

NINTH EDITION

# SOCIOLOGY

A GLOBAL PERSPECTIVE



JOAN FERRANTE

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# SOCIOLOGY

A Global Perspective

**Joan Ferrante**

*Northern Kentucky University*



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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*To my mother, Annalee Taylor Ferrante and  
in memory of my father, Phillip Sam Ferrante  
(March 1, 1926–July 8, 1984)*



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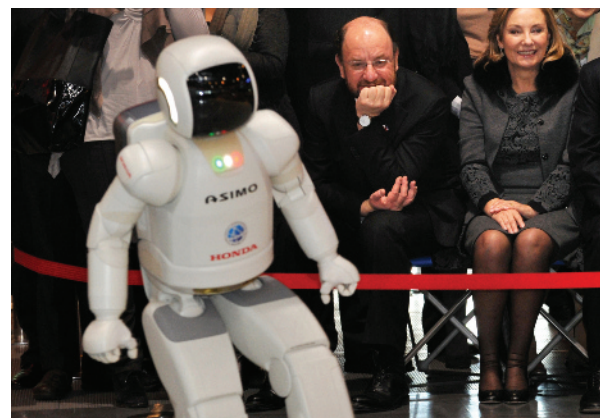


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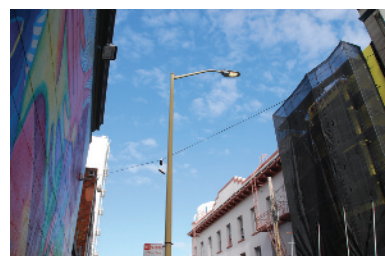
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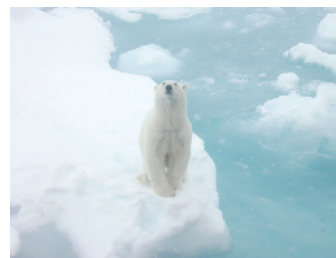
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# PREFACE

In preparation to revise *Sociology: A Global Perspective*, I reviewed the literature of globalization with the goal of assessing my textbook's effectiveness at presenting sociology from a global perspective. I have always presented globalization as an ever-accelerating force pulling people, groups, organizations, communities, and countries into a web of transnational relationships. Likewise, I have always tried to convey that globalization is a social force that is experienced locally. And I have tried to be clear that globalization—whether it be the globalization of a product like Oreo cookies or of a major religion like Christianity—has roots in a local place from which it is launched and then transplanted (with varying degrees of success) in countless number of other local settings across the planet.

In past editions, I sought to illustrate globalization in its many forms by pairing each chapter topic with a specific country; for example, "Chapter 4—Socialization: With Emphasis on Israel, West Bank, and Gaza" and "Chapter 11—Economics with Emphasis on India." People who are familiar with past editions of my book know that the chapters were never really about a particular country per se. Rather, that country was used as a vehicle to convey some dynamic underlying globalization. Because globalization is now more far reaching than when I first conceived this textbook, I have chosen for this edition to pair each chapter with a key dynamic underlying globalization. Those dynamics include transnational relationships, mass surveillance, in-group/out-group relationships, and the industrial food system.

To be more specific, Chapter 4 is now titled "Socialization: With Emphasis on In-Groups and Out-Groups." In previous editions, the emphasis was placed on Israel, West Bank, and Gaza. This revised emphasis better reflects the chapter's original intent of using the 100-year-long conflict between Palestinians and Israelis as a vehicle for illustrating a global-wide dynamic that is fueled by socialization. The sides in this and other such conflicts are known largely through ethnic, racial, or national labels (for example, Palestinians versus Israelis, or Indians versus Pakistanis). Such differences by themselves are never the cause of civil wars and other conflicts. Rather, the cause lies with efforts to control valued resources for "us" and not "them." So for a chapter on socialization, the key questions are: How is conflict between in-groups

and out-groups passed on from one generation to the next? How is loyalty to one group and hatred of another internalized? Of course, the answers to these questions lie with socialization concepts. In a similar vein, the economics and politics chapter (Chapter 11) is now retitled "Economics and Politics: With Emphasis on India and Its IT Professionals." That emphasis speaks to India's role in the global economy as a place that manages to deliver key players in the creation of digital technologies that are driving globalization today.

**New: Five chapters now give emphasis to technologies driving globalization.** There is no question that technologies facilitate exchanges and collaborations among people who live in different countries. In fact, digital and other technologies are key forces expanding and intensifying globalization's reach. The five chapters that give greatest emphasis to technology-driven forces are:

**Chapter 2:** Sociological Perspectives and Methods of Research: With Emphasis on Social Robotics

**Chapter 5:** Social Structure and Social Interaction: With Emphasis on Transnational Relationships in a Digital Age

**Chapter 6:** Formal Organization: With Emphasis on Industrial Food

**Chapter 7:** Deviance, Conformity, and Social Control: With Emphasis on Mass Surveillance

**Chapter 11:** Economic and Politics: With Emphasis on India and Its IT Professionals

**New: Eleven chapters give emphasis to other dynamics underlying globalization.** Chapter 1 now gives emphasis to the twin and inseparable forces of globalization and glocalization. Other chapters emphasize transcultural encounters and exchanges (culture), in-group and out-group dynamics (socialization), social mobility in the context of a global economy (social inequality), race as a social construction (race), gender ideals in global marketing (gender), aging societies (family), social reproduction (education), religion as a social force (religion), U.S. health in global context (population and health care), and the changing environment (social change).

**New photo feature: “Taking Action” photos with captions that highlight creative and thoughtful responses to existing social arrangements.** The sociological perspective encourages critical analysis of society. Although this approach may help students develop critical thinking skills, it may not cultivate the skills needed to respond in constructive ways. These photos feature some constructive responses that challenge the status quo. For example, Chapter 6 includes a photograph of a “Genetically Modified” label placed on food product. The accompanying caption explains that the grassroots “Label It” campaign encourages citizens to self-label products that are likely to contain genetically engineered ingredients. Currently there are no laws in place requiring corporations do inform consumers that a product contains genetically modified ingredients. The “Label It” campaign believes consumers have a right to know. Thus, if corporations won’t label the products, the consumer will.

**New: “No Borders, No Boundaries” maps depict the two forces of globalization and glocalization.** On the one hand, the maps illustrate the extent to which something has been globalized—that something might be the extent to which Oreo cookies or a religion such as Islam been globalized. On the other hand, the maps also illustrate the places that are now considered part of that globalization. The “No Borders, No Boundaries” map in Chapter 1, for example, highlights the largest and fastest growing markets for Oreo cookies, a once local product that can now be found in 100 countries. While these markets have embraced the cookies, many markets have altered the cream filling flavors to fit local tastes.

**New “Sociological Imagination” boxes have been revised and updated to allow students to place the individual life within a larger social and global context.** The “Sociological Imagination” boxes alert readers to consider how time and place shape the human biography. People’s lives are a product of three interrelated factors: chance (things over which they have no control), choice (decisions they make), and context (the larger social environment in which they live their lives and that shape their perceived choices and the actual choices available). One example: Today, the “choices” open to people who have lost limbs are much different than even a decade ago. Innovations in robotics have reached the point where humans can now use their brain waves to move robotic limbs. Eventually, robotic limbs will be capable of sending sensory feedback to the human brain. These developments change the context in which people who have lost the use of limbs in accidents or who were born without limbs (chance) now live their lives.

**Streamlined content:** In an effort to focus students’ attention on sociological processes (rather than specific countries), I have scaled back interesting but, ultimately extraneous details, as well as the number of charts and graphs, making the text significantly shorter than previous editions.

## MindTap™: The Personal Learning Experience

MindTap for Ferrante, *Sociology: A Global Perspective*, 9th ed., from Cengage Learning represents a new approach to a highly personalized, online learning platform. A fully online learning solution, MindTap combines all of a student’s learning tools—readings, multimedia, activities, and assessments—into a singular Learning Path that guides students through the introduction to sociology course. Instructors personalize the experience by customizing the presentation of these learning tools to their students, even seamlessly introducing their own content into the Learning Path via “apps” that integrate into the MindTap platform. Learn more at [www.cengage.com/mindtap](http://www.cengage.com/mindtap).

MindTap for Ferrante, *Sociology: A Global Perspective*, 9th ed., features Aplia assignments, which help students learn to use their sociological imagination through compelling content and thought-provoking questions. Students complete interactive activities that encourage them to think critically in order to practice and apply course concepts. These valuable critical thinking skills help students become thoughtful and engaged members of society. Aplia for *Sociology: A Global Perspective* is also available as a stand-alone product. Log in to CengageBrain.com to access Aplia for *Sociology: A Global Perspective*.

MindTap for Ferrante, *Sociology: A Global Perspective*, 9th ed., is easy to use and saves instructors time by allowing them to:

- Seamlessly delivery appropriate content and technology assets from a number of providers to students, as they need them.
- Break course content down into movable objects to promote personalization, encourage interactivity, and ensure student engagement.
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- Assess knowledge throughout each section: after readings, in activities, homework, and quizzes.
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## Ancillary Materials

*Sociology: A Global Perspective* is accompanied by a wide array of supplements prepared to create the best possible learning environment for both instructors and students, inside and outside the classroom.

## Instructor Resources

**Online Test Bank.** Written by Joan Ferrante, this enhanced and updated test bank consists of 90 to 100 multiple-choice questions per chapter, all with answers, page references, and question type (knowledge, comprehension, or applied). The test bank also includes 4 to 5 critical thinking questions per chapter.

**PowerPoint Slides.** Helping you make your lectures more engaging while effectively reaching your visually oriented students, these handy Microsoft® PowerPoint® slides outline the chapters of the main text in a classroom-ready presentation. The PowerPoint® slides are updated to reflect the content and organization of the new edition of the text. Available for download on the password-protected instructor book companion website, the presentations can also be obtained by e-mailing your local Cengage Learning representative.

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**Online Instructor's Resource Manual.** The instructor's manual offers instructors detailed chapter outlines, Teaching Tips that correspond with specific sections of the book, and background notes on each chapter's country of emphasis. Written by Joan Ferrante and Kristie Vise, the fully updated and revised manual will help you teach the global perspective with confidence.

**CourseReader.** This customized online reader offers easy-to-use and affordable access to primary and secondary sources, readings, and audio and video selections for your courses. CourseReader for Sociology helps you to stay organized and facilitates convenient access to course material, no matter where you are.

**The Sociology Video Library Vol. I–IV:** These DVDs drive home the relevance of course topics through short, provocative clips of current and historical events. Perfect for enriching lectures and engaging students in discussion, many of the segments on this volume have been gathered

from BBC Motion Gallery. Ask your Cengage Learning representative for a list of contents.

## Acknowledgments

The ninth edition builds on the efforts of those who helped me with this and the previous eight editions. Three people stand out as particularly influential over the life of this book: Sheryl Fullerton (the editor who signed this book in 1988), Serina Beauparlant (the editor who saw the first and second editions through to completion), and Chris Caldeira (the editor on the seventh edition, and now a graduate student in the PhD sociology program at the University of California-Davis who has served as the content consultant the past four years), Chris collaborated with me to develop the revision plan for this ninth edition that is by any measure transformative in vision. She has also contributed more than 100 photographs to this edition. Chris introduced me to Emerald Nguyen, also a graduate student at UC Davis, who spent several hours consulting about transnational relationships. My conversation with Emerald was very helpful to my writings related to Chapter 5 on social structure and social interaction.

Another person who influenced my understanding of culture over the life of the book and this edition is Bo-Kyung Kirby. For this edition we had a number of important conversations about Korean popular culture (K-pop) and its global influence. Bo teaches Korean language classes at NKU and the most common reason students give for enrolling is the desire to connect with Korean popular culture which includes music and video games.

For this and other editions, I have tried to include photos that help bring sociological concepts to life. In this regard, a number of colleagues and students have contributed and taken photos especially for this edition. I am grateful to all, and I have placed in parentheses the number of photos each has contributed: Prince Brown (2), Chris Brown (1), Chris Caldeira (104), Josh Ellingson (1), Katie Englert (1), Keith Farley (1), Missy Gish (34), Barbara Houghton (2), Boni Li (4), Melissa Melugin (1), Mohammed Omar (2), Ella Rehman (1), Tony Rotundo (9), Terra Schulz (1), Lisa Southwick (9), Ester Tsang (1), Urbain Ureel (3), Robert K. Wallace (5), and Tom Zaniello (1). Thanks also goes out to Katie Caputo for creating an image of two birds—one “singing” and the other “weeping” depending on the cultural framework upon which one is drawing.

Of course, any revision plan depends on thoughtful, constructive, and thorough reviewer critiques. In this regard, I wish to extend my deepest appreciation to those who have reviewed this revision:

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Loyd Ganey, *Cochise College*

Lloyd Klein, *York College*

Gerald Kloby, *County College of Morris*

When only one name—the author’s—graces the cover of this textbook, it is difficult to count just how many people were involved with its production. It is even more difficult to acknowledge each person’s contribution in the way he or she deserves. Some names appear in the most unassuming manner on the copyright page, belying the significant role they played in shaping the book. Obviously the editor on this edition—Seth Dobrin—and the developmental editor—Erik Fortier—are key and valuable colleagues who I work with in a very direct way. Perhaps the least recognized of those named on the copyright pages are production editors. For this edition, I was fortunate to work with Cheri Palmer and Jill Traut, who take care of an overwhelming number of details associated with the book, including coordinating the work of the copyeditor, photo researcher, designer, proofreader, author, and others into a textbook ready to go to press. Both handled this pressure in ways that seemed effortless. But then such a style is a sign of true professionals—making something very few people can do seem effortless.

Apart from the support I received from Cengage Learning on this updated and past editions, I also received ongoing support and interest from many sociology faculty at my university who have either read or used this textbook at one time or another: Prince Brown, Jr. (emeritus professor), Kris Hehn, Boni Li, J. Robert Lilly (who was my undergraduate professor), Jamie McCauley, and Kristie Vise. Kristie is now the co-author of the instructor’s resource manual. I am grateful that she has accepted this role.

For the past four editions, I have had the privilege of working with Missy Gish. Missy works behind the scenes taking photos for the book, updating tables and charts, checking references, and preparing chapters for production. On the surface, Missy’s job description may seem simple, but I must emphasize that these tasks require an alertness, attention to detail, and ability to handle the

stress associated with meeting deadlines that very few people possess.

I must also thank Kristie Vise, my colleague at NKU, who has collaborated with me for many editions now. On this edition, she worked on the instructor’s manual. Her daughter, Tyler Vise, a student at NKU, assisted me with creating the index and Kristie’s mother, Jan Caputo, assisted me in the proofreading stages. It was clear to me that Tyler inherited, or acquired through observation or concerted cultivation her mother’s work ethic and attention to detail. And it is also clear to me that Kristie’s has been influenced in this same way by her mother.

I wish to express my deepest appreciation to my mother, Annalee Taylor Ferrante—who keeps my files, alerts me to news and other media reports that inform my thinking and that help me in updating the text. My mother, who is 84 years old, cooks full-course dinners for my husband and me several times a week. The care with which she prepares food and the exquisite results have no parallel. This is no easy feat in a world dominated by heavily processed and prepackaged foods and ingredients.

As always, I also express my love for and gratitude to my husband, colleague, and friend Robert K. Wallace who is without a doubt my greatest supporter. In closing, I acknowledge, as I have done in all editions of this and other books, the tremendous influence of Horatio C. Wood IV, MD, on my academic career and philosophy of education. Dr. Wood died on May 28, 2009. His death only served to intensify the warmth and gratitude I continue to feel for him. In reflecting on the important mentoring role Dr. Wood has played in my life, I cannot help but wonder why there seem to be few, if any, explicit statements about the deep emotions felt for those who have the greatest influence on our work. The answer I suppose lies with difficulty in finding the words that do justice to the person and convey such emotions. The emotions I felt for Dr. Wood were an important component of what was, by any measure, a constructive relationship. These emotions allowed me to gauge his specialness, and they have given purpose, excitement, and direction to my learning, writing, and teaching.

# SOCIOLOGY

A Global Perspective

# THE SOCIOLOGICAL IMAGINATION

1

With Emphasis on Globalization and Glocalization



Chris Caldera

Study the photograph opening this chapter. Do you recognize any of the products in this floating convenience store? You might guess from the packaging that Oreo cookies are among the products on board. The photo is interesting sociologically because it illustrates two important forces shaping our daily lives: globalization and glocalization. It illustrates globalization because Oreo cookies, once a local product sold only in Hoboken, New Jersey in 1912, are now sold throughout the United States and in 100 countries. At the same time, the photo illustrates glocalization because we see the transplantation of a cookie once only found in Hoboken into a new local context, Halong Bay, Vietnam. While the spread of Oreo cookies worldwide over the past century is an example of globalization, the process by which the product is transplanted to countless local settings around the world is an example of glocalization. Emphasis should be placed on the word *transplanted* because just as the body adapts to an organ transplant, the people in local settings accept, modify, adapt to, and resist foreign items.

## Why Focus On GLOBALIZATION AND GLOCALIZATION?

The bulk of our day-to-day living occurs in a physical space—a fishbowl—that can include our home, school, workplace, car, gym, place of worship, and other local spaces. Though we may have traveled abroad and have relationships with people in distant places, the physical spaces in which we act are what we directly experience. Yet much of what goes on in our daily lives is linked to global forces. The concepts of globalization and glocalization draw our attention to the intersection of the local and the global.

**Globalization** is the ever-increasing flow of goods, services, money, people, technology, information, and other cultural items across national borders. Emphasis should be placed on the words *ever-increasing* because as these flows become more dense and fast moving, people have access to larger portions “of the total global cultural inventory” and to others across the globe (Hannerz 2006). **Glocalization** is the

process by which a locality embraces, adapts to, or resists a product, an idea, or a way of behaving that have come to them in the cross-national flow. Glocalization is also the process by which something unique to a locality such as a song like “Gangnam Style” or a Kentucky bourbon is launched on a path toward globalization.

Globalization and glocalization are intertwined because globalization always involves a series of countless glocalizations. Simply consider that the woman rowing the floating convenience store is part of just one of the countless localities to which the Oreo cookie has made its way (see “No Borders, No Boundaries: The Globalization and Glocalization of Oreo Cookies”). As we will see, sociology offers a conceptual framework to think about how the twin social forces of globalization and glocalization shape meanings, identities, social relationships, and human activities.



**CORE CONCEPT 1** *Sociology is the scientific study of human activity in society. More specifically, it is the study of the social forces that influence or pressure people to behave, respond, or think in certain ways.*

Human activities include anything people do with, for, and to others. It also includes any behaviors or thoughts influenced by others. The human activities that sociologists study are age-old and too many to name but they include people searching for work, securing food, adorning the body, competing for some desired outcome (a scholarship, love, victory), celebrating, consuming, and so on. **Social forces** include anything humans create that influences or pressures people to behave, respond, or think in certain ways. Social forces can include technologies such as smartphones; shared ideals such as freedom of speech; established practices such as the eight-hour workday, a manufactured

product such as Oreo cookies, a revolutionary figure such as Gandhi, a television show such as *Sesame Street*, a social movement such as LGBTQ, and processes like globalization

**globalization** The ever-increasing flow of goods, services, money, people, technology, information, and other cultural items across national borders.

**glocalization** The process by which a locality embraces, adapts to, or resists a product, an idea, a way of behaving that has come to them in the cross-national flow. It is also when something unique to locality is launched on a path toward globalization.

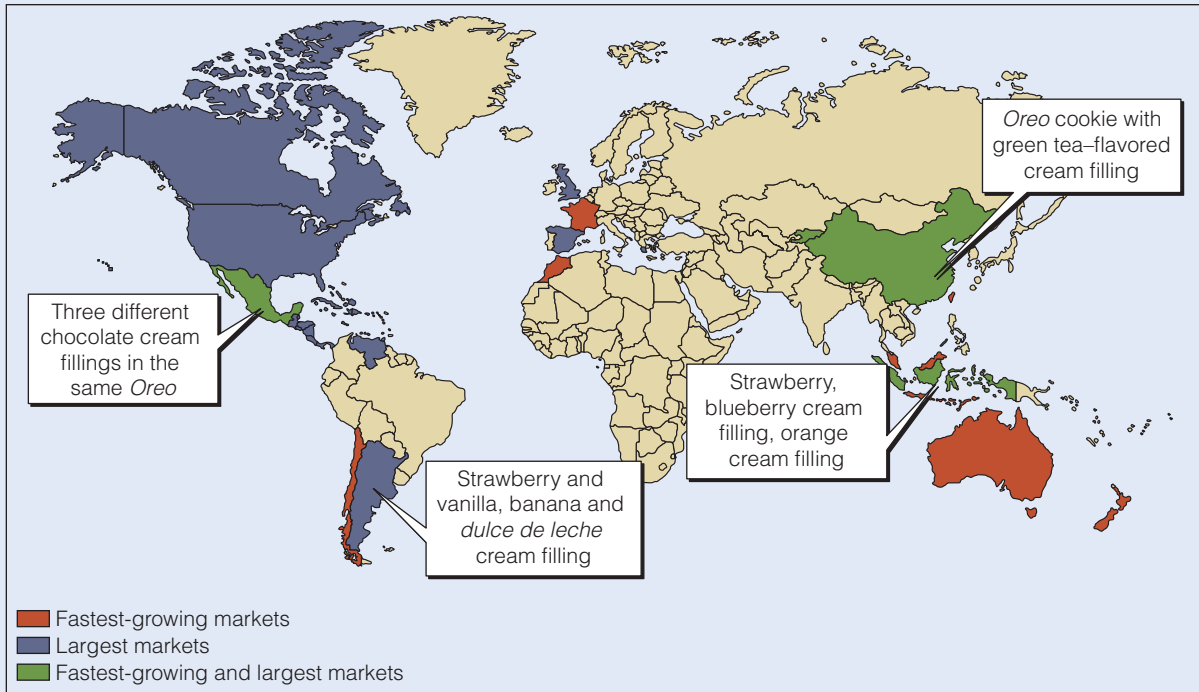
**sociology** The scientific study of human activity in society.

**social forces** Anything humans create or take notice of that influences or pressures people to interact, behave, respond, or think in certain ways.

## No Borders, No Boundaries The Globalization and Glocalization of Oreo Cookies

The case of Oreo cookies shows how expanding market share creates a global economy. The first Oreo cookie was sold in Hoboken, New Jersey in 1912. One hundred years later, the product is sold in 100 countries. This map shows

the countries that count among the largest markets. The map also shows the countries that are counted among the fastest growing. Oreo cookies have a Facebook page with 32 million “followers” in more than 200 countries (Kraft Foods 2012).



**FIGURE 1.1** Countries with Largest- and Fastest-Growing Markets for Oreo Cookies

Source of data: Kraft Foods (2012).

and glocalization. This textbook gives special attention to the twin social forces of globalization and glocalization because together they shape virtually every aspect of our daily lives. In fact, as we will learn later in this chapter, from the time sociology as a field of study was founded until the present, the forces of globalization and glocalization have always captured the imagination of sociologists.

## The Sociological Imagination

**CORE CONCEPT 2** The *sociological imagination* is a quality of mind that allows people to grasp how remote and impersonal social forces shape their life story or biography.

**sociological imagination** A quality of mind that allows people to see how remote and impersonal social forces shape their life story or biography.

**biography** All the day-to-day activities from birth to death that make up a person’s life.

A **biography** consists of all the day-to-day activities from birth to death that make up a person’s life. From a sociological point of view, people’s biographies are shaped in large part by remote and impersonal social forces. Social forces are considered remote and impersonal when people impacted by them had no hand in creating them. As a case in point, think about the technology that is likely to matter most to you—your smartphone. That technology matters because it has revolutionized, on a global scale, the way we communicate and share information. The smartphone has had a dramatic impact on behavior and relationships with others because, among other things, it allows people to instantly engage with others, access information, and attend to needs from afar (to start a car for a family member who lost his keys, to check on pets or people, to bank, shop, and much more). Although virtually everyone who uses smartphones had no direct involvement in their invention and development, they become a part of the smartphone revolution every time they use it. The point is that as people respond to social forces in their lives, they become part of that force. People can embrace social



forces, challenge them or be swept along or bypassed by them (see “Sociological Imagination: Seeing the Connection between Global and Local”).

## Troubles and Issues

**CORE CONCEPT 3** The sociological imagination cultivates the ability to distinguish between troubles and issues. The causes of troubles lie with individual shortcomings. The causes of issues can be traced to larger social forces that transcend any individual's effort and ability.

C. Wright Mills (1959) defines **troubles** as personal needs, problems, or difficulties brought on by individual shortcomings related to motivation, attitude, ability, character, or judgment. The resolution of a trouble, if it can indeed be resolved, lies in changing the individual in some way. To find relief for a trouble, we properly look to person's character, skills, and immediate opportunities (that is, we think, “She is lazy,” “He has a bad attitude,” “He didn't try very hard in school,” or “She had the opportunity but didn't take it”).

By comparison, an **issue** is a matter that can be explained only by factors outside an individual's control and immediate environment. Mills states that when only one man or woman is unemployed in a city of 100,000, that situation is his or her personal trouble. But when 24 million men and women are unemployed or underemployed in a nation with a workforce of 156 million, that situation is an issue. Clearly, we cannot hope to solve this kind of employment crisis by focusing on the character flaws of 24 million individuals. According to Mills, an accurate description of an issue such as widespread unemployment requires us to think beyond personal shortcomings of the unemployed and to consider the underlying larger social forces that created it.

With regard to unemployment, we must remember that corporate success is measured by ever-increasing profit margins. Profits increase when labor costs are lowered, which can be achieved through laying off employees, downsizing the workforce, transferring jobs from higher-wage to lower-wage areas of the world, and otherwise finding ways to reduce time and wages needed to produce a product or deliver a service.

In *The Sociological Imagination*, C. Wright Mills (1959) asks, “Is it any wonder that ordinary people feel they cannot cope with the larger worlds with which they are so suddenly confronted?” (pp. 4–5). Is it any wonder that people often feel trapped by the larger social forces that affect them? As Mills pointed out, we live in a world in which information dominates our attention and overwhelms our capacity to make sense of all we hear, see, and read every day. Consequently, we may be exhausted by the struggle to learn from that information available to us about the forces that shape our daily lives. According to Mills, people need the sociological imagination, “a quality of mind that will help them to use information” to think



Chris Caldeira



Chris Caldeira

From a profit-making point of view, the 1.6 million drivers who haul large loads and the 1.3 million who drive delivery trucks just in the United States alone (U.S. Bureau of Labor Statistics 2013) represent “costs” of delivering a product from one destination to another. As driverless technology is perfected, we can anticipate that the jobs of truck drivers will eventually disappear. Obviously, this job loss is not the result of personal failure or shortcomings. From a sociological point of view, the profit-making model that drives capitalist economies to reduce labor costs must be addressed.

about “what is going on in the world and what may be happening within themselves” (p. 5). The payoff for those who possess a sociological imagination is that they can better understand their own experiences and fate by locating themselves in a larger historical, cultural, and social context, that they become aware of the many individuals who share their situations, and that they can plan a constructive response to larger social forces impacting their lives.

**troubles** Personal needs, problems, or difficulties brought on by individual shortcomings related to motivation, attitude, ability, character, or judgment.

**issue** A matter that can be explained only by factors outside an individual's control and immediate environment.

## Sociological Imagination Seeing the Connection between Global and Local

Those who possess the sociological imagination are able to see a connection between larger social forces and the day-to-day activities in which they engage. For example, whether or not people recognize it, the forces of globalization shape every aspect of their daily lives. How they respond makes globalization a local (or glocal) event. We showcase six examples where global forces and local responses intersect.



Chris Caldeira

This driver is challenging the globalization of meat consumption with the local plea to “Be Veg . . . Save the Planet.” Worldwide meat production has tripled over the last 50 years such that the average person on the planet consumes 80 pounds (38 kg) of meat per year. Of course, consumption varies by location with the average American eating 274 pounds (125.4 kg) of meat each year and the average person in India consuming 7 pounds (3.2 kg) (*The Economist* 2012). Raising the billions of animals to satisfy this level of annual consumption involves tremendous amount of animal waste that releases methane and nitrous oxide (greenhouse gases) into the atmosphere. “The world’s supersized appetite for meat is among the biggest reasons greenhouse gas emissions are still growing rapidly” (Engelman 2013).



Chris Caldeira

Eureka, Nevada, one of several towns on Highway 50 dubbed “the loneliest road in America,” has been bypassed by globalization. Eureka was founded in 1864, as a mining town (gold, silver, lead) in 1864, and reached its peak population in 1878 of 10,000. Today, 1,100 people live in this town. From the beginning, the town’s identity centered on mining, but the worth of the ore was determined by global demand. As the value of what Eureka mined declined in the marketplace and residents and those in surrounding towns moved away, Eureka’s global and local identities came to center around its location along the “loneliest road in America.”



Missy Gish

It is very likely that this apple juice is made from apples grown in at least ten countries including Germany, Austria, Italy, Hungary, Argentina, Chile, China, Turkey, Brazil, and the United States. Imagine the global effort involved in coordinating the delivery of apples from ten or more countries to a central location for processing and then to deliver juice by ship, train, and truck to “local” stores, restaurants, schools, and vending machines all over the world. One also has to imagine the hundreds (if not thousands) of U.S. apple growers, who once dominated the global and domestic markets, closing orchards because they cannot compete with China, for example, which now meets 50 percent of the world demand for apple juice.



Missy Gish

There is no question that the smartphone qualifies as global-scale social force. Smartphones, released in 1996, have been embraced by billions of people across the globe in countless locations. Using smartphone technology, doctors and other health care professionals in one location can monitor and treat patients in any locality. One day, smartphones will be equipped with an app that can take an X-ray on the spot and instantly transmit the image to a doctor or health care professional in another location. The kind of technology will be especially embraced by those living in remote locations who must travel long distances to receive care.



Chris Caldeira

The globalization of gay pride includes the opening of the first gay bar in Lamai Beach, Thailand, more than 115 years after the first known group to campaign publicly for gay rights was based in Berlin, Germany, in 1897. By 1922, 25 local chapters had been formed in Europe but were suppressed by the Nazis. In the late 1940s and 1950s, support groups formed in the United States (the Mattachine Society in Los Angeles and the Daughters of Bilitis in San Francisco) and in Europe (the Dutch Association for the Integration of Homosexuality in Amsterdam). The Stonewall Rebellion—the event where patrons of the gay bar Stonewall Inn rioted in protest after a police raid—is widely considered a watershed event propelling the modern gay rights movement. In fact, the Stonewall Rebellion is commemorated annually during Gay and Lesbian Pride Week in many cities around the world.



Missy Gish

The two boys pictured live in the United States. From a sociological point of view, their lives are connected to immigration flows: forced and voluntary of people from all over the world to the United States. When placed in this context, we may think that the boy on the right is a descendant of ancestors who emigrated from Europe to the United States and the boy on the left a descendant of ancestors who emigrated from Africa to the United States. In reality both boys, who are cousins, share African and European ancestors who were once counted among the global flows of immigrants who made their way to the United States.

**TABLE 1.1** Number of Workers in the United States Employed in Transportation and Material-Moving Occupations at Risk of Losing Jobs from Predicted Advances in Driverless Technologies

About 7.3 million people in the United States work in the transportation sector of the economy—that is, they earn a living from transporting people and products by car, train, plane, or truck from one location to another. The following table lists various transportation occupations, the number employed in each, the average salary, and the educational requirements.

Occupation	# Employed	Average Salary	Educational Requirements
Air traffic controllers	27,000	\$108,040	Associate's degree
Airline and commercial pilots	103,500	\$92,060	Associate's degree
Bus drivers	647,200	\$29,160	High school diploma/equivalent
Delivery truck drivers and driver/sales workers	1,262,600	\$27,050	High school Diploma/equivalent
Flight attendants	90,500	\$37,740	High school diploma/equivalent
Hand laborers and material movers	3,315,400	\$22,560	Less than high school
Heavy and tractor-trailer truck drivers	1,604,800	\$37,770	High school diploma/equivalent
Material moving machine operators	669,00	\$30,800	Less than high school
Railroad conductors and yardmasters	40,800	\$49,770	High school diploma/equivalent
Subway and streetcar operators	6,500	\$56,880	High school diploma/equivalent
Taxi drivers and chauffeurs	239,900	\$22,440	Less than high school
Train engineers and operators	67,100	\$46,100	High school diploma/equivalent
Water transportation occupations	82,600	\$46,610	Bachelor's degree

Source of data: U.S. Bureau of Labor Statistics (2013).

The sociological imagination is evident in the work of the earliest and most influential sociologists. In fact, the discipline of sociology emerged as part of an effort to understand how a transformative social force known as the Industrial Revolution changed people's lives around the globe in countless ways.

## The Industrial Revolution and Emergence of Sociology

**CORE CONCEPT 4** Sociology emerged as a reaction to the Industrial Revolution, an ongoing and still evolving social force that has transformed and is still transforming society, human behavior, and interaction in incalculable ways.

**mechanization** The process of replacing human and animal muscle as a source of power with external sources derived from burning wood, coal, oil, and natural gas.

The Industrial Revolution is the name given to the changes in the way people produced goods, grew food, got from one place to another, extracted resources from the earth, and communicated and interacted with one another. In short, the Industrial Revolution transformed virtually every aspect of society. The defining feature of the Industrial Revolution was **mechanization**, the process of replacing human and animal muscle as a source of power with external sources derived from burning wood, coal, oil, and natural gas. Before mechanization, goods were produced and distributed at a human pace. These new sources of power eventually replaced hand tools with power tools, sailboats with freighters, and horse-drawn carriages with trains. Mechanization changed how goods were produced and how people worked. It turned workshops into factories, artisans into machine operators, and handmade goods into machine-made goods. With industrialization, previously handcrafted products were now standardized and assembled by relatively unskilled workers, each involved in a specialized part of the overall production process. Now no one person could say, "I made this; this is a unique product of my labor." The factory owners gained power over the artisans as machines rendered their skills



Library of Congress Prints and Photographs Division

Coal-powered locomotives celebrated in this 1891 poster permitted people to travel day and night; in rain, snow, or sleet; across smooth and rough terrain—turning monthlong trips into daylong ones. Railroads increased opportunities for personal mobility and boosted the freight and passenger traffic to and from previously remote areas.

obsolete. Now people with little or no skill could do the artisan's work—and at a faster pace (Thrall 2007).

Industrialization did more than change the nature of work; it changed notions of time and space. A social order that had existed for centuries vanished, and a new order—familiar in its outline to us today—appeared (Lengermann 1974). A series of developments—the railroad, the steamship, the cotton gin, running water, central heating, electricity, the telegraph, mass-circulation of newspapers, and many more innovations—transformed how people lived their daily lives and with whom they interacted. Coal-powered trains, for example, turned a month-long trip by stagecoach into a daylong one. These trains permitted people and goods to travel day and night; in rain, snow, or sleet; and across smooth and rough terrain. Railroads increased the human and freight traffic to and from previously remote and unconnected areas. The railroad caused people to believe they had annihilated time and space (Gordon 1989). In addition, railroads facilitated an unprecedented degree of economic interdependence, competition, and upheaval. Now people in one area could be priced out of a livelihood if people in another area could provide goods and materials at a lower price (Gordon 1989).

The Industrial Revolution drew labor, forced and unforced, from even the most remote parts of the globe into a process that produced unprecedented quantities of material goods. The historical period known as the Age of Imperialism (1880–1914), for example, involved the most rapid industrial and colonial expansion in history. During this time, rival European powers (such as Britain, France, Germany, Belgium, Portugal, the Netherlands, and Italy) competed to secure colonies and, by extension, exploited the labor and natural resources within those colonies.

By 1914, for example, all of Africa had been divided into European colonies. By that year, 84 percent of the world's land area had been affected by colonization, and an estimated 500 million people were living as members of European colonies (*Random House Encyclopedia* 1990).

The Industrial Revolution changed everything—the ways in which goods were produced, the ways in which people negotiated time and space, the relationships between what were once geographically separated peoples, the ways in which people made their livings, the density of human populations (for example, urbanization), the relative importance and influence of the home in people's lives, access to formal education (the rise of compulsory and mass education), and the emergence of a consumption-oriented economy and culture. The accumulation of wealth became a valued and necessary pursuit. In *The Wealth of Nations*, Adam Smith (1776) argued that the invisible hand of the free market (capitalism) embodied in private ownership, and self-interested competition held the key to a nation's advancement and prosperity.

These many and unprecedented changes caught the attention of the early sociologists who wrote in the nineteenth and early twentieth centuries. In fact, sociology emerged out of their efforts to document and explain the effects of the Industrial Revolution on society.

**CORE CONCEPT 5** Early sociologists were witnesses to the transforming effects of the Industrial Revolution. They offered lasting conceptual frameworks for analyzing societal transformation and upheaval.

Sociology emerged as an effort to understand the dramatic and almost immeasurable effects of the Industrial Revolution on human life across the globe. Here, we present six of the most influential early sociologists. Three of these six are nicknamed the “big three.” Those three are Karl Marx (1818–1883), Émile Durkheim (1858–1917), and Max Weber (1864–1920). Sociologists universally agree that these three are the giants in the field and that their writings form the heart of the discipline. It is safe to say that all sociologists who have come after Marx, Durkheim, and Weber have been deeply influenced by their ideas even as they expand, refine, and challenge them (Appellrouth and Edles 2007). We also include three other early figures central to the discipline: Auguste Comte (1798–1857), Jane Addams (1860–1935), and W.E.B. DuBois (1868–1963).

Although the early sociologists wrote in the nineteenth and early twentieth centuries, their observations remain relevant. After reviewing the work of each, we consider what each might say about the forces of globalization and glocalization that shape our life today. Keep in mind that the early sociologists witnessed the introduction of one or more of the following inventions, all of which had the effect of annihilating space and time including the transcontinental railroads (1863), passenger airline (1913),