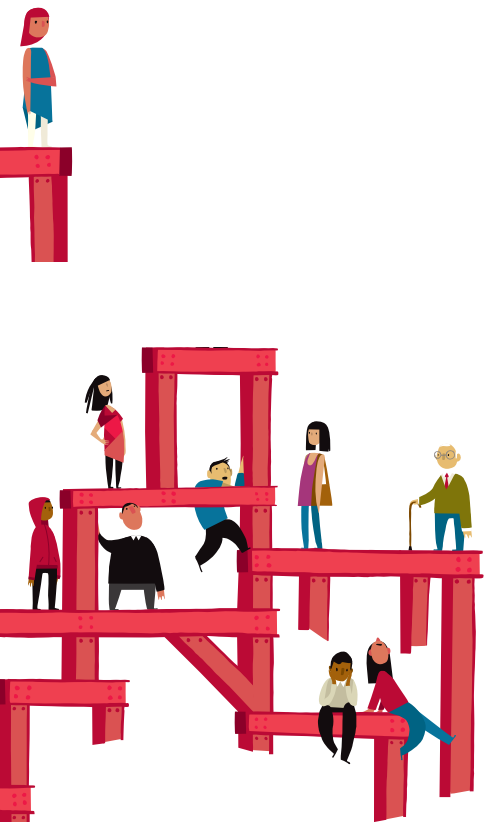
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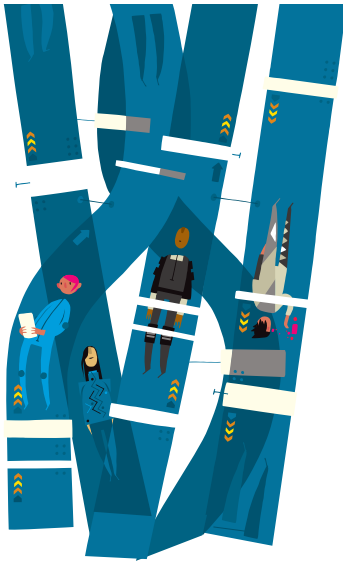
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# Preface

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

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

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

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



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

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

## Part Introductions

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

## Opening Vignettes

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

## How to Read This Chapter

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

## Theory in Everyday Life

Although we provide thorough coverage in Chapter 1, we find that students often benefit from additional help with understanding the mechanics of social theory and how to apply it to various real-world phenomena. These boxes in every chapter break down the major theoretical approaches and illustrate how each perspective might be used to analyze a particular real-world case study. This serves as a simple, practical model for students to then make their own applications and analyses.

## Bolded In-Text Terms

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

## Relevance Boxes

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

## Data Workshops

Data Workshops are designed to give students the opportunity to gain hands-on experience in the practice of sociology while they are learning. We think this is one of the most fun parts of being a sociologist. Each chapter features two Data Workshops, one on “Analyzing Everyday Life” and one on “Analyzing Media and Pop Culture.” Students will use one of the research methods covered in Chapter 2 to deal with actual data from the real world—whether it’s data they collect themselves or raw data provided from another source. The Data Workshops lead students through the process of analyzing data using the related conceptual tools they have just acquired in the chapter. For the Fifth Edition, we’ve reconceived these workshops to make them richer and more assignable. New “Prep-Pair-Share” and “Do-It-Yourself” completion options make this popular feature even easier for instructors to use as in-class activities or to assign as homework. Each Data Workshop is also included in the Interactive Instructor’s Guide (IIG), so they’re easy to assign whether an instructor teaches online or in the classroom.

## Global Perspective Boxes

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

## Images and Graphics

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

## Closing Comments

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

## End-of-Chapter Materials

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

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

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

## Resources

### InQuizitive

This adaptive learning tool personalizes quiz questions for each student in an engaging, game-like environment to help them master the core sociological concepts presented in every chapter of *The Real World*. Used as a pre-lecture tool, InQuizitive helps students come to class better prepared to apply the sociological concepts from the reading.

### **The Real World ebook “Same great book, a fraction of the price”**

The Norton Ebook Reader provides students and instructors with an enhanced reading experience at a fraction of the cost of the print textbook. The Norton Ebook Reader works on all computers and mobile devices and includes intuitive highlighting, note-taking, and bookmarking features.

### **Everyday Sociology blog everydaysociologyblog.com**

Designed for a general audience, this exciting and unique online forum encourages visitors to actively explore sociology’s relevance to pop culture, media, and everyday life. Moderated by Karen Sternheimer (University of Southern California), the blog features postings on topical subjects, video interviews with well-known sociologists, as well as contributions from special guests during the academic year. Contributors include Janis A. Prince (University of South Florida), Sally Raskoff (Los Angeles Valley College), Teresa Gonzales (University of California at Berkeley), and Peter Kaufman (SUNY New Paltz).

### **Sociology in Practice DVDs**

These four DVDs, including a new *Sociology in Practice: Thinking about Race and Ethnicity* DVD, contain over twelve hours of video clips drawn from documentaries by independent filmmakers. The DVDs are ideal for initiating classroom discussion and encouraging students to apply sociological concepts to popular and real-world issues. The clips are also offered in streaming versions in the Coursepack. Each streamed clip is accompanied by a quiz, exercise, or activity.

### **Instructor’s Website www.norton.com/instructors**

The Instructor’s Website features instructional content for use in lecture and distance education:

- \* FREE, customizable coursepacks for Blackboard, Canvas, Moodle, and D2L
- \* Lecture PowerPoint slides with bulleted classroom lecture notes in the notes field
- \* All the art from the book in PowerPoint and JPEG formats, sized for classroom display
- \* Test Bank in ExamView, PDF, and RTF formats

## Coursepack

The Coursepack for the Fifth Edition of *The Real World* offers a variety of activities and assessment and review materials for instructors who use Blackboard and other learning management systems. The Coursepack includes an optional ebook and many exclusive features:

- \* All the interactive, concept-based activities and assessments included in the very popular 4e Coursepack
- \* A “Writing about Sociology” section that includes practice activities and assessments
- \* Improved chapter-review quizzes
- \* *Sociology in Practice* DVD activities that include multiple-choice assessments that connect each clip to key sociological concepts (select clips only)
- \* Gradable activities based on the *Society Pages* podcasts, “graphic sociology” posts, and other media-rich content
- \* Thirty-four streaming clips from our new *Sociology in Practice: Thinking about Race and Ethnicity* DVD as well as all the other clips from the *Sociology in Practice* DVD series
- \* Key term flashcards and matching quizzes

## Test Bank

Written to conform to Bloom’s taxonomy, the revised test bank for *The Real World*, Fifth Edition, includes 50–60 multiple-choice and 10–15 essay questions per chapter. In addition to Bloom’s, each question is tagged with difficulty level and metadata that places it in the context of the chapter, making it easy to construct tests.

## Norton Sociology, Your Way

With the *Norton Mix: Sociology* ([www.wwnorton.com/web/socmix](http://www.wwnorton.com/web/socmix)), instructors can create the perfect book for their course by mixing and matching chapters from *The Real World* and Norton’s other introductory sociology texts and adding their own collection of readings from a database of more than 200 selections. Also, as with previous editions, these paperbacks can be packaged for free with *The Real World*: Elijah Anderson’s *The Cosmopolitan Canopy*, *More than Just Race* by William Julius Wilson, and any volume

from *The Society Pages* series edited by Douglas Hartmann and Chris Uggen. For only \$10 more, instructors can choose to package *The Contexts Reader*, 2e; *The Everyday Sociology Reader*; or Garth Massey’s *Readings for Sociology*, 7e with *The Real World*.

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We have many others to thank as well. We are especially grateful to our project editor Rachel Mayer; production manager Eric Pier-Hocking; and editorial assistant Mary Williams for managing the countless details involved in creating this book. Copyeditor Jackie Estrada and proofreader Barbara Necol did a marvelous job suggesting improvements to the manuscript that have contributed in important ways to the book’s final form. Danielle Nilva and Ted Szczepanski showed wonderful creativity in the photo research that they did for *The Real World*. Media editor Eileen Connell and digital media assistant Grace Tuttle developed the best textbook support materials in sociology. Associate Design Director Hope Miller Goodell, illustrator Alex Eben Meyer, and the designers at Faceout Studio deserve special thanks for creating the beautiful design and art for the book. And we are very appreciative of the exceptional Norton “travelers”; it is through their efforts that this book has gotten out into the world.

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We are grateful to colleagues who have served as mentors in our intellectual development and as inspiration to a life of writing. And finally, we offer our thanks to all of the students we have had the privilege to work with over the years. Getting to share the sociological imagination with you makes it all worthwhile.

Kerry Ferris  
 Jill Stein



# Changes in the 5th Edition

**Part 1: Thinking Sociologically and Doing Sociology:** The Part 1 opener now includes a brief bio of sociologist Victor Rios.

**Chapter 1 (Sociology and the Real World):** An updated opener about reality television looks at the History Channel's *Pawn Stars*, E!'s *Keeping Up with the Kardashians*, and Fox's *Hell's Kitchen*. The second Data Workshop, "Theories of Celebrity Gossip," now discusses how TMZ broke the news about former L.A. Clippers' owner Donald Sterling's racist remarks. TMZ speaks to a larger trend where the line between entertainment and news is increasingly blurred.

**Chapter 2 (Studying Social Life: Sociological Research Methods):** The entire overview of research methods has been substantially reworked for clarity. Students are encouraged to apply these methods like a recipe when conducting hands-on research for the Data Workshops in every chapter. The first Data Workshop has been reconceived as an exercise in participant observation and retitled "Watching People Talk." *Focus groups* is a new key term. The second Data Workshop has been reworked as a richer experiment in survey research. The section on existing sources has been reworked and now introduces *unobtrusive methods* as a new key term. In the section on research ethics, the authors use Rik Scarce's participant observation study of an animal rights group as a new example of the risks involved in research.

**Chapter 3 (Culture):** The chapter opener on the heavy metal band Acrassicauda has been updated. *Moral holiday* has been added as a new key term. A new "In Relationships" box, titled "Individual Values vs. University Culture," asks students to consider what it means for their college to have its own culture and value system. The discussion of countercultures has been streamlined. Miley Cyrus and her controversial performance at the Video Music Awards is used as an example in the section on culture wars. The second Data Workshop, now titled "How the Image Shapes the Need," has been rewritten to feature more up-to-date examples. A new "On the Job" box, titled "The Sharing Economy and Unlikely Cultural Ambassadors" explores the rising popularity of services like Airbnb and Couchsurfing.

**Chapter 4 (Socialization, Interaction, and the Self):** A new chapter opener examines the phenomenon of "selfies" and how we shape our presentation of self on Facebook and other social media. In the section on social isolation, there is a new discussion of Genie, a feral child who suffered from severe neglect and social isolation. The "Psychoanalytic Theory: Sigmund Freud" section now includes a discussion of Freud's *Civilization and Its Discontents*. Daniel Murphy, a major league baseball player who was

criticized for missing Opening Day to be with his wife during the birth of his son, is used as a new example in the section on multiple roles and role conflict. The “Television as an Agent of Socialization” Data Workshop now uses *Modern Family* and the show’s portrayal of women as a new example of how to do a content analysis of a TV show. The “New Interactional Contexts” section has been updated with discussions of Sherry Turkle’s new book *Alone Together* (2014) as well as danah boyd’s new book *It’s Complicated* (2014).

**Chapter 5 (Separate and Together: Life in Groups):** The chapter opener on the tragic FAMU marching band hazing incident has been updated now that the marching band’s suspension has been lifted. The “Who’s in Your Feed?” Data Workshop has been updated to include a more up-to-date discussion of the current state of social media and expanded to be a richer assignment for students. The new “In Relationships” box (“Social Networking: You’re Not the Customer—You’re the Product”) explores privacy concerns related to the rise of social media, using Facebook and OkCupid as examples of companies that have mined users’ data for research purposes. The Penn State sex abuse scandal involving Jerry Sandusky is used as a new example of the dangers of group-think. The experiences of AA members are used to demonstrate the three forms of conformity, in the section on social influence. The “Global Perspective” box has been revised to consider the more recent case of Don Spirit. The “Responding to Bureaucratic Constraints” section examines policies implemented by Google in an effort to hire and retain more female employees. The discussion of Burning Man now refers to Matt Wray’s research.

**Chapter 6 (Deviance):** A new chapter opener uses marijuana, and our views regarding marijuana use, to illustrate how cultural values, including what we consider to be deviant, change over time. A new “Global Perspective” box (“Crime, Fear, and Compassion: U.S. vs. Scandinavian Prisons”) examines the use of “open prisons” in Scandinavia. The section on conflict theory references the recent controversy over voter ID laws. The authors have added a discussion of Claude Steele’s work on stereotype threat and Jennifer Lee and Min Zhou’s research on stereotype promise. A new “In Relationships” box (“Masculinity and Disability in Murderball”) explores how murderball, a high-intensity competitive sport played by paraplegic athletes, gives players an outlet for reasserting their masculinity. The “Norm-Breaking on Television” Data Workshop now includes *The Black List*, *Orange Is the New Black*, and *Family Guy* as examples of shows that deal with deviance. The “The Foreground of Deviance: The Emotional Attraction of Doing Bad Deeds” section now includes a reference to Elliot Rodger, the mass shooter

who killed seven people in Isla Vista, California. Data on cyberbullying have been updated. The data in the section on “Crime and Punishment” on violent crime and property crime rates have been updated.

**Chapter 7 (Social Classes: The Structure of Inequality):** The “Case of South Africa” section has been updated with a discussion of the enduring income gap between whites and blacks. Within the section on social class, a brand new section introduces the concept of intersectionality, drawing on Karyn Lacy’s research on black middle-class suburbanites to illustrate how our experiences of race, class, and gender are intertwined. The discussion of occupational prestige has been updated. The Data Workshop titled “Everyday Class Consciousness” has been expanded. In the “Socioeconomic Status and Life Changes” section, data on educational attainment, access to health care, median income, college enrollment, government aid, and poverty rate have been updated. The “In Relationships” box now refers to dating sites like The League and BlackPeopleMeet. A new “On the Job” box, titled “Get a Job! Minimum Wage or Living Wage?” considers who works at minimum-wage jobs and how working full time at these jobs is often not enough to keep people and their families out of poverty. The “Social Welfare and Welfare Reform” section references new research by the Pew Research Center on public opinion about government responsibility to help the poor. Data in the section on the digital divide have been updated. Data on homelessness have been updated. In the Data Workshop, data on student loans and credit card debt have been updated.

**Chapter 8 (Race and Ethnicity as Lived Experience):** The chapter opener has been updated with more current data on the proportion of Americans who identify as mixed race and also highlights the plan by the Census Bureau to revise the racial categories for 2020 to better match the way Americans conceive of their own racial identities. An entirely new section, titled “White Privilege and Color-Blind Racism,” introduces readers to the concept of white privilege and presents an alternative to color-blind racism: race consciousness. Another new section explores the issues surrounding cultural appropriation, using examples from pop culture and the world of sports to problematize the tendency of members of the dominant group to adopt cultural elements of more marginalized groups. The controversy surrounding Rachel Dolezal is highlighted. The authors cite more current polls asking people whether they believe race relations have improved or worsened since Obama was elected president. In the section on passing, the authors now include coverage of Jeffrey McCune’s 2014 ethnographic study of a Chicago nightclub that caters to gay

black men. The “In Relationships” box highlights the results of a 2014 Pew poll on approval of mixed-race relationships. In the “Race, Ethnicity, and Life Chances” section, data on interracial dating and marriage, marriage and birth rates by race, life expectancy, median income by race, and occupational segregation have been updated. A new chart looks at intermarriage rates by race. Data in the section on criminal justice have been updated and the section mentions the 2015 shooting in a black church in Charleston, South Carolina. A new “On the Job” box (titled “Diversity Training: Does It Work?”) looks at research into the effectiveness of various diversity training programs. The “Analyzing Media and Pop Culture” Data Workshop has been retitled “The Politics and Poetics of Racial Identity” and now features Richard Blanco’s poem “One Today,” which he read at Barack Obama’s second inauguration.

**Chapter 9 (Constructing Gender and Sexuality):** This chapter has been completely reorganized and reconceived to address sexuality and gender in tandem rather than separately. The introductory section on gender has been expanded and *gender expression*, *cisgender*, and *gender non-conforming* have been added as key terms. The section titled “Sexuality and Sexual Orientation” has been moved earlier in the chapter. The section on socialization now explores how socialization perpetuates both gender conformity and supports heteronormativity. The section on the media as an agent of socialization now discusses new shows *Transparent* and *I Am Cait*. A new section titled “Inequalities of Sex, Gender, and Sexuality” explores how both our gender and sexuality have become the basis for hierarchies of inequality; *sexism*, *transphobia*, *heterosexism*, and *cisgenderism* have been added as key terms in this section. The authors highlight Anita Sarkeesian as an example of someone who experienced both institutional and individual sexism. The new “Gendered Language and ‘Microaggressions’” section explores how the vocabulary associated with sex, gender, and sexuality can be a confusing minefield; *microaggression* is a new key term. The reorganized “Sociological Theories of Gender Inequality” section, which now comes later in the chapter, breaks out functionalist theory, interactionism, and conflict theory more clearly. A new “In Relationships” box titled “Rape Culture and Campus Social Life” tackles the issue of campus sexual assault, introducing students to the idea of “rape culture” and analyzing different aspects of campus life that promote a culture that normalizes sexual violence against women. Data on marriage and divorce rates by gender, the gender gap in life expectancy, educational attainment by gender, labor force participation rates by gender, the gender pay gap, and occupational sex segregation have been updated. The section on gender and sexuality in the military

discusses the repeal of Don’t Ask, Don’t Tell and includes updated data on sexual assault. The section on the criminal justice system now considers the experiences of LGBTQ persons and includes data on anti-gay and anti-transgender hate crimes. The reconceived “Political and Social Movements” section has combined the discussions of women’s movements, men’s movements, and the LGBTQ rights movement into one cohesive section; the section on LGBTQ rights includes a discussion of the legalization of same-sex marriage in the United States.

**Chapter 10 (Social Institutions: Politics, Education, and Religion):** The section on voting has been updated with voter turnout data for the 2014 midterm elections. The discussion of voter ID laws has also been updated. There is a new discussion of political campaigns funded by billionaires, and a new figure looks at the top spenders on lobbying. The “Real and Fake News” Data Workshop has been reworked and now asks students to watch an episode of *Last Week Tonight with John Oliver* or *The Nightly Show with Larry Wilmore*. The completely updated and expanded “Social Media and Politics” section looks at how Americans are getting their political and campaign news online, highlighting studies Facebook has conducted on voter behavior. The authors also discuss Barack Obama’s savvy use of social media, specifically how he released key points from his 2015 State of the Union address directly to social media. The “Patriotism and Protest” section now includes a discussion of the Black Lives Matter movement. Data in the section on education and inequality on graduation rates, lifetime earnings, and unemployment have been updated. The education-focused “In the Future” box has been updated with a discussion of schools that have adopted flipped classroom models. In the section on the future of education, the authors highlight the growing achievement gap between students from high and low socioeconomic backgrounds. The section on No Child Left Behind now includes a discussion of the Common Core and Race to the Top. The section on charter schools now mentions school vouchers. The discussion of homeschooling has been updated with more current data and expanded to consider the phenomenon of “unschooling.” Dual-enrollment programs are now examined. The authors have expanded the discussion of community colleges, highlighting Obama’s federal initiative to make community college free. The section on online learning includes updated data and a new discussion of MOOCs. A new “On the Job” box titled “For-Profit Colleges: At What Cost?” looks critically at how for-profit schools stack up to traditional public or private nonprofits on indicators like completion rate and future employment. The “Global Perspective” box on religion has also been updated with a discussion of the growing power of ISIS in the Middle East. A



new map in the section on religion shows the second-largest religious tradition in each state. The reconceived “In Relationships” box (“Can a Relationship with God Improve Your GPA?”) discusses a recent study that found that spiritual growth has positive effects on traditional college outcomes, including academic performance.

**Chapter 11 (The Economy and Work):** A new section titled “Agricultural Work” looks at how new technologies such as crop rotation and mass production, and the “agribusiness system,” have transformed agricultural work. Data on telecommuting have been updated. A new “In Relationships” box (“The Value of Break Time”) looks at research into the “communities of coping” that workers form during coffee breaks. The “In The Future” box has been retitled “A College Degree: What’s It Worth?” and has been updated with new data from the Pew Research Center. Data on union membership have been updated. The section on corporate America now includes a discussion of corporate social responsibility and explores the role that corporations played in striking down the Religious Freedom Restoration Act. The section also mentions Dan Price, the CEO of Gravity Payments, who made headlines when he raised the company’s minimum yearly salary to \$70,000. Data on transnational corporations and outsourcing have been updated. The updated examination of internships in the “On the Job” box now problematizes internships and the exploitation of student workers. Data on volunteerism and nonprofits have been updated.

**Chapter 12 (Life at Home: Families and Relationships):** This chapter has been significantly reorganized. A new section on feminist and queer theoretical perspectives examines the interplay of gender and sexuality in families and society. The “Selecting Mates” section examines the growing proportion of mixed-race unions in the United States. The reorganized “Relationship Trends” section has been expanded and now looks at unmarried life in the United States, including trends in cohabitation; solo parenting; blended families; and childfree living. In the “Breaking Up” section, data on marriage, divorce, and remarriage have been updated. Data on Social Security, elderly poverty, and the living arrangements of the older population have been updated. The list of films in the “Family Troubles in Film” Data Workshop has been updated. A new “In the Future” box, titled “Trends in Baby Making: Back to the Future?” looks at advancements in assisted reproductive technology and asks students to consider what these developments mean for the future of the family.

**Chapter 13 (Leisure and Media):** The opening section has been reworked to more clearly differentiate recreation

and leisure. A new “In the Future” box, titled “The Return of Free-Range Kids?” considers the rise of helicopter parents and the new trend toward free-range parenting. Data on Americans’ amount of leisure time and time spent watching TV have been updated. The “On the Job” box on professional musicians now refers to Malcolm Gladwell’s research into “outliers.” Net neutrality is discussed in the section on the structure of media industries. A new section on alternative voices looks at how bloggers and podcasters are able to circumvent the constraints of traditional media. The section on power shifts considers the growing importance of companies that provide access to entertainment and media. Tom Brady and “Deflategate” are highlighted in the section on “Leisure and Relationships.” The section on hangouts now considers apps like Meetup and Foursquare. Data on tourism have been updated.

**Chapter 14 (The Sociology of Medicine, Health, and Illness):** The authors have added a discussion of the measles outbreak that started at Disneyland in early 2015. The “Student Health Issues Survey” Data Workshop has been reconceived and now asks students to conduct a small-scale interview study. In the section on epidemiology, the authors now look at the West African Ebola outbreak and how traditional burial practices contributed to the rapid spread of the disease. Data on HIV/AIDS have been updated. A new “In Relationships” box, titled “Better Relationships through Chemistry,” explores Big Pharma’s use of direct-to-consumer drug marketing. The section on doctor-patient relations has been expanded and now looks at recent research into the geographic influences on medical interaction. The “Global Perspective” box on Anne Fadiman’s book has been updated. The list of TV shows in the “Medicine on Television” Data Workshop has been updated. The section on health care reform has been updated in light of the Affordable Care Act. Data on the use of complementary and alternative medicine have been updated. The section on end-of-life care now highlights Brittany Maynard and her fight to die with dignity after being diagnosed with terminal brain cancer at the age of twenty-nine.

**Chapter 15 (Populations, Cities, and the Environment):** Data in the section on global fertility rates, mortality rates, life expectancy, and migration have been updated. A new world map looks at global life expectancy. Data on population growth rates and hunger have been updated. Data on urbanization, including urban density, have been updated. A new map of the United States looks at the urban population of each state. The list of films in the “Imagining the Cities of Tomorrow” Data Workshop has been updated. The discussion of Kitty Genovese has been updated to reflect recent research into the circumstances surrounding her murder. The section on the environment has been reorganized and

updated. A new “Global Perspective” box explores the issue of water scarcity across the globe.

**Chapter 16 (Social Change):** In the section on collective behavior, the authors compare and contrast a street party in Isla Vista, California, and the protest rallies in Baltimore in order to illustrate how collective behavior can develop into riots. The hit TV show *Empire* is used as an example of how

TV can inspire fashion trends. Crowdfunding sites like Indiegogo and Kickstarter are considered in the section on mobilizing resources. The authors point to the American Border Patrol as an example of a regressive social movement. This section also highlights Dylann Roof, the mass shooter who was inspired by the work of the Council of Conservative Citizens. The discussion of Bhutan in the “Global Perspective” box has been updated.



# **The Real World**

FIFTH EDITION





## **PART I**

# **Thinking Sociologically and Doing Sociology**

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

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

Jody was a cheerleader and beauty queen who dated the high school football captain in her small midwestern town; she dreamed of living on a farm. In college, she stumbled into a women's studies class that changed everything, leading her into the field of criminology. Her research uses photojournalism and focuses on crime and women, here and abroad. Jody married a man from Sri Lanka and founded a philanthropic organization there after the tsunami hit in 2004.

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

Pepper Schwartz, a sociology professor at the University of Washington, is a leading researcher on sex and intimate relationships. Her work has resonated widely with the public; she is often cited in the press and makes frequent appearances across a variety of media outlets. Victor Rios has become a sought-after author and speaker whose sometimes autobiographical research on race, law enforcement, and social control also led him to found a program for at-risk youth in Santa Barbara, where he is a professor at the University of

California. Jody Miller's work on gender and violence led her to South Asia to study the commercial sex trade; she continues her humanitarian work from her office at Rutgers University in New Jersey.

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

Their paths to sociology were very different, and they have each taught and researched different topics. Despite these differences, they share a way of looking at the world. Sociologists have a unique viewpoint called the "sociological



**Pepper Schwartz**



**Victor Rios**



**Jody Miller**

perspective.” In fact, we hope that you will acquire your own version of the sociological perspective over the course of this term. Then you will share something in common with these and other sociology professors, including your own.

Schwartz, Rios, and Miller also hold in common their commitment to sociological theories and concepts. This means that their ideas—and the questions they ask and answer—are guided by the established traditions of sociological thought. They may build on those traditions or criticize them, but every sociologist engages in a theoretical dialogue that links centuries and generations. You will become part of this dialogue as you learn more about sociological theory.

Finally, Schwartz, Rios, Miller, and others like them, conduct their research using specific sociological methods. Whether quantitative or qualitative, these means of gathering and analyzing data are distinctive to sociology, and every

sociologist develops research projects using the methods best suited to the questions she wants to answer.

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

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

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





## CHAPTER 1

# Sociology and the Real World

**T**he Gold & Silver Pawn Shop is a family-owned business located less than two miles off the Las Vegas strip. Open twenty-four hours a day, it attracts a wide variety of customers who come to buy and sell an even wider array of items, both common and rare. Richard “The Old Man” Harrison and his son Rick opened the business together in 1989. Through their doors come everything from antique coins to a Samurai sword, a Super Bowl ring, or a never-before-seen photo of Jimi Hendrix. The challenge is figuring out whether something’s authentic or fake and then negotiating what price to pay. Sometimes experts are called to weigh in on the value of an item. But the real fun is watching the Harrisons haggle with customers—and each other—over good deals and bad.







A blond Brit rants and raves, haranguing aspiring chefs until they break down in tears. Fear of Chef Gordon Ramsey's famous temper causes brawls among the cooks. The winner of the competition has the opportunity to be head chef in a high-end restaurant; yet to win, the contestants are put through a rigorous hazing process in which losing teams have to clean kitchens, hand-wash the winning team's laundry, or prep all the ingredients for the next challenge. The competitors are allowed to vent in a confession booth, but this does not seem to give pause to Ramsey, who bullies, humiliates, and even physically abuses the contestants on a regular basis.

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

Is any of this real? Yes—kind of. It's "reality television." Specifically the History Channel's *Pawn Stars*, Fox's *Hell's Kitchen*, and E!'s *Keeping Up with the Kardashians*. And there's a lot more where those came from. In the fall 2015 lineup, there were literally hundreds of reality shows on the major networks and cable stations, with an unknown number of programs undoubtedly in the works. *Duck Dynasty*, *The Voice*, *Million Dollar Listing*, and *16 and Pregnant* were just a few of the more popular shows, as well as the show that started it all in 1992, MTV's *The Real World*, which filmed its thirtieth season in 2015.

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

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

## HOW TO READ THIS CHAPTER

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

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

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

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

## Practical vs. Scientific Knowledge

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

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

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

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

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

## What Is Sociology?

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

Another definition comes from Howard Becker (1986), who suggests that sociology can best be understood as the study of people “doing things together.” This version reminds us that neither society nor the individual exists in isolation and that humans are essentially social beings. Not only is our survival contingent on the fact that we live in various groups (families, neighborhoods, dorms), but our sense of self derives from our membership in society. In turn, the accumulated activities that people do together create the patterns and structures we call society.

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

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

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