



SOCIETY

the basics

THIRTEENTH
EDITION

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JOHN J. MACIONIS

About the Author

John J. Macionis (pronounced “ma-SHOWnis”) has been in the classroom teaching sociology for almost 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 fifteenth 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.

In addition, Macionis and Nijole V. Benokraitis have 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*. Macionis’s most recent textbook is *Social Problems*, now in its fifth 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. Additional information and instructor resources are found at the Pearson site: www.pearsonhighered.com

John Macionis is Professor and Distinguished Scholar of Sociology at Kenyon College in Gambier, Ohio, where he has taught for more than thirty-five years. During that time, he has 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 teaches a number of courses, but his favorite class is Introduction to Sociology, which he offers each academic year. He enjoys extensive contact with students and invites everyone enrolled in each of his classes to enjoy a home-cooked meal.

The Macionis family—John, Amy, and college-age children McLean and Whitney—live on a farm in rural Ohio. In his free time, Macionis enjoys tennis, swimming, hiking, and playing oldies rock-and-roll (available at his website). Macionis 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. Write to him at the Sociology Department, Ralston House, Kenyon College, Gambier, OH 43022, or send e-mail to macionis@kenyon.edu.

Society The Basics

Thirteenth Edition

John J. Macionis

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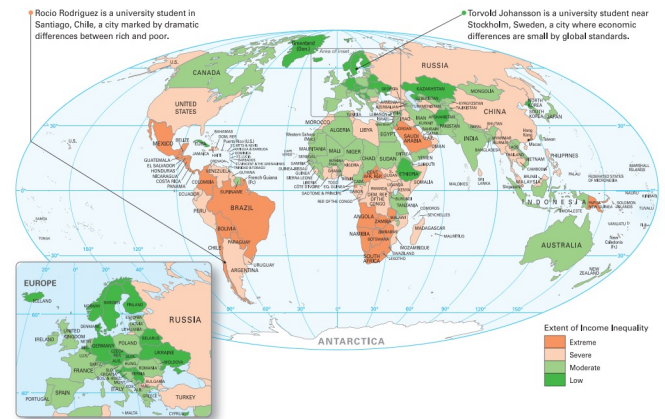
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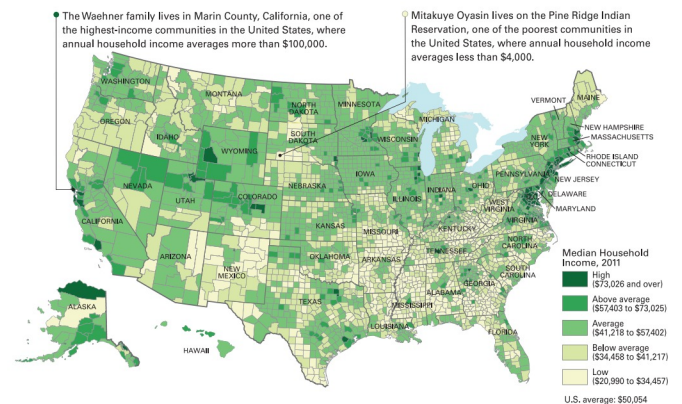
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Preface

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, Thirteenth 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?

The Text and MySocLab® : A Powerful Learning Program

Society: The Basics, Thirteenth 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, all the instructor notes in the Annotated Instructor's Edition, and the Instructor's Manual. Now, convinced of the ability of Pearson's MySocLab technology to transform learning, *I have taken personal responsibility for all the content of the MySocLab that accompanies my texts.* 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 book and the lab 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, Thirteenth 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. Questions throughout the text and especially activities in MySocLab exercises also provide students with opportunities to engage in *discovery*, *analysis*, and *evaluation*. MySocLab's **Social Explorer exercises** 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 MySocLab's **Sociology in Focus** blog gives readers the chance to evaluate current debates and controversies as they read frequent postings by a team of young and engaging sociologists. For each chapter of the text, I've also written a **Seeing Sociology in Your Everyday Life** essay, which shows the “everyday life” relevance of sociology by explaining how the material in the chapter can empower students in their personal and professional lives. Each of these essays includes learning activities designed at different intellectual levels (a “remember” exercise, an “apply” exercise, and a “create” exercise).

An exciting new element available for the first time with *Society: The Basics, Thirteenth Edition*, is 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.
- In *Sociology on the Job* videos, Professor Tracy Xavia Karner connects 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 use data to explore issues. These friendly videos, drawing from examples in Social Explorer, help build students' quantitative analysis skills.

This entire library of videos is available as part of the learning program that surrounds *Society: The Basics, Thirteenth Edition*. I have selected three videos for each chapter of the text that are identified by a “**Watch**” icon in the margin of the text at the most effective point in the chapter.

Another rich and varied resource in the learning program is the **MySocLab Library**, which contains 175 articles

and monographs written by notable sociologists. You will find “classics” by Marx, Weber, Durkheim, and Du Bois, as well as by Jane Addams, Harriet Martineau, and Margaret Mead. Contemporary selections include works by C. Wright Mills, Peter Berger, Bonnie Thornton Dill, Kingsley Davis, Karyn Lacy, Elijah Anderson, Karen Brodtkin, Catherine Delorey, Barbara Ehrenreich, Arlie Russell Hochschild, and dozens of other sociologists. This entire library is available to you and to your students as part of the *Society: The Basics* learning program. I have selected one reading for each chapter that can be identified by the “Read” icon in the margin.

In addition, each chapter of the text also carries an “Explore” icon, which identifies a **Social Explorer**® exercise. In each of these sixteen discovery exercises, which I have written specifically for this text, students are led on a learning journey in which they can discover important lessons for themselves. In addition, these exercises are fully interactive so that students may also engage in self-directed exploration.

To sum up, here is a list of what is available to you in the *Society: The Basics, Thirteenth Edition*, learning program:

- **Videos**, 126 in all, with three selections placed within each chapter (look for the “Watch” icons in each chapter of the text, which directly link the three selected videos to chapter content). Selected videos are accompanied by assessment questions. These videos bring concepts to life and stimulate class discussion.
- **MySocLibrary** is a virtual bookshelf of classic and contemporary readings. John Macionis has selected one reading for every chapter (look for the “Read” icon, which identifies the specific reading that is part of the assessment program for the chapter).
- **Social Explorer**® activities, each written by John Macionis, provide easy access to sociological maps containing rich demographic data—largely based on the 2010 census—about the United States. An exercise, which leads students on a journey of sociological discovery, is provided for every chapter of the text (look for the “Explore” icon in each chapter).
- **The Sociology in Focus blog** can be used with each chapter of the text. Directions for accessing it are included in the list of student activities found near the end of each chapter. This blog, written by a team of young sociologists, links chapter material to the popular culture that is important to today’s students.
- **Seeing Sociology in Your Everyday Life** essays, written by John Macionis, explain how the material in each chapter can personally and professionally benefit students in their everyday 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 MySocLab to create, track, and grade writing assignments, access writing resources, and exchange 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, along with 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.

- **Practice tests and flashcards**, available in MySocLab, help students prepare for quizzes and exams.
- **The Instructor’s Manual**, revised for this edition by John Macionis, provides chapter outlines and supplemental lecture material and helps instructors present chapter material in greater depth.

The learning program that accompanies *Society: The Basics, Thirteenth Edition*, offers flexibility to you as an instructor. By using the text and MySocLab, you may choose to allow students to do selected lab exercises on their own, or you can use the lab material for powerful in-class presentations. You decide the extent of integration into your course—from independent self-assessment to total course management. This learning program is also accompanied by an Instructor’s Manual featuring sample syllabi, supplemental lecture material, and tips for integrating MySocLab technology into your course.

What’s New in This Edition?

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

- **Learning Objectives.** Each major section of every chapter begins with a specific Learning Objective. All Learning Objectives are listed at the beginning of each chapter and they organize the summary at the end of each chapter.
- **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 now 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” in the face of evidence of how society shapes our major life decisions.
- A **new design** makes this edition of the text the cleanest and easiest ever to read. Also, the photo and art programs have 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. Social media are discussed throughout the text and major sections on social media are found in Chapter 4 (“Social Interaction in Everyday Life”) and Chapter 5 (“Groups and Organizations”).
- **New scholarship dealing with race, class, and gender.** For example, the discussion of participant observation in Chapter 1 (“Sociology: Perspective, Theory, and Method”) is illustrated by Joseph Ewoodzie’s recent research on homelessness among African American men and women in Jackson, Mississippi. Chapter 2 (“Culture”) has new discussion of the emergence of hip-hop music in low-income African American communities. Chapter 6 (“Sexuality and Society”) has expanded discussion of transgender issues. Chapter 10 (“Gender Stratification”) has new discussions of global and multicultural feminism. Chapter 13 (“Family and Religion”) has expanded discussion of Islam.
- This revision has full coverage of the **results of the 2012 national elections** (including a new national map) and coverage of recent events such as the Newtown, Connecticut, school shootings, “Superstorm” Sandy, and the ongoing “jobless recovery.”
- Additional **Sample Test Questions** can be found in the Student Resources tab under this title at <http://www.pearsonhighered.com> for students to obtain and test their knowledge even further. These questions are also available in the Student Resources tab in

MySocLab, as well as posted along with the Instructor Resources for this text.

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

Chapter 1: Sociology: Perspective, Theory, and Method

The new Power of Society figure shows that people choose marriage partners who resemble themselves socially. The revised chapter has updates, based on the 2012 elections, on states allowing same-sex marriage. There is new discussion of how the odds of going to college vary for young people from families with differing levels of income. 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; 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. The participant observation research by William Whyte has been replaced by recent research on homelessness in Jackson, Mississippi. There is a new National Map showing the response rates of households to the 2010 census.

Chapter 2: Culture

The new Power of Society figure shows varying levels of support for access to abortion in high- and low-income nations. The chapter has updates on the income and wealth of the Asian American, Hispanic, 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 debate over official English; life goals for people entering college; the latest symbols used in texting language, and the share of all webpages written in English. There is a new box on the origins of hip-hop music.

Chapter 3: Socialization: From Infancy to Old Age

The new Power of Society figure shows that people without a high school diploma spend 25 percent more time watching television than people with a college degree. The revised chapter has the latest on the share of people who claim to be multiracial, and reports recent research on the endorsement of the presidential candidates in 2012 by major newspapers.

Chapter 4: Social Interaction in Everyday Life

The new Power of Society figure shows the use of social networking sites by people of different age categories. The discussion of reality building addresses how films expand people's awareness of the challenges of living with various disabilities. The discussion of nonverbal communication highlights its importance to people with a physical disability. Find updates on the share of women in clerical or service jobs. The discussion of body language and deception has been expanded. There is a new section on social media, pointing out how computer technology has changed patterns of social networking and reality construction.

Chapter 5: Groups and Organizations

The new Power of Society figure explores how social class shapes the odds of being a member of a professional association. The revised chapter has updates on the size and scope of McDonalds. There is a new section on social media and networking.

Chapter 6: Sexuality and Society

The new Power of Society figure tracks the trend toward acceptance of same-sex marriage. Find updates on the size of the lesbian, gay, bisexual, and transgender (LGBT) community, the share of high school students who have had sexual intercourse (including new data reflecting race and ethnicity), and the share of married people who engage in extramarital sex. Find discussion of the Supreme Court decision re the Defense of Marriage Act (DOMA) and of political changes during 2012 that have led additional states to permit same-sex marriage; the latest statistics on teen pregnancy, rape, and

the risks of prostitution for young women; new discussion of male power over women in terms of reproductive health; and new discussion (including a new Global Map) of global access to abortion.

Chapter 7: Deviance

The new Power of Society figure shows how race places some categories of the U.S. population at much higher risk of being incarcerated. New discussion highlights the importance of the Sandy Hook Elementary School shootings in 2012. Find the latest statistical information on the extent of legal gambling across the United States; the extent of legal "medical marijuana" use; the projection that, by 2015, firearms will cause more deaths than auto accidents; recent research on the cost of incarceration; the share of white-collar criminals who end up in jail; and the number of serious crimes recorded for 2011. There is analysis of patterns of arrest for "person crimes" and "property crimes" by age, sex, race, and ethnicity for 2011. The chapter reports the number of police in the United States and the number of people in prison; provides a statistically-based exploration of the use of the death penalty; and highlights recent legal changes to capital punishment laws.

Chapter 8: Social Stratification

The new 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. There are details as to 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. There is new 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 2011 data on the extent of poverty, the number of working poor, and how poverty interacts with age, sex, race, and ethnicity; a new estimate of the hourly wage needed to support an urban family of four above the poverty line; and new data on the extent of homelessness.

Chapter 9: Global Stratification

The new 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 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. There is expanded discussion of the link between population increase and poverty. 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.

Chapter 10: Gender Stratification

The new Power of Society figure shows how gender shapes people's goals and ambitions. 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. New research shows that women living in states with greater access to contraception earn more over their working careers than women in states that provide less access. There are the most recent statistics on women in political leadership positions, including results of the 2012 national 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. There is a new discussion of multicultural and global feminism.

Chapter 11: Race and Ethnicity

The new Power of Society figure shows how race and ethnicity influence voting preferences and demonstrates that Barack Obama's reelection reflected strong support among minority communities. 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 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 new 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 sector; 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 expanded discussion of the debate concerning "right-to-work" laws, and a new National Map shows which states have enacted such laws. There is discussion of the emerging 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 elections; the number of lobbyists and political action committees; recent political trends involving college students; 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 SDI as a peace-keeping 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 a new National Map showing county-by-county results in the 2012 presidential election. There is new discussion of the importance of "swing states" and how the Electoral College may discourage voter turnout in most states.

Chapter 13: Family and Religion

The new Power of Society figure shows how religious affiliation—or the lack of it—is linked to traditional or progressive family values. There is expanded 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. There is new discussion of the trend of young people leaving home only to return when they have not found a job. A new 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; family income by race; the rising average age at first marriage; the incidence of court-ordered child support and the frequency of non-payment; and the rate of domestic violence against women and children. Data for 2013 show the number of nations, as well as the number of states in this country, that permit 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.

The latest data shows the extent of religious belief in the United States as well as the share of people favoring various denominations. There is expanded 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 secularization debate as well as more extensive application of feminist theory to religion. There is an expanded discussion of New Age spirituality.

Chapter 14: Education, Health, and Medicine

The new Power of Society figure shows the importance of race and ethnicity in shaping opportunity to attend college. Find new 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 higher 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.

The revised chapter has expanded 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; how gender shapes patterns involving eating disorders; patterns of AIDS and other sexually transmitted diseases; and euthanasia. The revised chapter reports that the government now pays for most health care and also explains how people pay the rest of their medical bills.

Chapter 15: Population, Urbanization, and the Environment

The new 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 recent "Superstorm" Sandy as an indication of new weather patterns that reflect changes in the natural environment and threaten population concentrations in flood-prone regions. 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. 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 new Power of Society figure shows in which nations people are more or less likely to engage in public demonstrations. The chapter has updates on life expectancy and other demographic changes. New comparative data highlight a century of change between 1910 and 2010. There is an updated national map showing the extent of residential stability across the United States. There is new discussion of the Geechee people of Hog Hammock, whose rising property values threaten to displace this historic African American community.

Supplements for the Instructor

ANNOTATED INSTRUCTOR'S EDITION (0-13-375340-9) The AIE is a complete student text with author-written annotations on every page. The annotations are especially useful to new instructors, but they are written to be helpful to even the most seasoned teachers. Margin notes include summaries of research findings, statistics from the United States and other nations, insightful quotations, information highlighting patterns of social diversity in the United States, and high-quality survey data from the General Social Survey conducted by

the National Opinion Research Center (NORC) and from the World Values Survey conducted by the World Values Survey Association.

INSTRUCTOR'S MANUAL WITH TEST BANK (0-13-375276-3) 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 MySocLab 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 (0-13-375331-X) 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 (0-13-375333-6) 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.

MYSOCLAB (0-13-374674-7) As mentioned before, MySocLab is a learning and assessment tool that enables instructors to assess student performance and adapt course content without investing additional time or resources. MySocLab is designed with instructor flexibility in mind—you decide the extent of integration into your course, from independent self-assessment to total course management. The lab is accompanied by an instructor's manual featuring easy-to-read media grids, activities, sample syllabi, and tips for integrating technology into your course.

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, Thirteenth Edition*. I offer my deep and sincere thanks to the Pearson editorial team, including Yolanda de Rooy, division president; Craig Campanella, editorial director; Dickson Musslewhite, editor-in-chief; and Brita Nordin, 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 also wish to thank Joseph “Piko” Ewoodzie for permitting me to use some of his recent research. Piko will play a greater role on our team as time goes on.

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 Brandy Dawson and Maureen Prado Roberts, who share responsibility for our marketing campaign.

Thanks, also, to Anne Nieglos for managing the design, and to Melissa Sacco of PreMediaGlobal 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!

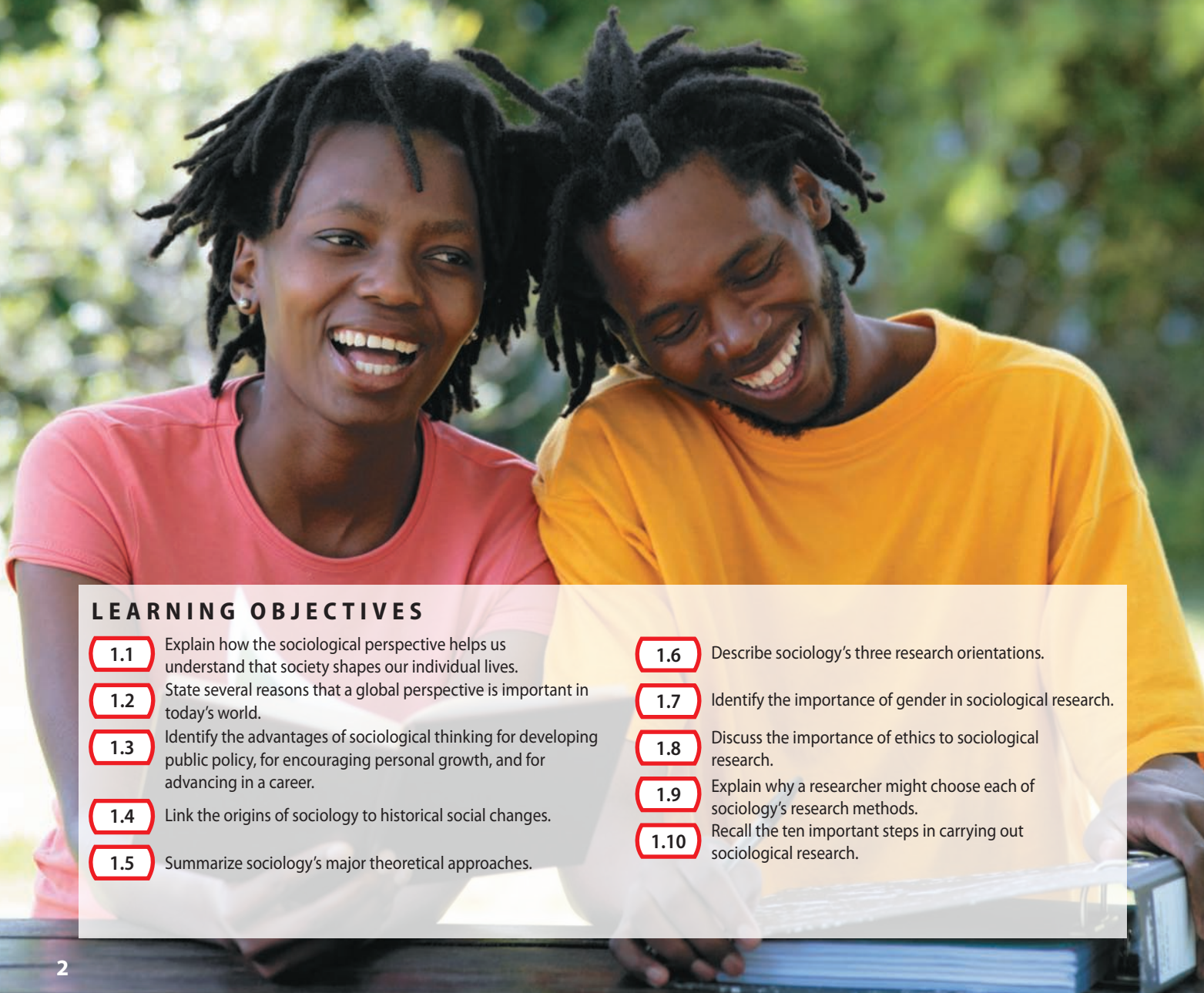
Finally, I dedicate this thirteenth edition of *Society: The Basics* to the memory of my mother, May Johnston Macionis (1917–2013). Mom, the life lessons you passed along to me, especially the importance of reaching out to other members of the community—and to people in other communities—will remain within me always. May you find peace on your journey!

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



1 Sociology: Perspective, Theory, and Method

 Listen to Chapter 1 in MySocLab

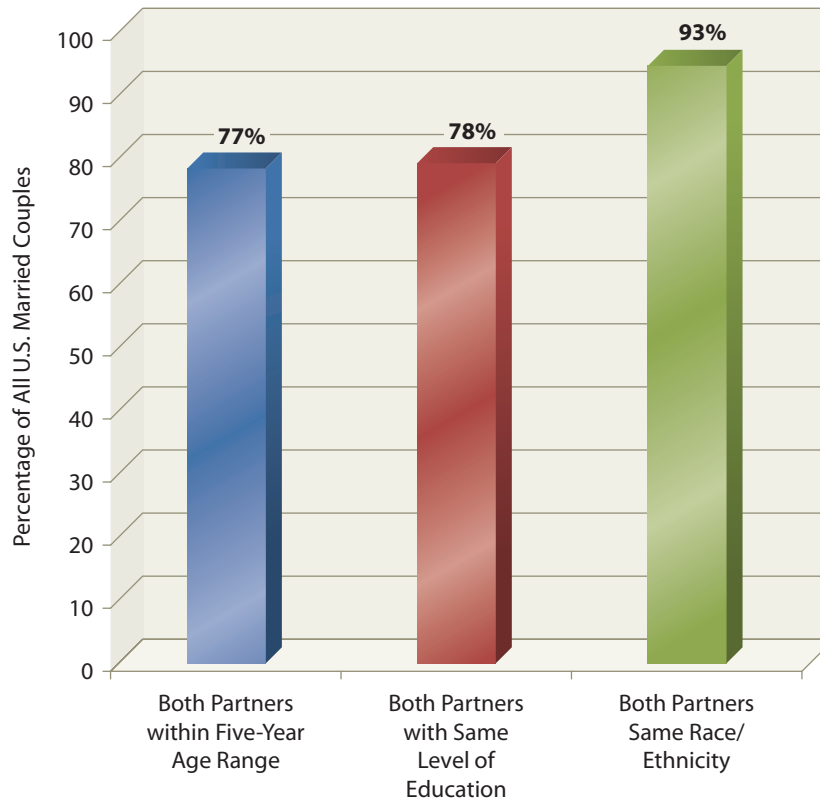


LEARNING OBJECTIVES

- 1.1** Explain how the sociological perspective helps us understand that society shapes our individual lives.
- 1.2** State several reasons that a global perspective is important in today's world.
- 1.3** Identify the advantages of sociological thinking for developing public policy, for encouraging personal growth, and for advancing in a career.
- 1.4** Link the origins of sociology to historical social changes.
- 1.5** Summarize sociology's major theoretical approaches.
- 1.6** Describe sociology's three research orientations.
- 1.7** Identify the importance of gender in sociological research.
- 1.8** Discuss the importance of ethics to sociological research.
- 1.9** Explain why a researcher might choose each of sociology's research methods.
- 1.10** Recall the ten important steps in carrying out sociological research.

the Power of Society

to guide our choices in marriage partners



Source: U.S. Census Bureau (2012)

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 93 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 this 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. In all states but Massachusetts, Vermont, New Hampshire, Connecticut, Iowa, New York, Washington, Maryland, Maine, Rhode Island, Delaware, Minnesota, California, and also the District of Columbia, the law rules out half the population by banning people from marrying someone of the same sex, even if the couple is 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*. At the heart of this discipline 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 unique, society shapes the lives

 **Watch in MySocLab**
Video: *The Basics: What Is Sociology?*



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.

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 on page 3 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

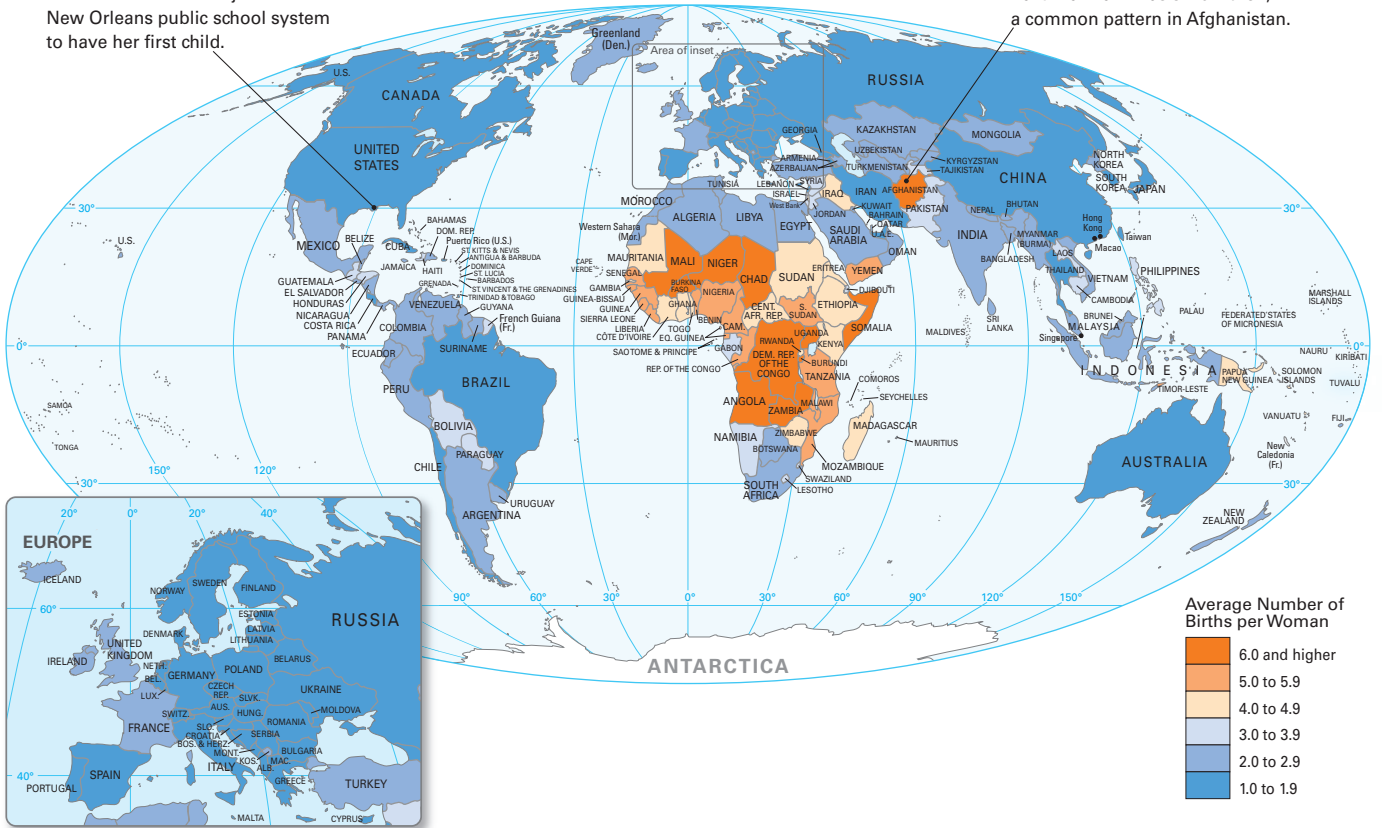
At first, using the sociological perspective may seem like *seeing the strange in the familiar*. Consider how you might react if someone were to say to you, “You fit all the right categories, which means you would make a wonderful spouse!” We are used to thinking

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

• Cindy Rucker, 29 years old, recently took time off from her job in the New Orleans public school system to have her first child.

• Although she is only 28 years old, Baktizhar Kahn has six children, a common pattern in Afghanistan.



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 (2012).

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.

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 Honduras, however, the “choice” is about three; in Kenya, about four; in Yemen, five; in Afghanistan, six; and in Niger, seven (Population Reference Bureau, 2012).

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.

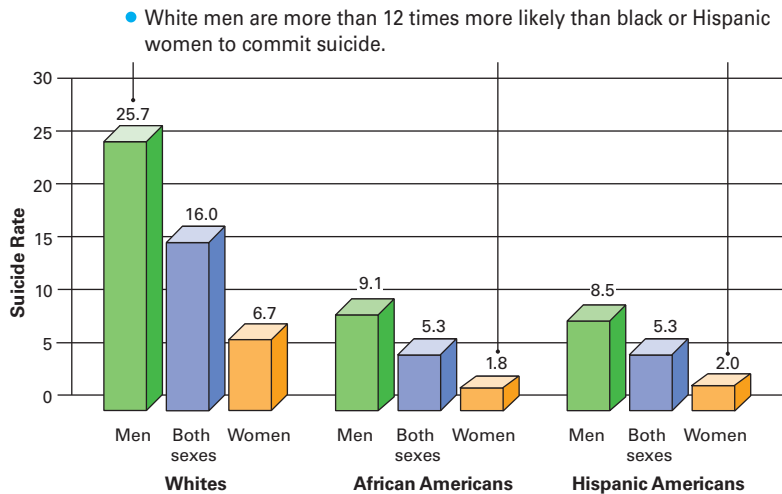


FIGURE 1-1 Rate of Death by Suicide, by Race and Sex, for the United States

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 2010.

Source: Centers for Disease Control and Prevention (2012).

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.

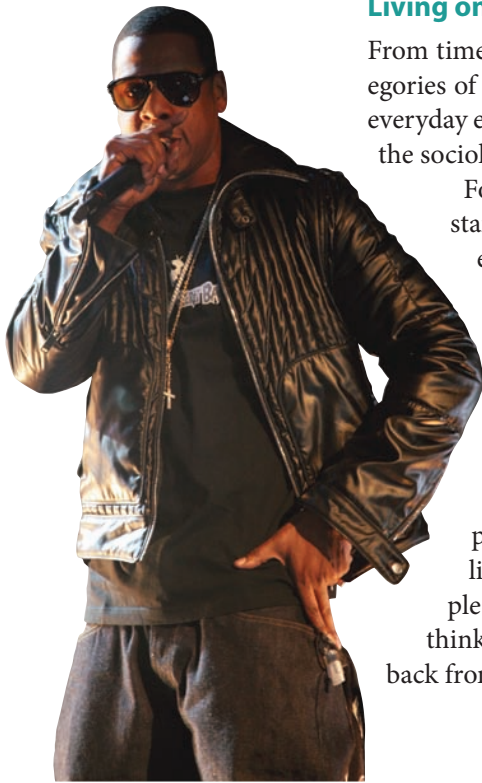
Examining official records in and around his native France, Durkheim (1966, orig. 1897) found that some categories of people were more likely than others to take their own lives. He found that men, Protestants, wealthy people, and the unmarried each had much higher suicide rates than women, Catholics and Jews, the poor, and married people. Durkheim explained these differences in terms of *social integration*: Categories of people with strong social 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 2010, there were 16 recorded suicides for every 100,000 white people, which is three times the rate for African Americans (5.3) or Hispanics (5.3). For all categories, suicide was more common among men than among women. White men (25.7) are almost four times as likely as white women (6.7) to take their own lives. Among African Americans, the rate for men (9.1) was five times that for women (1.8) and, among Hispanics, the rate for men (8.5) was more than four times the rate for women (2.0) (Centers for Disease Control and Prevention, 2012). 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.



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.

 **Read in MySocLab**
Document: *The Promise*
by C. Wright Mills

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 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 on page 9 takes a closer look.

The Importance of a Global Perspective

1.2 State several reasons that a global perspective is important in today's world.

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 195 nations can be divided into three broad categories according to their level of economic development (see Global Map 9–1 on page 283). **High-income countries** are the *nations with the highest overall standards of living*. The seventy-four 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.

 For a close-up look at the social shape of the world and the place of the United States within it, **Read More** in **MySocLab**, *The Global Village: A Social Snapshot of Our World*

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.

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-two 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-nine 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, 2012; World Bank, 2012).