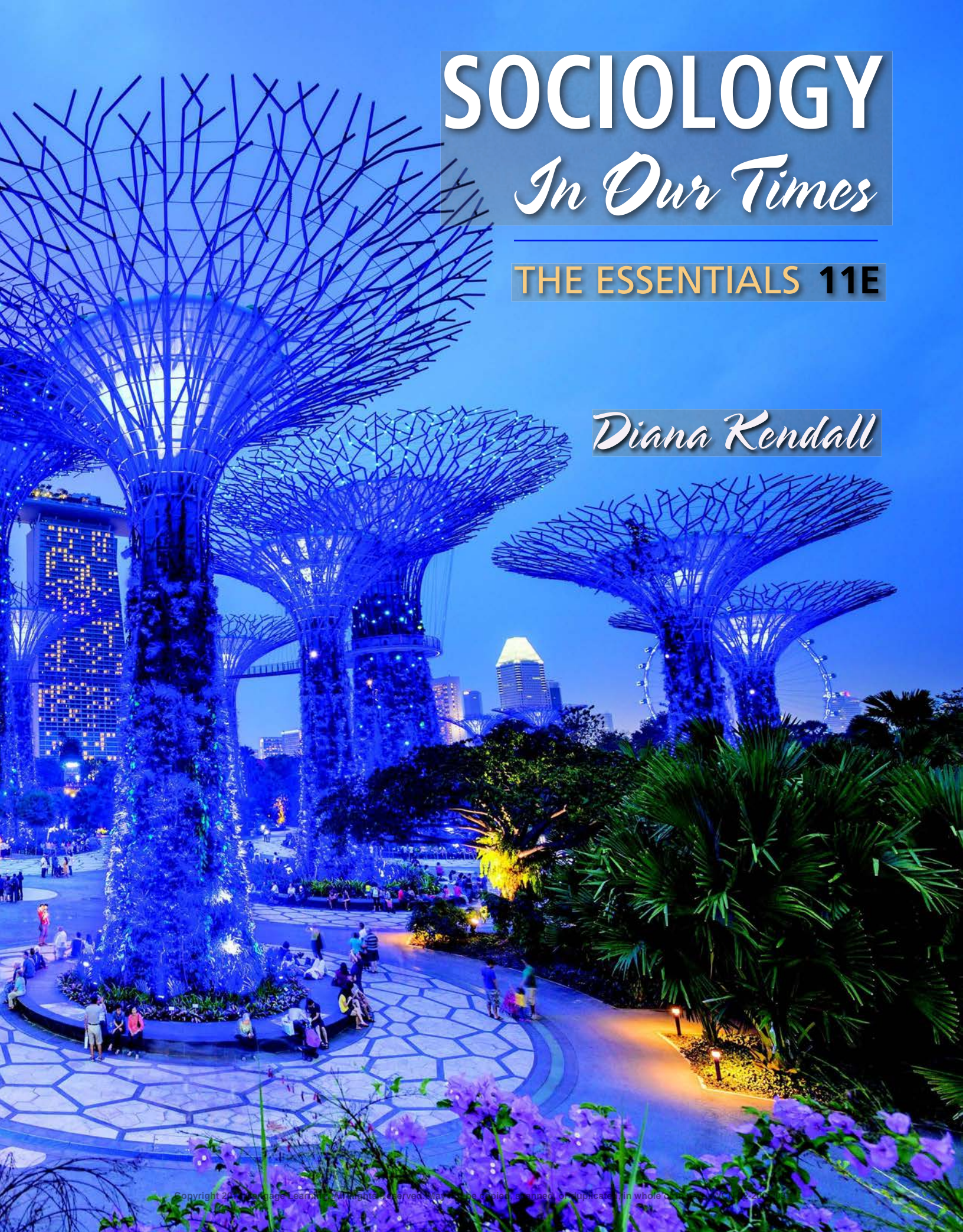


SOCIOLOGY

In Our Times

THE ESSENTIALS 11E

Diana Kendall



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Diana Kendall
Baylor University



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BRIEF CONTENTS

PART 1

Studying Society and Social Life

- 1** THE SOCIOLOGICAL PERSPECTIVE AND RESEARCH PROCESS 2
- 2** CULTURE 36
- 3** SOCIALIZATION 64

PART 2

Social Groups and Social Control

- 4** SOCIAL STRUCTURE AND INTERACTION IN EVERYDAY LIFE 94
- 5** GROUPS AND ORGANIZATIONS 126
- 6** DEVIANCE AND CRIME 152

PART 3

Social Inequality

- 7** CLASS AND STRATIFICATION IN THE UNITED STATES 188
- 8** GLOBAL STRATIFICATION 220
- 9** RACE AND ETHNICITY 244
- 10** SEX, GENDER, AND SEXUALITY 280

PART 4

Social Institutions

- 11** FAMILIES AND INTIMATE RELATIONSHIPS 316
- 12** EDUCATION AND RELIGION 346
- 13** POLITICS AND THE ECONOMY IN GLOBAL PERSPECTIVE 382
- 14** HEALTH, HEALTH CARE, AND DISABILITY 418

PART 5

Social Dynamics and Social Change

- 15** POPULATION AND URBANIZATION 456
- 16** COLLECTIVE BEHAVIOR, SOCIAL MOVEMENTS, AND SOCIAL CHANGE 488

CONTENTS

PART 1 Studying Society and Social Life



The Sociological Perspective and Research Process 2

Putting Social Life into Perspective 4

Why Should You Study Sociology? 5

- The Sociological Imagination 6
- The Importance of a Global Sociological Imagination 8

The Development of Sociological Thinking 9

The Origins of Sociology as We Know It 10

- Early Thinkers: A Concern with Social Order and Stability 10
- Differing Views on the Status Quo: Stability or Change? 12
- The Origins of Sociology in the United States 13

Theoretical Perspectives in the Twentieth and Twenty-First Centuries 14

- Functionalist Perspectives 14
- Conflict Perspectives 16
- Symbolic Interactionist Perspectives 17
- Postmodern Perspectives 18

The Sociological Research Process 19

- The Quantitative Research Model 20

- A Qualitative Research Model 24

Research Methods 24

- Survey Research 24
- Secondary Analysis of Existing Data 27
- Field Research 27
- Experiments 28

Ethical Issues in Sociological Research 30

CHAPTER REVIEW 32

Key Terms 33

Questions for Critical Thinking 34

Answers to Sociology Quiz 34

Features

- **Sociology & Everyday Life:** The Sociology of Suicide Trends Today 4
- **Sociology in Global Perspective:** Durkheim's Classical Study of Suicide Applied to Twenty-First-Century Young People in India 7
- **Understanding** Statistical Data Presentations 21
- **Sociology & Social Policy:** Establishing Policies to Help Prevent Military Suicides 25



Culture 36

Culture and Society in a Changing World 39

- Material Culture and Nonmaterial Culture 40
- Cultural Universals 41

Components of Culture 42

- Symbols 42
- Language 43
- Values 46
- Norms 48

Technology, Cultural Change, and Diversity 50

- Cultural Change 50
- Cultural Diversity 51
- Culture Shock 54

- Ethnocentrism and Cultural Relativism 54

A Global Popular Culture? 55

- High Culture and Popular Culture 55
- Forms of Popular Culture 56

Sociological Analysis of Culture 57

- Functionalist Perspectives 57
- Conflict Perspectives 57
- Symbolic Interactionist Perspectives 58
- Postmodernist Perspectives 58



Looking Ahead: Culture, Social Change,
and Your Future 60

CHAPTER REVIEW 61

Key Terms 62

Questions for Critical Thinking 63

Answers to Sociology Quiz 63

Features

- **Sociology & Everyday Life:** Spreading Culture Through Food Trucks? 38
- **Sociology in Global Perspective:** What Do Cultural Norms Say About Drinking Behavior? 49
- **You Can Make a Difference:** Schools as Laboratories for Getting Along: Having Lunch Together 61

3 Socialization 64

Why Is Socialization Important Around the Globe? 67

- Human Development: Biology and Society 68
- Problems Associated with Social Isolation and Maltreatment 69

Social Psychological Theories of Human Development 71

- Freud and the Psychoanalytic Perspective 71
- Piaget and Cognitive Development 72
- Kohlberg and the Stages of Moral Development 73
- Gilligan's View on Gender and Moral Development 74

Sociological Theories of Human Development 74

- Symbolic Interactionist Perspectives on Socialization 74
- Functionalist Perspectives on Socialization 76
- Conflict Perspectives on Socialization 77

Agents of Socialization 77

- The Family 77
- The School 79
- Peer Groups 80
- Mass Media 80
- Gender Socialization 81
- Racial–Ethnic Socialization 82

Socialization Through the Life Course 82

- Childhood 83
- Adolescence 83
- Adulthood 85
- Late Adulthood and Ageism 86

Resocialization 87

- Voluntary Resocialization 87
- Involuntary Resocialization 88

Looking Ahead: Socialization, Social Change, and Your Future 88

CHAPTER REVIEW 90

Key Terms 91

Questions for Critical Thinking 92

Answers to Sociology Quiz 92

Features

- **Sociology & Everyday Life:** Class Attendance in Higher Education 66
- **Sociology in Global Perspective:** Open Doors: Study Abroad and Global Socialization 84
- **You Can Make a Difference:** What Stresses Out College Students and What to Do About It? 89



PART 2 Social Groups and Social Control

4 Social Structure and Interaction in Everyday Life 94

Social Structure: The Macrolevel Perspective 98

Components of Social Structure 98

- Status 98
- Role 101
- Groups 103
- Social Institutions 105

Societies, Technology, and Sociocultural Change 106

- Hunting and Gathering Societies 106

- Horticultural and Pastoral Societies 107
- Agrarian Societies 107
- Industrial Societies 108
- Postindustrial Societies 109

Sociological Perspectives on Stability and Change in Society 109

- Durkheim: Mechanical and Organic Solidarity 109



Tönnies: *Gemeinschaft* and *Gesellschaft* 110
Social Structure and Homelessness 110

Social Interaction: The Microlevel Perspective 111

Social Interaction and Meaning 111
The Social Construction of Reality 113
Ethnomethodology 114
Dramaturgical Analysis 114
The Sociology of Emotions 116
Nonverbal Communication 118

Looking Ahead: Social Change, Social Structure, and Interaction in the Future 121

CHAPTER REVIEW 122

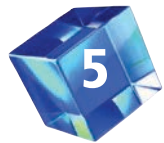
Key Terms 123

Questions for Critical Thinking 123

Answers to Sociology Quiz 124

Features

- **Sociology & Everyday Life:** Twenty-five Years of Dumpster Diving for Dinner 96
- **Sociology & Social Policy:** What's Going on in "Paradise"?—Homeless Rights Versus Public Space 112
- **You Can Make a Difference:** Offering a Helping Hand to Homeless People 120



5 Groups and Organizations 126

Social Groups 128

Groups, Aggregates, and Categories 129
Types of Groups 130
The Purpose of Groups: Multiple Perspectives 132

Group Characteristics and Dynamics 132

Group Size 132
Group Leadership 133
Group Conformity 134
Groupthink 137

Formal Organizations in Global Perspective 138

Types of Formal Organizations 138
Bureaucracies 140
Problems of Bureaucracies 142
Bureaucracy and Oligarchy 143

Alternative Forms of Organization 145

Humanizing Bureaucracy 145
Organizational Structure in Japan, Russia, and India 145

Looking Ahead: Social Change and Organizations in the Future 146

Socially Sustainable Organizations 146
Globalization, Technology, and "Smart Working" 147

CHAPTER REVIEW 149

Key Terms 150

Questions for Critical Thinking 150

Answers to Sociology Quiz 151

Features

- **Sociology & Everyday Life:** Social Media and the Classroom 128
- **Sociology & Social Policy:** Technological and Social Change in the Workplace: BYOD? 144
- **You Can Make a Difference:** Can Facebook, Twitter, and Other Social Media Make You a Better, More Helpful Person? 147



6 Deviance and Crime 152

What Is Deviance? 154

Who Defines Deviance? 156
What Is Social Control? 157

Functionalist Perspectives on Deviance 157

What Causes Deviance, and Why Is It Functional for Society? 157
Strain Theory: Goals and Means to Achieve Them 158
Opportunity Theory: Access to Illegitimate Opportunities 159

Conflict Perspectives on Deviance 160

Deviance and Power Relations 161
Deviance and Capitalism 161
Feminist Approaches 161

Approaches Focusing on the Interaction of Race, Class, and Gender 162

Symbolic Interactionist Perspectives on Deviance 163

Differential Association Theory and Differential Reinforcement Theory 163
Rational Choice Theory 163
Control Theory: Social Bonding 164
Labeling Theory 164

Postmodernist Perspectives on Deviance 166

Crime Classifications and Statistics 167

How the Law Classifies Crime 167



Other Crime Categories 168
Crime Statistics 172
Terrorism and Crime 173
Street Crimes and Criminals 174
Crime Victims 176

The Criminal Justice System 177

The Police 177
The Courts 178
Punishment and Corrections 180
The Death Penalty 181

Looking Ahead: Deviance and Crime in the Future 182

The Future of Transnational Crime and the Global
Criminal Economy 184

CHAPTER REVIEW 185

Key Terms 186

Questions for Critical Thinking 187

Answers to Sociology Quiz 187

Features

- **Sociology & Everyday Life:** The Carnage Continues 154
- **Sociology in Global Perspective:** A Wider Perspective on Gangs: Look and Listen Around the World! 160
- **Sociology & Social Policy:** The Long War Over Gun Control 183

PART 3 Social Inequality



7 Class and Stratification in the United States 188

What Is Social Stratification? 191

Systems of Stratification 192

Slavery 192
The Caste System 193
The Class System 195

Classical Perspectives on Social Class 195

Karl Marx: Relationship to the Means
of Production 195
Max Weber: Wealth, Prestige, and Power 196

Contemporary Sociological Models of the U.S. Class Structure 198

The Weberian Model of the U.S. Class Structure 198
The Marxian Model of the U.S. Class Structure 201

Inequality in the United States 204

Distribution of Income and Wealth 204
Consequences of Inequality 207

Poverty in the United States 209

Who Are the Poor? 210
Economic and Structural Sources of Poverty 211

Solving the Poverty
Problem 212

Sociological Explanations of Social Inequality in the United States 213

Functionalist Perspectives 213
Conflict Perspectives 213
Symbolic Interactionist Perspectives 214

Looking Ahead: U.S. Stratification in the Future 215

CHAPTER REVIEW 217

Key Terms 218

Questions for Critical Thinking 218

Answers to Sociology Quiz 219

Features

- **Sociology & Everyday Life:** The Power of Class 190
- **Sociology in Global Perspective:** A Day in Your Life: How Are You Touched by Modern Slavery? 194
- **You Can Make a Difference:** Students Helping Others Through Campus Kitchen 216



8 Global Stratification 220

Wealth and Poverty in Global Perspective 222

Problems in Studying Global Inequality 223

The “Three Worlds” Approach 223
The Levels of Development Approach 224

Classification of Economies by Income 225

Low-Income
Economies 225
Middle-Income
Economies 226



High-Income Economies 226

Measuring Global Wealth and Poverty 227
 Absolute, Relative, and Subjective Poverty 227
 The Gini Coefficient and Global Quality-of-Life Issues 227

Global Poverty and Human Development Issues 228
 Life Expectancy 229
 Health 229
 Education and Literacy 231
 A Multidimensional Measure of Poverty 232
 Persistent Gaps in Human Development 233

Theories of Global Inequality 234
 Development and Modernization Theory 234
 Dependency Theory 235
 World Systems Theory 236

The New International Division of Labor Theory 238

Looking Ahead: Global Inequality in the Future 239

CHAPTER REVIEW 241
Key Terms 242
Questions for Critical Thinking 242
Answers to Sociology Quiz 243

Features

- **Sociology & Everyday Life:** Leaving the Snare of Poverty 222
- **Sociology & Social Policy:** Fighting Poverty Through Global Goals for Sustainable Development 230
- **You Can Make a Difference:** Global Networking to Reduce World Hunger and Poverty 240



Race and Ethnicity 244

Race and Ethnicity 247

- Comparing Race and Ethnicity 248
- The Social Significance of Race and Ethnicity 249
- Racial Classifications and the Meaning of Race 249
- Dominant and Subordinate Groups 250

Prejudice 250

- Stereotypes 250
- Racism 252
- Theories of Prejudice 253

Sociological Perspectives on Race and Ethnic Relations 256

- Symbolic Interactionist Perspectives 256
- Functionalist Perspectives 257
- Conflict Perspectives 258
- An Alternative Perspective: Critical Race Theory 260

Racial and Ethnic Groups in the United States 261

- Native Americans and Alaska Natives 261
- White Anglo-Saxon Protestants (British Americans) 263
- African Americans 264
- White Ethnic Americans 267
- Asian Americans 268

- Latinos/as (Hispanic Americans) 271
- Middle Eastern Americans 273



Looking Ahead: The Future of Global Racial and Ethnic Inequality 275

- Worldwide Racial and Ethnic Struggles 275
- Growing Racial and Ethnic Diversity in the United States 275

CHAPTER REVIEW 277

- Key Terms 278**
- Questions for Critical Thinking 278**
- Answers to Sociology Quiz 279**

Features

- **Sociology & Everyday Life:** Race and Moral Imagination: From Selma to Ferguson and Back 246
- **Sociology & Social Policy:** Racist Hate Speech on Campus Versus the First Amendment Right to Freedom of Speech 252
- **You Can Make a Difference:** Working for Racial and Gender Harmony on College Campuses 276



Sex, Gender, and Sexuality 280

Sex: The Biological Dimension 284

- Intersex and Transgender Persons 284
- Sexual Orientation 286
- Discrimination Based on Sexual Orientation 287

Gender: The Cultural Dimension 289

- The Social Significance of Gender 290
- Sexism 292

Gender Stratification in Historical and Contemporary Perspective 292

- Hunting and Gathering Societies 292
- Horticultural and Pastoral Societies 293
- Agrarian Societies 293



Industrial Societies	293
Postindustrial Societies	294
Gender and Socialization	295
Parents and Gender Socialization	295
Peers and Gender Socialization	296
Teachers, Schools, and Gender Socialization	297
Sports and Gender Socialization	298
Mass Media and Gender Socialization	299
Adult Gender Socialization	299
Contemporary Gender Inequality	300
Gendered Division of Paid Work in the United States	300
Pay Equity (Comparable Worth)	302
Paid Work and Family Work	304
Perspectives on Gender Stratification	305
Functionalist and Neoclassical Economic Perspectives	305

Conflict Perspectives	306
Feminist Perspectives	307
Looking Ahead: Gender Issues in the Future	311
CHAPTER REVIEW	312
Key Terms	313
Questions for Critical Thinking	313
Answers to Sociology Quiz	313

Features

- **Sociology & Everyday Life:** When Gender, Sexual Orientation, and Weight Bias Collide 282
- **You Can Make a Difference:** “Love Your Body”: Women’s Activism on Campus and in the Community 308
- **Sociology in Global Perspective:** Women’s Body Size and the Globalization of “Fat Stigma” 309

PART 4 Social Institutions



Families and Intimate Relationships 316

Families in Global Perspective	318
Family Structure and Characteristics	320
Marriage Patterns	322
Patterns of Descent and Inheritance	322
Power and Authority in Families	323
Residential Patterns	323
Theoretical Perspectives on Family	324
Functionalist Perspectives	324
Conflict and Feminist Perspectives	324
Symbolic Interactionist Perspectives	325
Postmodernist Perspectives	325
Developing Intimate Relationships and Establishing Families	326
Love and Intimacy	326
Cohabitation and Domestic Partnerships	328
Marriage	329
Same-Sex Marriages	329
Housework and Child-Care Responsibilities	331
Child-Related Family Issues and Parenting	332
Deciding to Have Children	332
Adoption	334
Teenage Childbearing	334

Single-Parent Households	336
Two-Parent Households	336
Remaining Single	337



Transitions and Problems in Families	337
Family Violence	338
Children in Foster Care	338
Divorce	339
Remarriage	339
Looking Ahead: Family Issues in the Future	342
CHAPTER REVIEW	342
Key Terms	344
Questions for Critical Thinking	344
Answers to Sociology Quiz	344

Features

- **Sociology & Everyday Life:** Diverse Family Landscapes in the Twenty-first Century 318
- **Sociology in Global Perspective:** Wombs-for-Rent: Commercial Surrogacy in India 333



12 Education and Religion 346

- An Overview of Education and Religion 348**
- Sociological Perspectives on Education 349**
 - Functionalist Perspectives on Education 350
 - Conflict Perspectives on Education 351
 - Symbolic Interactionist Perspectives on Education 355
 - Postmodernist Perspectives 355
- Problems in Elementary and Secondary Schools 356**
 - Unequal Funding of Public Schools 356
 - School Dropouts 357
 - Racial Segregation and Resegregation 358
 - Competition for Public Schools 359
- School Safety and Violence at All Levels 360**
- Opportunities and Challenges in Colleges and Universities 361**
 - Community Colleges 361
 - Four-Year Colleges and Universities 362
 - The High Cost of a College Education 362
 - Racial and Ethnic Differences in Enrollment 363
- Religion in Historical Perspective 364**
 - Religion and the Meaning of Life 364
 - Religion and Scientific Explanations 367
- Sociological Perspectives on Religion 367**
 - Functionalist Perspectives on Religion 367

- Conflict Perspectives on Religion 368
- Symbolic Interactionist Perspectives on Religion 370
- Rational Choice Perspectives on Religion 371



- Types of Religious Organizations 373**
 - Ecclesia 373
 - Churches, Denominations, and Sects 373
 - Cults (New Religious Movements) 374
- Trends in Religion in the United States 375**
 - The Secularization Debate 375
 - The Rise of Religious Fundamentalism 376

Looking Ahead: Education and Religion in the Future 376

CHAPTER REVIEW 379

Key Terms 380

Questions for Critical Thinking 380

Answers to Sociology Quiz 381

Features

- **Sociology & Everyday Life:** An Ongoing Debate 348
- **Sociology & Social Policy:** Prayer on the Public School Football Field: The Issue of Separation of Church and State 368



13 Politics and the Economy in Global Perspective 382

- Politics, Power, and Authority 385**
 - Power and Authority 386
 - Ideal Types of Authority 386
- Political Systems in Global Perspective 388**
 - Monarchy 388
 - Authoritarianism 389
 - Totalitarianism 389
 - Democracy 390
- Perspectives on Power and Political Systems 390**
 - Functionalist Perspectives: The Pluralist Model 390
 - Conflict Perspectives: Elite Models 393
- The U.S. Political System 394**
 - Political Parties and Elections 394
 - Discontent with the Current Political System and Parties 394
 - Political Participation and Voter Apathy 396
 - Governmental Bureaucracy 398
- Economic Systems in Global Perspective 400**
 - Preindustrial, Industrial, and Postindustrial Economies 400

- Capitalism 401
- Socialism 405
- Mixed Economies 405



Work in the Contemporary United States 407

- Professions 407
- Other Occupations 408
- Contingent Work 408
- The Underground (Informal) Economy 408
- Unemployment 410
- Labor Unions and Worker Activism 411
- Employment Opportunities for Persons with a Disability 411

Looking Ahead: Politics and the Global Economy in the Future 412

CHAPTER REVIEW 414

Key Terms 415

Questions for Critical Thinking 416

Answers to Sociology Quiz 416

Features

- **Sociology & Everyday Life:** Thanking the Media for Their Role in Politics and the Economy in a Free Society 384
- **Sociology in Global Perspective:** Lopsided Job Market in China: A Mismatch Between Workers and Jobs 406
- **You Can Make a Difference:** Keeping an Eye on the Media 412



14 Health, Health Care, and Disability 418

- Health in Global Perspective 421
- Health in the United States 424
 - Social Epidemiology 424
 - Health Effects of Disasters 426
 - Lifestyle Factors 428
- Health Care in the United States 433
 - The Rise of Scientific Medicine and Professionalism 433
 - Medicine Today 434
 - Paying for Medical Care in the United States 435
 - Paying for Medical Care in Other Nations 439
 - Social Implications of Advanced Medical Technology 441
 - Holistic Medicine and Alternative Medicine 442
- Sociological Perspectives on Health and Medicine 443
 - A Functionalist Perspective: The Sick Role 443
 - A Conflict Perspective: Inequalities in Health and Health Care 444
 - A Symbolic Interactionist Perspective: The Social Construction of Illness 445



- A Postmodernist Perspective: The Clinical Gaze 446

- Mental Disorders 447
 - The Treatment of Mental Illness 447
- Disability 449
 - Sociological Perspectives on Disability 450
- Looking Ahead: Health Care in the Future 451
- CHAPTER REVIEW 452
- Key Terms 454
- Questions for Critical Thinking 454
- Answers to Sociology Quiz 454

Features

- **Sociology & Everyday Life:** Medicine as a Social Institution 420
- **Sociology in Global Perspective:** Medical Crises in the Aftermath of Disasters: From Oklahoma to Nepal 426

PART 5 Social Dynamics and Social Change



15 Population and Urbanization 456

- Demography: The Study of Population 458
 - Fertility 460
 - Mortality 460
 - Migration 461
 - Population Composition 464
- Population Growth in Global Context 464
 - The Malthusian Perspective 464
 - The Marxist Perspective 467
 - The Neo-Malthusian Perspective 467
 - Demographic Transition Theory 467
 - Other Perspectives on Population Change 468
- A Brief Glimpse at International Migration Theories 468
- Urbanization in Global Perspective 469
 - Emergence and Evolution of the City 470
 - Preindustrial Cities 470

- Industrial Cities 470
- Postindustrial Cities 471

Perspectives on Urbanization and the Growth of Cities 471

- Functionalist Perspectives: Ecological Models 472
- Conflict Perspectives: Political Economy Models 474
- Symbolic Interactionist Perspectives: The Experience of City Life 475
- Problems in Global Cities 477
- Urban Problems in the United States 479
 - Divided Interests: Cities and Suburbs 480
 - The Continuing Fiscal Crises of the Cities 481



Rural Community Issues in the United States 481

Looking Ahead: Population and Urbanization
in the Future 483

CHAPTER REVIEW 484

Key Terms 485

Questions for Critical Thinking 485

Answers to Sociology Quiz 486

Features

- **Sociology & Everyday Life:** The Immigration Debate 458
- **Sociology in Global Perspective:** Problems That People Like to Ignore: Global Diaspora and the Migrant Crisis 466



16 Collective Behavior, Social Movements, and Social Change 488

Collective Behavior 491

- Conditions for Collective Behavior 492
- Dynamics of Collective Behavior 493
- Distinctions Regarding Collective Behavior 493
- Types of Crowd Behavior 493
- Explanations of Crowd Behavior 495
- Mass Behavior 496

Social Movements 499

- Types of Social Movements 500
- Stages in Social Movements 501

Social Movement Theories 502

- Relative Deprivation Theory 502
- Value-Added Theory 502
- Resource Mobilization Theory 503
- Social Constructionist Theory: Frame Analysis 503
- Political Opportunity Theory 505
- New Social Movement Theory 506

Looking Ahead: Social Change in the Future 507

- The Physical Environment and Change 508

- Population and Change 509
- Technology and Change 509
- Social Institutions and Change 510
- A Few Final Thoughts 511

CHAPTER REVIEW 511

Key Terms 512

Questions for Critical Thinking 513

Answers to Sociology Quiz 513

Features

- **Sociology & Everyday Life:** Collective Behavior and Environmental Issues 490
- **Sociology in Global Perspective:** Old Environmental Pollution with New Social Pressures in China 504



Glossary 515

References 523

Name Index 539

Subject Index 545

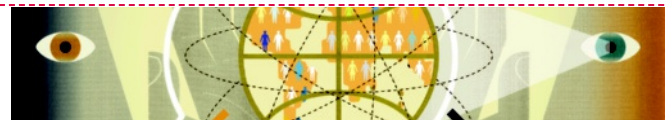
FEATURES

Sociology & Everyday Life



- The Sociology of Suicide Trends Today 4
- Spreading Culture Through Food Trucks? 38
- Class Attendance in Higher Education 66
- Twenty-five Years of Dumpster Diving for Dinner 96
- Social Media and the Classroom 128
- The Carnage Continues 154
- The Power of Class 190
- Leaving the Snare of Poverty 222
- Race and Moral Imagination: From Selma to Ferguson and Back 246
- When Gender, Sexual Orientation, and Weight Bias Collide 282
- Diverse Family Landscapes in the Twenty-first Century 318
- An Ongoing Debate 348
- Thanking the Media for Their Role in Politics and the Economy in a Free Society 384
- Medicine as a Social Institution 420
- The Immigration Debate 458
- Collective Behavior and Environmental Issues 490

Sociology in Global Perspective



- Durkheim's Classical Study of Suicide Applied to Twenty-First-Century
Young People in India 7
- What Do Cultural Norms Say About Drinking Behavior? 49
- Open Doors: Study Abroad and Global Socialization 84
- A Wider Perspective on Gangs: Look and Listen Around the World! 160
- A Day in Your Life: How Are You Touched by Modern Slavery? 194
- Women's Body Size and the Globalization of "Fat Stigma" 309
- Wombs-for-Rent: Commercial Surrogacy in India 333
- Lopsided Job Market in China: A Mismatch Between Workers and Jobs 406
- Medical Crises in the Aftermath of Disasters: From Oklahoma to Nepal 426
- Problems That People Like to Ignore: Global Diaspora and the Migrant Crisis 466
- Old Environmental Pollution with New Social Pressures in China 504

Sociology & Social Policy



Establishing Policies to Help Prevent Military Suicides	25
What's Going on in "Paradise"?—Homeless Rights Versus Public Space	112
Technological and Social Change in the Workplace: BYOD?	144
The Long War Over Gun Control	183
Fighting Poverty Through Global Goals for Sustainable Development	230
Racist Hate Speech on Campus Versus the First Amendment Right to Freedom of Speech	252
Prayer on the Public School Football Field: The Issue of Separation of Church and State	368

You Can Make a Difference



Schools as Laboratories for Getting Along: Having Lunch Together	61
What Stresses Out College Students and What to Do About It?	89
Offering a Helping Hand to Homeless People	120
Can Facebook, Twitter, and Other Social Media Make You a Better, More Helpful Person?	147
Students Helping Others Through Campus Kitchen	216
Global Networking to Reduce World Hunger and Poverty	240
Working for Racial and Gender Harmony on College Campuses	276
"Love Your Body": Women's Activism on Campus and in the Community	308
Keeping an Eye on the Media	412

PREFACE

Welcome to the eleventh edition of *Sociology in Our Times: The Essentials*! This best-selling text has been extensively used for more than two decades in college and university classrooms across the United States, Canada, and other nations. However, *Sociology in Our Times: The Essentials* continues to live up to its name, remaining highly current and relevant to today's students and professors and reflecting the latest available data and new insights on what is going on in our nation and world from a sociological perspective.

The eleventh edition focuses on social change and ways in which media, particularly social media, and various other forms of technology inevitably bring about new ways of living, interacting with others, or doing some activity or task. For example, the cover of the eleventh edition portrays a 250-acre nature park called Gardens by the Bay, created from reclaimed land located in the heart of Singapore. Designed to raise the quality of life by enhancing greenery and flora in the city and creating an urban outdoor recreation space, the park is also fitted with environmental technologies to harness solar energy, while the world's largest glasshouse is designed to collect rainwater for use in irrigation and fountain displays.

Like previous editions, the eleventh edition highlights topics ranging from popular culture icons and social networking to far-more-serious issues of our times, such as the social effects of massive natural and human disasters, gun violence, political unrest, terrorism, war, and the individual and social consequences of problems such as growing inequality between the wealthiest and the poorest people and nations, persistent unemployment, migration concerns worldwide, and other persistent issues and problems.

The second decade of the twenty-first century offers unprecedented challenges and opportunities for each of us as individuals and for our larger society and world. In the United States, we can no longer take for granted the peace and economic prosperity that many—but far from all—people were able to enjoy in previous decades. However, even as some things change, others remain the same, and among the things that have not changed are the significance of education and the profound importance of understanding how and why people act the way they do. It is also important to analyze how societies grapple with issues such as economic hardship and the threat of terrorist attacks and war, and to gain a better understanding of why many of us seek stability in our social institutions—including family, religion, education, government, and media—even if we believe that some of these institutions might benefit from certain changes.

As with previous editions, the eleventh edition of *Sociology in Our Times: The Essentials* highlights the relevance of sociology to help students connect with the subject and the full spectrum of topics and issues that it encompasses. It achieves this connection by providing a meaningful, concrete context within which to learn. Specifically, it presents the stories—the *lived experiences*—of real individuals and the social issues they face while discussing a diverse array of classical and contemporary theories and examining interesting and relevant research. The first-person commentaries that begin each chapter in “Sociology & Everyday Life” show students how sociology can help them understand the important questions and social issues that not only these other individuals face but that they themselves may face as well.

Sociology in Our Times: The Essentials includes the best work of classical and established contemporary sociologists, and it weaves an inclusive treatment of *all* people—across lines of race/ethnicity, class, gender, age, ability/disability, and other social attributes—into the examination of sociology in *all* chapters. It does not water down the treatment of sociology for students! *Sociology in Our Times: The Essentials* provides students with the most relevant information about sociological thinking and helps them to consider contemporary social issues through the lens of diversity. While guiding students to appreciate how sociology can help them better understand the world, this text also encourages them to see themselves as *members of their communities* and shows them what can be done in responding to social issues. As a result, students learn how sociology is not only a collection of concepts and theories but also a field that can make a difference in their lives, their communities, and the world at large.

What's New to the Eleventh Edition?

The eleventh edition builds on the best of previous editions but places more emphasis on social change and social problems, while offering new insights, learning tools, and opportunities to apply the content of each chapter to relevant sociological issues and major concerns of the twenty-first century. As it is my goal to make each edition better than the previous one, I have revised all the chapters to reflect the latest in sociological theory and research, and have updated examples throughout. Additionally, all statistics, such as data relating to crime, demographics, health, and the economy, are the latest available at the time of this writing.

To make the text easier to read and to study for exams, I have removed the “Sociology Works!” and “Media Framing” boxes and have incorporated some of the most important information into the text itself. In addition, the feature titled “Sociology and Social Policy” has been given more emphasis in this edition because of its relevance to current events. This box focuses on important social issues (such as the high rate of suicide in the military, the right of homeless people to occupy public spaces, and the extent to which employers should be able to spy on employees) to provide a systematic examination of how social policy and law may bring about social change or impede it. Numerous new topics have also been added in “Sociology in Global Perspective,” such as “Problems That People Like to Ignore: Global Diaspora and the Migrant Crisis” in Chapter 15, “Population and Urbanization.”

To assist your students in learning about sociology and reflecting their knowledge on tests, I have continued to revise the learning objectives at the beginning of each chapter, provide integrated learning objective (LO) icons throughout the chapter, and offer students a study guide at the end of each chapter. The learning objectives have been carefully conceived to help the reader focus on the most crucial concepts of the chapter.

Changes by Chapter

CHAPTER 1: The Sociological Perspective and Research Process

- Updated chapter-opening lived experience to show continued linkages among social media, bullying, and suicide regarding young people in the United States
- Updated “Sociology & Everyday Life” quiz: “How Much Do You Know About Suicide?”
- Added new Figure 1.3: “Using Our Global Sociological Imagination to Understand Suicide”
- Added discussion of the contemporary relevance of Auguste Comte’s focus on science in terms of this emphasis relating to sociology being a STEM discipline
- Revised and updated “Understanding Statistical Data Presentations” to provide the latest available data for students
- Updated Table 1.1, “Rates (per 100,000 U.S. Population) for Homicide, Suicide, and Firearm-Related Deaths of Youths Ages 15–19, by Gender, 2014”
- Revised and updated “Sociology and Social Policy”: “Establishing Policies to Help Prevent Military Suicides”
- Updated Figure 1.14: “National Suicide Statistics at a Glance”
- Deleted “Sociology Works!” and incorporated its contents into “Sociology in Global Perspective” to emphasize the relevance of Durkheim’s theory in contemporary India
- Deleted “Census Profiles”
- Deleted “Sociology in the Media”

CHAPTER 2: Culture

- Revised and updated opening lived experience about the relationship between food and cultural diversity
- Deleted “Census Profiles”
- Updated Figure 2.11: “Heterogeneity of U.S. Society” using data on religious affiliation, household income, and racial and ethnic distribution available from the U.S. Census Bureau
- Updated examples in “Popular Culture” to relate better to contemporary students
- Deleted “Sociology in Media” and expanded section on culture in the future
- Deleted “Sociology Works!” and moved some of its information into “You Can Make a Difference”: “Schools as Laboratories for Getting Along”

CHAPTER 3: Socialization

- Added new opening lived experience on class attendance in higher education
- Updated and redesigned Figure 3.4: “Types of Maltreatment Among Children Under Age 18”
- Deleted “Sociology Works!”
- Deleted “Sociology and Media”
- Revised and updated “Sociology in Global Perspective”: “Open Doors: Study Abroad and Global Socialization”
- Added new discussion on effects of social isolation and loneliness, particularly among older adults
- Added new final section—“Looking Ahead: Socialization, Social Change, and Your Future”—which discusses the different experiences of digital natives and digital immigrants and how this distinction affects the socialization process, particularly in higher education

CHAPTER 4: Social Structure and Interaction in Everyday Life

- Updated opening lived experience to include newer example of the ethics of dumpster diving for people who are not poor or homeless
- Updated Figure 4.4: “Causes of Family Homelessness in 25 Cities”
- Deleted “Homelessness in the Media”
- Revised data in “Who Are the Homeless?”
- Deleted “Census Profiles”
- Revised and updated “Sociology and Social Policy,” adding new subtitle: “What’s Going on in ‘Paradise?’—Homeless Rights Versus Public Space”
- Deleted “Sociology Works!”
- Added new “You Can Make a Difference”: “Offering a Helping Hand to Homeless People”

CHAPTER 5: Groups and Organizations

- Deleted “Community in the Media” and moved some of the information into the text
- Deleted “Sociology Works!” and moved some of the information into the discussion of ingroups and outgroups

- Substantially revised and updated “Sociology and Social Policy,” changing the subtitle to “Technological and Social Change in the Workplace: BYOD?”
- Renamed and updated final section: “Looking Ahead: Social Change and Organizations in the Future”
- Added new “You Can Make a Difference”: “Can Facebook, Twitter, and Other Social Media Make You a Better, More Helpful Person?”

CHAPTER 6: Deviance and Crime

- Added new opening lived experience about President Obama’s exasperation with the lack of gun control in light of the San Bernardino, California, mass shooting and all the other shootings that have recently occurred
- Deleted “Sociology Works!” and moved some of the content into discussion about deviance
- Updated discussion and examples, where possible, throughout crime theories section
- Updated crime statistics throughout chapter
- Revised and updated all figures pertaining to crime statistics
- Deleted “Framing Violent Crime in the Media”
- Updated discussion about terrorism and crime to include recent violence in France and Dallas, Texas
- Updated statistics on the U.S. criminal justice system
- Added new “Sociology in Global Perspective”: “A Wider Perspective on Gangs: Look and Listen Around the World!” to include newer research and global examples
- Updated “Sociology and Social Policy,” now subtitled “The Long War Over Gun Control”
- Revised and expanded section on Internet crime

CHAPTER 7: Class and Stratification in the United States

- Updated statistics on income, poverty, health insurance, and other issues pertaining to inequality throughout the chapter.
- Updated models and figures of the U.S. class structure
- Revised Figure 7.12: “Distribution of Pretax Income in the United States, 2014”
- Revised Figure 7.13: “Mean Household Income in the United States”
- Revised Figure 7.15: “Racial Divide in Net Worth, 2013”
- Revised Figure 7.16: “Rate of Uninsurance by Household Income, 2014”
- Deleted map: “Percentage of People in Poverty in the Past 12 Months by State”
- Revised Figure 7.18: “U.S. Poverty Rates by Age, 1959–2014”
- Deleted “Sociology Works!”
- Added new Figure 7.19: “Poverty Rates by Age and Sex, 2014”
- Added “You Can Make a Difference”: “Students Helping Others Through Campus Kitchen”
- Expanded and renamed final section: “Looking Ahead: U.S. Stratification in the Future”

CHAPTER 8: Global Stratification

- Revised and updated information in the “Sociology & Everyday Life” quiz: “How Much Do You Know About Global Wealth and Poverty?”
- Replaced Figure 8.1 with “Wealth and Population by Region, 2015”
- Updated “Classification of Economies by Income”
- Revised Figure 8.3 (map of “High-, Middle-, and Low-Income Economies in Global Perspective”)
- Deleted “Framing Child Labor Issues in the Media”
- Revised and updated “Global Poverty and Human Development Issues” section
- Updated Figure 8.6: “Indicators of Human Development”
- Revised and updated “Sociology and Social Policy” to include new United Nations goals for 2016–2030
- Updated information on *maquiladora* plants
- Deleted “Sociology Works!” and incorporated some of the information into the main body of the text
- Added new “You Can Make a Difference”: “Global Networking to Reduce World Hunger and Poverty”
- Revised and updated “Looking Ahead: Global Inequality in the Future”

CHAPTER 9: Race and Ethnicity

- Added new opening lived experience about Selma, Alabama, fifty years after the civil rights march and about recent problems in Ferguson, Missouri, involving racism and abusive policing directed at African Americans
- Updated data in the “Sociology & Everyday Life” quiz: “How Much Do You Know About Race, Ethnicity, and Sports?”
- Updated data and other information on all racial and ethnic categories
- Added new “Sociology and Social Policy”: “Racist Hate Speech on Campus Versus First Amendment Right to Freedom of Speech”
- Deleted “Census Profiles”
- Deleted “Sociology in Global Perspective”
- Deleted “Sociology Works!”
- Deleted “Sociology in the Media”
- Added new information on Cuban Americans regarding changing relations with the United States
- Updated information on Middle Eastern Americans in light of recent terrorist attacks
- Changed final section to “Looking Ahead: The Future of Global Racial and Ethnic Inequality”

CHAPTER 10: Sex, Gender, and Sexuality

- Added new “Sociology & Everyday Life” opening lived experience on gender, sexual orientation, and weight issues
- Added new “Sociology & Everyday Life” quiz: “How Much Do You Know About Gender, Sexual Orientation, and Weight Bias?”

- Revised and updated discussion of LGBTQ issues, including changes to the “Intersex and Transgender Persons” section and new material on the North Carolina “bathroom law” relating to transgender persons
- Deleted “Sociology Works!”
- Deleted “Census Profiles”
- Updated section on gender and socialization
- Expanded discussion of mass media and gender socialization to include more on social media
- Deleted “Framing Gender in the Media”
- Revised and updated “Contemporary Gender Inequality,” particularly “Gendered Division of Paid Work in the United States”
- Updated Figure 10.11: “The Wage Gap, 2015”
- Updated Figure 10.12: “Women’s Wages as a Percentage of Men’s in Each Racial–Ethnic Category”
- Updated map shown in Figure 10.13: “Women’s Earnings as a Percentage of Men’s Earnings by State, the District of Columbia, and Puerto Rico, 2014”
- Added new “Sociology in Global Perspective”: “Women’s Body Size and the Globalization of ‘Fat Stigma’”
- Added new “You Can Make a Difference”: “‘Love Your Body’: Women’s Activism on Campus and in the Community”

CHAPTER 11: Families and Intimate Relationships

- Revised chapter opening lived experience and updated the “Sociology & Everyday Life” quiz
- Revised statistics on families throughout chapter
- Added new section: “The Contemporary Family—Family Diversity in the Twenty-first Century”
- Deleted “Census Profiles”
- Updated data on cohabitation and domestic partnerships
- Deleted “Sociology Works!”
- Updated “Sociology in Global Perspective”: “Wombs-for-Rent: Commercial Surrogacy in India”
- Revised Figure 11.10: “U.S. Birth Rates per 1,000 Females Ages 15–19, by Race/Ethnicity, 1990–2014”
- Deleted “Teen Pregnancy in the Media”
- Revised “Looking Ahead: Family Issues in the Future”

CHAPTER 12: Education and Religion

- Updated statistics for education and religion throughout the chapter
- Deleted “Sociology Works!”
- Added “Postmodern Theory” in education section
- Updated Figure 12.7: “Percentage Distribution of Total Public Elementary–Secondary School System Revenue, 2014–2015”
- Revised and updated Figure 12.8: “Status Dropout Rates for 16- to 24-Year-Olds, by Race/Ethnicity, Gender, and Region”
- Updated discussion of school safety and violence
- Deleted “Census Profiles” and incorporated “Educational Achievement of Persons Ages 25 and Over” into the text

- Updated “Sociology and Social Policy” box to reflect increasing complications relating to church–state separation issues
- Deleted “Top 24 U.S. Denominations That Self-Identify as Christian”
- Updated Figure 12.19: “U.S. Religious Traditions’ Membership”
- Revised and updated “Looking Ahead: Education and Religion in the Future”

CHAPTER 13: Politics and the Economy in Global Perspective

- Added new opening lived experience with President Obama addressing journalists and explaining the importance of the media in a free society
- Deleted “Sociology Works!”
- Revised and updated discussion of the U.S. political process and political parties
- Updated “Discontent with the Current Political System and Parties” to include the primaries in the 2016 presidential race
- Deleted discussion of the Tea Party and the Green Party to focus instead on current disagreements within the Republican and Democratic parties
- Revised and updated Figure 13.10: “The ‘Typical’ Federal Civilian Employee”
- Deleted “Census Profiles”
- Updated Table 13.1: “Revenues of the World’s 20 Largest Public and Private Corporations (2014)”
- Updated Table 13.2: “The Music Industry’s Big Three”
- Updated Figure 13.13: “The General Motors Board of Directors”
- Added new “Sociology in Global Perspective”: “Lopsided Job Market in China: A Mismatch Between Workers and Jobs”
- Revised and updated discussion of unemployment with latest available data
- Updated information on labor unions and worker activism
- Added new “You Can Make a Difference”: “Keeping an Eye on the Media”
- Revised “Looking Ahead: Politics and the Global Economy in the Future”

CHAPTER 14: Health, Health Care, and Disability

- Updated information and statistics on illness and health care throughout chapter
- Deleted “Health Issues in the Media”
- Updated discussion on medicinal and recreational use of marijuana and changes in state laws pertaining to illegal drug use
- Updated Figure 14.8: “Chlamydia—Rates by Age and Sex, United States, 2014”
- Updated Figure 14.9: “Prevalence of Self-Reported Adult Obesity in the United States, 2014”
- Revised and updated information on the Affordable Care Act and its implementation
- Updated statistics on private health insurance

- Redesigned and updated Figure 14.13: “Uninsured Children Under 19 Years of Age by Household Income, Poverty Status, Age, Race, Race and Hispanic Origin, and Nativity, 2014”
- Deleted “Sociology Works!”
- Revised discussion on mental disorders and mental illness, and renamed section
- Deleted “Census Profiles”
- Updated “Looking Ahead: Health Care in the Future”

CHAPTER 15: Population and Urbanization

- Revised Figure 15.1: “Growth in the World’s Population, 2015”
- Updated statistics on fertility, mortality, and migration
- Deleted “Sociology in the Media”
- Added new “Sociology in Global Perspective”: “Problems That People Like to Ignore: Global Diaspora and the Migrant Crisis”
- Deleted “Sociology Works!”
- Updated Figure 15.14: “The World’s Fifteen Largest Agglomerations”
- Revised and updated “Looking Ahead: Population and Urbanization in the Future”

CHAPTER 16: Collective Behavior, Social Movements, and Social Change

- Added new opening lived experience that focuses on divestment demands by college students and others as a way to deal with environmental issues
- Revised Table 16.1: “Top 15 Policy Priorities of the U.S. Public, 2015”
- Revised discussion of revolutionary movements to include more on movements based on international terrorist groups such as ISIS (ISIL)
- Deleted “Sociology Works!”
- Revised and updated “Looking Ahead: Social Change in the Future”

Overview of the Text’s Contents

Sociology in Our Times: The Essentials, eleventh edition, contains sixteen high-interest, up-to-date, clearly organized chapters to introduce students to the best of sociological thinking. The length of the text makes full coverage of the book possible in the time typically allocated to the introductory course so that all students are purchasing a book that their instructors will have the time and desire to cover in its entirety.

Sociology in Our Times: The Essentials is divided into five parts.

Part 1 establishes the foundation for studying society and social life. **Chapter 1** introduces students to the sociological imagination and traces the development of sociological thinking. The chapter sets forth the major theoretical perspectives used by sociologists in analyzing compelling social issues and shows students how sociologists conduct

research. This chapter provides a thorough description of both quantitative and qualitative methods of sociological research, and shows how these approaches have been used from the era of Emile Durkheim to the present to study social concerns such as suicide. In **Chapter 2** culture is spotlighted as either a stabilizing force or a force that can generate discord, conflict, and even violence in societies. Cultural diversity is discussed as a contemporary issue, and unique coverage is given to popular culture and leisure and to divergent perspectives on popular culture. **Chapter 3** looks at the positive and negative aspects of socialization, including a lived experience of learning the socialization cues of medical school. This chapter presents an innovative analysis of gender and racial–ethnic socialization, and issues associated with recent immigration.

Part 2 examines social groups and social control. **Chapter 4** applies the sociological imagination to an examination of society, social structure, and social interaction, using homelessness as a sustained example of the dynamic interplay of structure and interaction in society. Unique to this chapter are discussions of the sociology of emotions and of personal space as viewed through the lenses of race, class, gender, and age.

Chapter 5 analyzes groups and organizations, including innovative forms of social organization and ways in which organizational structures may differentially affect people based on race, class, gender, and age. **Chapter 6** examines how deviance and crime emerge in societies, using diverse theoretical approaches to describe the nature of deviance, crime, and the criminal justice system. Key issues are dramatized for students through an analysis of recent mass shootings and the consequences of violence on individuals and society.

Part 3 focuses on social differences and social inequality, looking at issues of class, race/ethnicity, and sex/gender, while also touching on issues relating to social inequality based on age. **Chapter 7** focuses on class and stratification in the United States, analyzing the causes and consequences of inequality and poverty, including a discussion of the ideology and accessibility of the American Dream. **Chapter 8** addresses the issue of global stratification and examines differences in wealth and poverty in rich and poor nations around the world. Explanations for these differences are discussed.

The focus of **Chapter 9** is race and ethnicity, including an illustration of the historical relationship (or lack of it) between sports and upward mobility by persons from diverse racial–ethnic groups. A thorough analysis of prejudice, discrimination, theoretical perspectives, and the experiences of diverse racial and ethnic groups is presented, along with global racial and ethnic issues. **Chapter 10** examines sex, gender, and sexuality, with special emphasis on gender stratification in historical perspective. Linkages between gender socialization and contemporary gender inequality are described and illustrated by lived experiences and perspectives on body image.

Part 4 offers a systematic discussion of social institutions, building students’ awareness of the importance of

these foundational elements of society and showing how a problem in one often has a significant influence on others. Families and intimate relationships are explored in **Chapter 11**, which includes both U.S. and global perspectives on family relationships, a view of families throughout the life course, and a discussion of diversity in contemporary U.S. families. Education and religion are presented in **Chapter 12**, which highlights important sociological theories pertaining to these social institutions and integrates the theme of the influence of religion on education and life. In the process, the chapter highlights issues of race, class, and gender inequalities in current U.S. education. The chapter also provides a thorough discussion of religion in global perspective, including a survey of world religions and an analysis of how religious beliefs affect other aspects of social life. Current trends in U.S. religion are explored, including various sociological explanations of why people look to religion to find purpose and meaning in life.

Chapter 13 discusses the intertwining nature of politics, economy, and media in global perspective, highlighting the international context in which contemporary political and economic systems operate. The chapter emphasizes the part that social media are increasingly playing in politics and the economy throughout the world.

Chapter 14 analyzes health, health care, and disability from both U.S. and global perspectives. Among the topics included are social epidemiology, lifestyle factors influencing health and illness, health care organization in the United States and other nations, social implications of advanced medical technology, and holistic and alternative medicine. This chapter is unique in that it contains a thorough discussion of the sociological perspectives on disability and of social inequalities based on disability. The Affordable Care Act and its ramifications are explored in detail.

Part 5 surveys social dynamics and social change. **Chapter 15** examines population and urbanization, looking at demography, global population change, and the process and consequences of urbanization. Special attention is given to race- and class-based segregation in urban areas and the crisis in health care in central cities. **Chapter 16** concludes the text with an innovative analysis of collective behavior, social movements, and social change. The need for persistence in social movements, such as the continuing work of environmental activists over the past sixty years, is used as an example to help students grasp the importance of collective behavior and social movements in producing social change.

Distinctive, Classroom-Tested Features

The following special features are specifically designed to demonstrate the relevance of sociology in our lives, as well as to support students' learning. As the preceding overview of the book's contents shows, these features appear throughout the text, some in every chapter and others in selected chapters.

Unparalleled Coverage of and Attention to Diversity

From its first edition, I have striven to integrate diversity in numerous ways throughout this book. The individuals portrayed and discussed in each chapter accurately mirror the diversity in society itself. As a result, this text speaks to a wide variety of students and captures their interest by taking into account their concerns and perspectives. Moreover, the research used includes the best work of classical and established contemporary sociologists—including many white women and people of color—and it weaves an inclusive treatment of *all* people into the examination of sociology in *all* chapters. Therefore, this text helps students consider the significance of the interlocking nature of individuals' class, race, and gender (and, increasingly, age) in all aspects of social life.

Personal Narratives That Highlight Issues and Serve as Chapter-Length Examples

Authentic first-person commentaries appear in the “Sociology & Everyday Life” features that open each chapter and personalize the issue that unifies the chapter's coverage. These lived experiences provide opportunities for students to examine social life beyond their own experiences and for instructors to systematically incorporate into lectures and discussions an array of interesting and relevant topics that help demonstrate to students the value of applying sociology to their everyday lives. New topics include “Class Attendance in Higher Education,” “When Gender, Sexual Orientation, and Weight Bias Collide,” and “Collective Behavior and Environmental Issues.”

Focus on the Relationship Between Sociology and Everyday Life

Each chapter has a brief quiz in the opening “Sociology & Everyday Life” feature that relates the sociological perspective to the pressing social issues presented in the vignette. (Answers are provided at the end of the chapter.)

Emphasis on the Importance of a Global Perspective

The global implications of all topics are examined throughout each chapter and in the “Sociology in Global Perspective” features, which highlight our interconnected world and reveal how the sociological imagination extends beyond national borders.

Emphasis on Social and Global Change

The eleventh edition also strives to relate the importance of social and global change in its many forms and how this change affects not only our everyday lives but also our communities and the entire nation and world.

Applying the Sociological Imagination to Social Policy

The “Sociology and Social Policy” features in selected chapters help students understand the connection between law and social policy issues in society.

Focus on Making a Difference

Designed to help students learn how to become involved in their communities, the “You Can Make a Difference” features look at ways in which students can address, on a personal level, social issues and problems raised by the chapter themes.

Effective Study Aids

In addition to basic reading and study aids such as learning objectives, key terms, and a running glossary, *Sociology in Our Times* includes the following pedagogical aids to aid students’ mastery of the course’s content:

- **Concept Quick Review.** These tables categorize and contrast the major theories or perspectives on the specific topics presented in a chapter.
- **Questions for Critical Thinking.** Each chapter concludes with a set of questions to encourage students to reflect on important issues, to develop their own critical-thinking skills, and to highlight how ideas presented in one chapter often build on those developed previously.
- **Feature-Concluding Reflect & Analyze Questions.** From activating prior knowledge related to concepts and themes to highlighting main ideas and reinforcing diverse perspectives, this text’s questions encourage students to reflect on issues and to analyze content rather than to simply memorize and recall course content.
- **End-of-Chapter Summaries in Question-and-Answer Format.** Chapter summaries provide a built-in review for students by reexamining material covered in the chapter in an easy-to-read question-and-answer format to review, highlight, and reinforce the most important concepts and issues discussed in each chapter.

Comprehensive Supplements Package

Products for Blended and Online Courses

MindTap™: The Personal Learning Experience *MindTap Sociology for Kendall’s Sociology in Our Times: The Essentials*, eleventh edition, 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 “Learning Path” that guides the student 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.

MindTap for Kendall’s *Sociology in Our Times: The Essentials*, eleventh edition, is easy to use and saves instructors time by allowing them to do the following:

- Seamlessly deliver appropriate content and technology assets from a number of providers to students, as needed.
- Break course content down into movable objects to promote personalization, encourage interactivity, and ensure student engagement.
- Customize the course—from tools to text—and make adjustments “on the fly,” making it possible to intertwine breaking news into your lessons and incorporate today’s teachable moments.
- Bring interactivity into learning through the integration of multimedia assets (apps from Cengage Learning and other providers) and numerous in-context exercises and supplements: Student engagement will increase, leading to better outcomes.
- Track students’ use, activities, and comprehension in real time, which provides opportunities for early intervention to influence progress and outcomes. Grades are visible and archived so students and instructors always have access to current standings in the class.
- Assess knowledge throughout each section: after readings and in activities, homework, and quizzes.
- Automatically grade homework and quizzes.

CourseReader for Sociology CourseReader for Sociology allows you to create a fully customized online reader in minutes. You can access a rich collection of thousands of primary and secondary sources, readings, and audio and video selections from multiple disciplines. Each selection includes a descriptive introduction that puts it into context, and every selection is further supported by both critical-thinking and multiple-choice questions designed to reinforce key points. This easy-to-use solution allows you to select exactly the content you need for your courses, and it is loaded with convenient pedagogical features, such as highlighting, printing, note taking, and downloadable MP3 audio files for each reading. You have the freedom to assign and customize individualized content at an affordable price. CourseReader is the perfect complement to any class.

Resources for Customizing Your Textbook

Cengage Learning is pleased to offer three modules that help you tailor *Sociology in Our Times: The Essentials*, eleventh edition, to your course. In addition, you can choose to add your own materials or reorganize the table of contents. Work with your local Cengage Learning consultant to find out more.

Careers in Sociology Module Written by leading author Joan Ferrante, Northern Kentucky University, the *Careers in Sociology* module offers the most extensive and useful information on careers that is available. This module provides six career tracks, each of which has a “featured employer,” a job description, and a letter of recommendation (written by a professor for a sociology student) or application (written by a sociology student). The module also includes résumé-building tips on how to make the most out of being a sociology major and offers specific course suggestions along with the transferable skills gained by taking these courses. As part of Cengage Learning’s Add-a-Module Program, *Careers in Sociology* can be purchased separately, bundled, or customized with any of our introductory texts.

Sociology of Sports Module The *Sociology of Sports* module, authored by Jerry M. Lewis, Kent State University, examines why sociologists are interested in sports, mass media and sports, popular culture and sports (including feature-length films on sports), sports and religion, drugs and sports, and violence and sports. As part of Cengage Learning’s Add-a-Module Program, *Sociology of Sports* can be purchased separately, bundled, or customized with any of our introductory texts.

Rural Sociology Module The *Rural Sociology* module, authored by Carol A. Jenkins, Glendale Community College–Arizona, presents the realities of life in rural America. Many people imagine a rural America characterized by farming, similar cultures, and close-knit communities. However, rural Americans and rural communities are extremely diverse—demographically, culturally, socially, economically, and environmentally. The module presents these characteristics of rural life in a comprehensive and accessible format for introductory sociology students. As part of Cengage Learning’s Add-a-Module program, *Rural Sociology* can be purchased separately, bundled, or customized with any of our introductory sociology texts.

Teaching Aids for Instructors

A broad array of teaching aids is available to make course planning faster and easier, giving you more time to focus on your students. All of these resources can be accessed with a single account. Go to login.cengage.com to log in.

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true/false questions for each chapter of the text, along with an answer key and text references for each question. Each multiple-choice item has the question type (fact, concept, or application) indicated. Also included are short-answer and essay questions for each chapter. The author of the Test Bank has also keyed each test question to its related learning objective for the chapter.

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I invite you to send your comments and suggestions about this book to me in care of:

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SOCIOLOGY *In Our Times*

The Sociological Perspective and Research Process





Richard G. Bingham // Alamy Stock Photo

LEARNING OBJECTIVES

- 1** Define sociology and explain how it can contribute to our understanding of social life.
- 2** Identify what is meant by the sociological imagination.
- 3** Describe the historical context in which sociological thinking developed.
- 4** Identify reasons why many early social thinkers were concerned with social change.
- 5** Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
- 6** Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
- 7** Distinguish between quantitative research and qualitative research, and identify the steps in each method.
- 8** Describe survey research and briefly discuss three types of surveys.
- 9** Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.
- 10** Discuss ethical issues in research and identify professional codes that protect research participants.



The Sociology of Suicide Trends Today

Instagram Posts:

"Molak's an ape. The monkey looking human gets his woman stolen."

"Put um inna coffin. Put em 6 feet under."

David Molak's Girlfriend's Post:

". . . I don't think this is funny. . . STOP ALL OF YOU."

—After a 16-year-old San Antonio student committed suicide, a local television station obtained these screenshots from a private Instagram account that revealed David Molak had been the target of prolonged cyberbullying by students at his previous high school even after he began attending another school and his girlfriend tried to get other people to stop their behavior (Mendoza, 2016).



Zuma Press

Cliff Molak visits the grave of his brother David, who committed suicide after being cyberbullied.

"Why are you alive?"

"You're ugly."

"You should die."

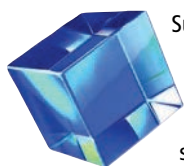
"Why don't you go kill yourself."

"Can u die please?"

—After more than a year of receiving online bullying comments like these, Rebecca Ann Sedwick, a 12-year-old Tampa, Florida, girl, jumped to her death from a concrete silo tower at an abandoned cement plant. After her death, law enforcement officials stated that she was "absolutely terrorized on social media" (Alvarez, 2013), while psychologists pointed out that she had been a victim of the "cool to be cruel" cyberculture (Ng, 2013).

"You think you want to die, but in reality you just want to be saved."

—Hanna Smith posted a picture of this statement written in a spiral notebook to her Facebook page less than 24 hours prior to killing herself (Dolan and Robinson, 2013).



Suicides committed by young people who have been the victims of online bullying deeply touch the lives of their families, friends, and others who have not even met them. Although we will never know the full story of what happened to David Molak and the others described, these tragic occurrences bring us to larger sociological questions: Why does anyone commit suicide? Is suicide purely an individual phenomenon, or is it related to our social interactions and the social environment and society in which we live? How have technologies such as smartphones and social media affected our communication—both positively and negatively—with others?

As you are well aware, social media use among teens and college students continues to grow rapidly. You are engulfed by smartphones, tablets, and computers. Facebook, Twitter, YouTube, and other Internet-based social networking sites are taken for granted. You enjoy the positive effects of social media, but the digital age may also produce harmful outcomes, particularly when some people harass others, causing psychological and physical harm and sometimes even bullying them into suicide.

Although suicide may seem like a "downer" for your study of sociology, I have chosen this topic because it is one of the first social

issues that early sociologists studied. These thinkers believed that identifying the *social causes* of such behavior sets sociology apart from psychology, philosophy, and other areas of inquiry.

In this chapter we examine how sociological theories and research can help you understand social life, including seemingly individualistic acts such as committing suicide. You will see how sociological theory and research methods might be used to answer complex questions, and you will wrestle with some of the difficulties that sociologists experience as they study human behavior. Before reading on, test your knowledge about suicide by taking the "Sociology and Everyday Life" quiz. ■



Define sociology and explain how it can contribute to our understanding of social life.

Putting Social Life into Perspective

Sociology is the systematic study of human society and social interaction. It is a *systematic* study because sociologists apply both theoretical perspectives and research methods (or

How Much Do You Know About Suicide?

TRUE	FALSE	
T	F	1 After cancer and heart disease, suicide accounts for more years of life lost than any other cause of death in the United States.
T	F	2 Young people between the ages of 15 and 24 have the highest suicide rate in the United States.
T	F	3 White males account for about 65 percent of all U.S. suicides.
T	F	4 Although females are more likely to attempt suicide, males are more likely to complete suicide (take their own life).
T	F	5 Each year about 500,000 suicide deaths occur worldwide.
T	F	6 Firearms are the most commonly used method of suicide among males and females.
T	F	7 Alcohol intoxication is present in nearly one-fourth of all suicide deaths in the United States.
T	F	8 Studies show that for people between the ages of 18 and 22, those who are attending college full time are less likely to attempt suicide or receive medical attention as a result of a suicide attempt than persons in the same age category who are not full-time college students.

Answers can be found at the end of the chapter.

orderly approaches) to examinations of social behavior. Sociologists study human societies and their social interactions in order to develop theories of how human behavior is shaped by group life and how, in turn, group life is affected by individuals.

Why Should You Study Sociology?

Sociology helps you gain a better understanding of yourself and the social world. It enables you to see how the groups to which you belong and the society in which you live largely shape behavior. A **society** is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations, such as the United States, Mexico, or Nigeria. Many changes are occurring in the twenty-first century. Many societies have not only dominant cultural groupings and expectations but also many smaller groupings that have their own unique cultural identities. Migration and interdependence have shifted the meaning of *society* in the twenty-first century.

Examining the world order helps us understand that each of us is affected by *global interdependence*—a relationship in which the lives of all people are closely intertwined and any one nation's problems are part of a larger global problem. Environmental problems are an example: People throughout the world share the same biosphere. When environmental degradation, such as removing natural resources or polluting the air and water, takes place in one region, it may have an adverse effect on people around the globe.

You can make use of sociology on a more personal level. Sociology enables us to move beyond established

sociology

the systematic study of human society and social interaction.

society

a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.

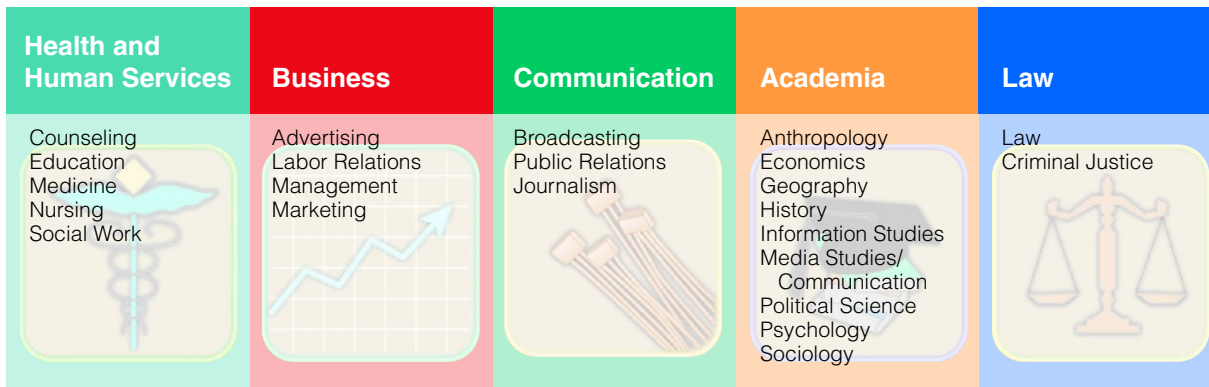


FIGURE 1.1 Fields That Use Social Science Research

In many careers, including jobs in health and human services, business, communication, academia, and law, the ability to analyze social science research is an important need.

Source: Based on Katzer, Cook, and Crouch, 1991.

ways of thinking, thus allowing us to gain new insights into ourselves and to develop a greater awareness of the connection between our own “world” and that of other people. According to the sociologist Peter Berger (1963: 23), sociological inquiry helps us see that “things are not what they seem.” Sociology provides new ways of approaching social problems and making decisions in everyday life. For this reason, people with knowledge of sociology are employed in a variety of fields that apply sociological insights to everyday life (see • Figure 1.1).

Sociology promotes understanding and tolerance by enabling each of us to look beyond intuition, common sense, and our personal experiences. Many of us rely on intuition or common sense gained from personal experience to help us understand our daily lives and other people’s behavior. *Commonsense knowledge* guides ordinary conduct in everyday life. However, many commonsense notions are actually myths. A *myth* is a popular but false notion that may be used, either intentionally or unintentionally, to perpetuate certain beliefs or “theories” even in the light of conclusive evidence to the contrary.

By contrast, sociologists strive to use scientific standards, not popular myths or hearsay, in studying society and social interaction. They use systematic research techniques and are accountable to the scientific community for their methods and the presentation of their findings. Whereas some sociologists argue that sociology must be completely value free—free from distorting subjective (personal or emotional) bias—others do not think that total objectivity is an attainable or desirable goal when studying human behavior. However, all sociologists attempt to discover patterns or commonalities in human behavior. When they study suicide, for example, they look for recurring patterns of behavior in individuals and groups. Consequently, we seek the multiple causes and effects of social issues and analyze the impact of the problem not only from the standpoint of the people directly involved but also from the standpoint of the effects of such behavior on all people.



Identify what is meant by the sociological imagination.

The Sociological Imagination

Do you wonder how your daily life compares to what other people are doing? Our interest in Facebook, Instagram, Twitter, and other social media sites reflects how fascinated we are by what other people are thinking and doing. But how can you really link your personal life with what is going on with other people in the larger social world? You can make an important linkage known as the sociological imagination.

Sociological reasoning is often referred to as the **sociological imagination**—the ability to see the relationship between individual experiences and the larger society (Mills, 1959b). The sociological imagination is important to each of us because having this awareness enables us to understand the link between our personal experiences and the social contexts in which they occur. Each of us lives in a society, and we live out a biography within some historical setting. Throughout your life, you contribute to the shaping of society and to its history, even as you are made by society and the historical events that take place during your lifetime. The sociological imagination will enable you to grasp the relationship between history at the societal level and your own biography at the individual level. It also helps you distinguish between personal troubles and social (or public) issues. *Personal troubles* are private problems that affect individuals and the networks of people with whom they regularly associate. As a result, individuals within their immediate social settings must solve those problems. For example, one person being unemployed may be a personal trouble. *Public issues* are problems that affect large numbers of people and often require solutions at the societal level. Widespread unemployment as a result of economic changes such as plant closings is an example of a public issue. The sociological imagination helps us place seemingly personal troubles, such as losing one’s job or feeling like committing suicide, into a larger social context, where we

Durkheim's Classical Study of Suicide Applied to Twenty-First-Century Young People in India

The bond attaching [people] to life slackens because the bond which attaches [them] to society is itself slack.
—Emile Durkheim, *Suicide* (1964b/1897)

Although this statement described social conditions accompanying the high rates of suicide found in late-nineteenth-century France, Durkheim's words ring true today as we look at contemporary suicide rates for young people in cities such as New Delhi, India. Suicide rates in India are highest in the 15–29 age category and are especially high among those living in the wealthier and more educated regions of the nation (NDTV.com, 2012; *Lancet*, 2012).

Doesn't this seem unlikely? Many people think rural farmers facing poor harvests and high debt would have the greatest risk of suicide; however, this has not proven true in India. At first glance, we might think that economic success and a good education would provide insurance against suicide because



Durkheim's words about suicide still ring true today in India, where suicide rates for young people in cities such as New Delhi are high, particularly among those in the 15–29 age category. Why might an economic boom not only create new opportunities but also intensify social problems such as high rates of suicide when social change is linked to rapid urbanization and weakening social ties?

of the greater happiness and job satisfaction among individuals in cities such as New Delhi, as these individuals have gained new opportunities and higher salaries in recent years. However, this economic boom—including the more open markets of India in the past 20 years—has not only created new opportunities for people; these changes have also contributed to rapid urbanization and weakened social ties. The result? Intensified job anxiety, higher expectations, and more pressure for individual achievement. Social bonds have been weakened or dissolved as people move away from their families and their community. Ironically, newer technologies such as cell phones and social networking sites have contributed to the breakdown of traditional family units as communication has become more impersonal and fragmented.

In addition, life in the cities moves at a much faster pace than in the rural areas, and many individuals experience loneliness, sleep disorders, family discord, and major health risks such as heart disease and depression (Mahapatra, 2007). In the words of Ramachandra Guha (2004), a historian residing in India, Durkheim's sociology of suicide remains highly relevant to finding new answers to this challenging problem: "The rash of suicides in city and village is a qualitatively new development in our history. We sense that tragedies are as much social as they are individual. But we know very little of what lies behind them. What we now await, in sum, is an Indian Durkheim."

REFLECT & ANALYZE

How does sociology help us examine seemingly private acts such as suicide within a larger social context? Why are some people more inclined to commit suicide if they are not part of a strong social fabric and have, at the same time, high job anxiety and intensive pressure to achieve?

can distinguish whether and how personal troubles may be related to public issues. Let's compare the two perspectives by looking at suicide.

Suicide as a Personal Trouble Have you ever heard someone say, "They have no one to blame but themselves" regarding some problem? In everyday life, we often blame other people for "creating" their own problems. Although individual behavior can contribute to social problems, our individual experiences are often largely beyond our own

control. They are determined by society as a whole—by its historical development and its organization. In everyday life we often blame individuals for creating or contributing to their own problems. If a person commits suicide, many people consider it to be strictly the result of that individual's

sociological imagination

C. Wright Mills's term for the ability to see the relationship between individual experiences and the larger society.

own personal problems, not the social world in which the person lived.

Suicide as a Public Issue If we use the sociological imagination to look at the problem of suicide, however, we can see that it is often a public issue—a societal problem. Early sociologist Emile Durkheim refused to accept commonsense explanations of suicide. In what is probably the first sociological study to use scientific research methods, he related suicide to the issue of cohesiveness (or lack of it) in society instead of viewing suicide as an isolated act that could be understood only by studying individual personalities or inherited tendencies. In *Suicide* (1964b/1897), Durkheim documented his contention that a high suicide rate indicated large-scale societal problems.

The Importance of a Global Sociological Imagination

How is it possible to think globally when you live in one location and have been taught to think a certain way? Although we live in one country and rely heavily on Western

sociological theory and research, we can access the world beyond the United States and learn to develop a more comprehensive *global* approach for the future. One way we can do this is to reach beyond studies that have focused primarily on the United States to look at the important challenges we face in a rapidly changing world and develop a more comprehensive *global* approach for the future (see • Figure 1.2). These issues range from political and economic instability to environmental concerns, natural disasters, and terrorism. We can also examine the ways in which nations are not on equal footing when it comes to economics and politics.

The world's **high-income countries** are nations with highly industrialized economies; technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income. Examples include the United States, Canada, Australia, New Zealand, Japan, and the countries of Western Europe.

As compared with other nations of the world, many high-income nations have a high standard of living and a lower death rate because of advances in nutrition and medical technology. However, not everyone living in a so-called high-income country has these advantages.



FIGURE 1.2 The World's Economies in the Early Twenty-First Century

High-income, middle-income, and low-income countries.

Photos, left to right: John Berry/Syracuse Newspapers/The Image Works; Gable/Alamy Stock Photo; Philipbigg/Alamy Stock Photo

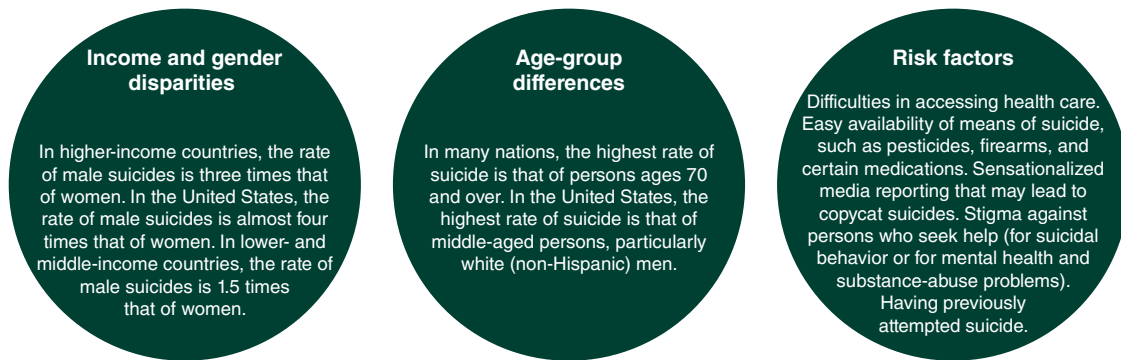


FIGURE 1.3 Using Our Global Sociological Imagination to Understand Suicide

Sources: U.S. Centers for Disease Control and Prevention, 2015a; World Health Organization, 2015a.

In contrast, **middle-income countries** are nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income. Examples of middle-income countries include the nations of Eastern Europe and many Latin American countries.

Low-income countries are primarily agrarian nations with little industrialization and low levels of national and personal income. Examples of low-income countries include many of the nations of Africa and Asia, particularly India and the People’s Republic of China, where people typically work the land and are among the poorest in the world. However, generalizations are difficult to make because there are wide differences in income and standards of living within many nations (see Chapter 8, “Global Stratification”).

If we look at the problem of suicide from a global perspective, we find that it is a major concern: Worldwide, more than 800,000 people die by suicide every year. In addition, many more people attempt suicide. Based on what you have read above about high-, middle-, and low-income countries, it is important for us to think about the fact that about 75 percent of global suicides occur in low- and middle-income nations. Risk factors are shown in • Figure 1.3.

Throughout this text we will continue to develop our sociological imaginations by examining social life in the United States and other nations. The future of our nation is deeply intertwined with the future of all other nations of the world on economic, political, environmental, and humanitarian levels.

Whatever your race/ethnicity, class, sex, or age, are you able to include in your thinking the perspectives of people who are quite different from you in experiences and points of view? Before you answer this question, a few definitions are in order. *Race* is a term used by many people to specify groups of people distinguished by physical characteristics such as skin color. *Ethnicity* refers to the cultural heritage or identity of a group and is based on factors such as language or country of origin. *Class* is the relative location of a person or group within the larger society, based on wealth, power, prestige, or other valued resources. *Sex* refers to the biological and anatomical differences between females and males. By contrast, *gender* refers to the meanings, beliefs, and practices as-

sociated with sex differences, referred to as *femininity* and *masculinity*. Although these terms sound very precise, they often do not have a precise meaning and are, instead, social constructions that people use to justify social inequalities. When we refer to something as a “social construction,” we mean that race, ethnicity, class, and gender do not really indicate anything apart from the social meaning that people in a given society confer on them. However, the result is that we may—either intentionally or unintentionally—privilege some categories of people over others who are placed in disadvantaged or subordinate positions. In sum, a “social construction of reality” occurs when large numbers of people act and respond as if these categories exist in reality rather than having been socially created.



Describe the historical context in which sociological thinking developed.

The Development of Sociological Thinking

Throughout history, social philosophers and religious authorities have made countless observations about human behavior. However, the idea of observing how people lived, finding out what they thought, and doing so in a systematic manner that could be verified did not take hold until the nineteenth century and the social upheaval brought about by industrialization and urbanization.

high-income countries

nations with highly industrialized economies; technologically advanced industrial, administrative, and service occupations; and relatively high levels of national and personal income.

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nations with industrializing economies, particularly in urban areas, and moderate levels of national and personal income.

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