

SOCIOLOGY IN **ACTION**

→ **SECOND EDITION** ←



KATHLEEN ODELL KORGAN
MAXINE P. ATKINSON



Instructors:

Your time is valuable.
We're here for you!

SAGE COURSEPACKS: OUR CONTENT TAILORED TO YOUR LMS

We make it easy to import our quality instructor and student content into *your* school's learning management system (LMS).

- **NO NEW SYSTEM** to learn
- **INTUITIVE AND SIMPLE** to use
- Allows you to **CUSTOMIZE COURSE CONTENT** to meet your students' needs
- A variety of high-quality assessment questions and multimedia **ASSIGNMENTS TO SELECT FROM**
- **NO REQUIRED ACCESS CODES**

CONTACT YOUR SAGE SALES REPRESENTATIVE TO LEARN MORE:
sagepub.com/findmyrep

 **SAGE** coursepacks



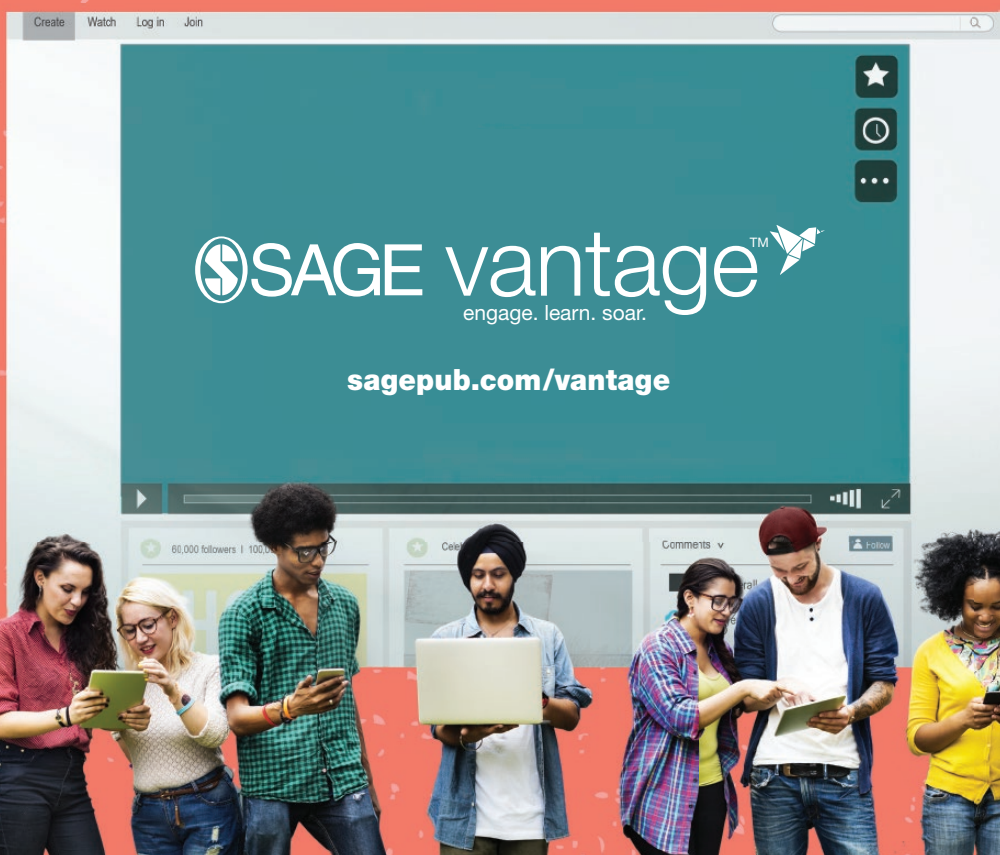
For use in: Blackboard, Canvas, Brightspace by Desire2Learn (D2L), and Moodle

SAGE vantage

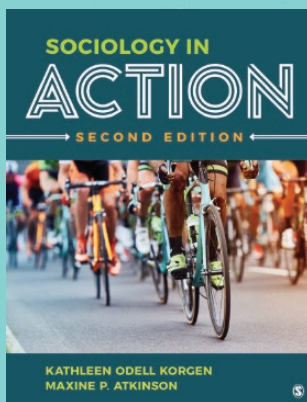
Course tools done right. Built to support your teaching. Designed to ignite learning.

SAGE vantage is an intuitive digital platform that blends trusted SAGE content with auto-graded assignments, all carefully designed to ignite student engagement and drive critical thinking. With evidence-based instructional design at the core, **SAGE vantage** creates more time for engaged learning and empowered teaching, keeping the classroom where it belongs—in your hands.

- **3-STEP COURSE SETUP** is so fast, you can complete it in minutes!
- Control over assignments, content selection, due dates, and grading **EMPOWERS** you to **TEACH YOUR WAY**.
- Dynamic content featuring applied-learning multimedia tools with built-in assessments, including video, knowledge checks, and chapter tests, helps **BUILD STUDENT CONFIDENCE**.
- eReading experience makes it easy to learn by presenting content in **EASY-TO-DIGEST** segments featuring note-taking, highlighting, definition look-up, and more.
- Quality content authored by the **EXPERTS YOU TRUST**.



“Praise for



“The chapters are short, concise, and easily consumable for the undergraduate student. The authors are **VERY CLEAR** about what they want to cover. This text also has **GREAT ACTIVITIES** to go along with each chapter.”

—Tabitha Ingle
Georgia State University

“What attracted me was the fact that I had to put together an online class, and *Sociology in Action* already had a package for that. They had **EVERYTHING** — discussion, activities—beyond what a regular text offers.”

— Chandra Ward
University of Tennessee-Chattanooga

“I had been using [an OER] text, which was free. However, this book is **SO MUCH BETTER** in terms of content. It is well written, provides examples similar to ones I use, provides good thinking activities, and is **INCLUSIVE** of gender, race, and other identities.”

—Melissa Bamford
The University of Memphis

“The associated coursepack for Canvas is incredible. I was able to add links to the relevant e-book chapters directly into my Canvas course modules. Students have really liked the additional video and audio content. In short, **I LOVE IT**.”

—Edward Colin Ruggero
Community College of Philadelphia

Sara Miller McCune founded SAGE Publishing in 1965 to support the dissemination of usable knowledge and educate a global community. SAGE publishes more than 1000 journals and over 600 new books each year, spanning a wide range of subject areas. Our growing selection of library products includes archives, data, case studies and video. SAGE remains majority owned by our founder and after her lifetime will become owned by a charitable trust that secures the company's continued independence.

Los Angeles | London | New Delhi | Singapore | Washington DC | Melbourne

SOCIOLOGY IN
ACTION
→ **SECOND EDITION** ←

SOCIOLOGY IN
ACTION
→ **SECOND EDITION** ←

KATHLEEN ODELL KORGAN

William Paterson University

MAXINE P. ATKINSON

North Carolina State University



Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne



FOR INFORMATION:

SAGE Publications, Inc.
2455 Teller Road
Thousand Oaks, California 91320
E-mail: order@sagepub.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
18 Cross Street #10-10/11/12
China Square Central
Singapore 048423

Acquisitions Editor: Jeff Lasser
Content Development Editor: Tara Slagle
Editorial Assistant: Tiara Beatty
Production Editor: Tracy Buyan
Copy Editor: Jim Kelly
Typesetter: C&M Digital (P) Ltd.
Proofreader: Alison Syring
Indexer: Kathy Paparchontis
Cover Designer: Gail Buschman
Marketing Manager: Will Walter

Copyright © 2021 by SAGE Publications, Inc.

All rights reserved. Except as permitted by U.S. copyright law, no part of this work may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without permission in writing from the publisher.

All third party trademarks referenced or depicted herein are included solely for the purpose of illustration and are the property of their respective owners. Reference to these trademarks in no way indicates any relationship with, or endorsement by, the trademark owner.

Printed in Canada

ISBN (pbk): 978-1-5443-5641-9
ISBN (loose-leaf): 978-1-0718-0228-1

This book is printed on acid-free paper.

20 21 22 23 24 10 9 8 7 6 5 4 3 2 1

BRIEF CONTENTS

Preface xxvii

About the Authors xxxiii

About the Contributors xxxiv

Chapter 1.	Training Your Sociological Eye	2
	Kathleen Odell Korgen	
Chapter 2.	Understanding Theory	16
	Kathleen S. Lowney	
Chapter 3.	Using Research Methods	36
	Mikaila Mariel Lemonik Arthur and Amanda M. Jungels	
Chapter 4.	Recognizing Culture	56
	David E. Rohall	
Chapter 5.	Understanding Socialization and Interaction	76
	Amy Sodaro	
Chapter 6.	Identifying Deviant Behavior	96
	Rena C. Zito	
Chapter 7.	Confronting Economic Inequality	114
	Sandra Enos	
Chapter 8.	Constructing Gender, Sex, and Sexuality	136
	Maxine P. Atkinson	
Chapter 9.	Recognizing the Importance of Race	160
	Kathleen Odell Korgen	
Chapter 10.	Understanding Institutions: Politics and the Economy	188
	Richard A. Zdan	
Chapter 11.	Understanding Institutions: Family	210
	Carissa Froyum	
Chapter 12.	Understanding Institutions: Education	232
	Melissa S. Fry	
Chapter 13.	Experiencing Health, Illness, and Medical Care	258
	Amy Irby-Shasanmi	
Chapter 14.	Understanding Institutions: Religion	278
	Andrea N. Hunt	
Chapter 15.	Saving the Environment	302
	John Chung-En Liu	
Chapter 16.	Changing Society through Social Movements	324
	Wendy M. Christensen	

Glossary 346

References 353

Index 374

Learning Activities 388

DETAILED CONTENTS

Preface xxvii

About the Authors xxxiii

About the Contributors xxxiv

Chapter 1. Training Your Sociological Eye 2

Kathleen Odell Korgen

What Is Sociology?	3
Shaping and Being Shaped by Society	3
● How I Got Active in Sociology	4
The Origins and Current Uses of Sociology	4
● Doing Sociology 1.1 How Can Sociology Boost Your Career?	5
Changing How You View the World	5
The Sociological Eye	5
● Doing Sociology 1.2 Showing Off Your Sociological Eye	6
The Sociological Imagination	6
The Fallacy of the Individualist Perspective	7
● Doing Sociology 1.3 Distinguishing Individual and Social Problems	8
Sociology as a Social Science	8
Theoretical Perspectives	8
The Scientific Research Process	9
Differentiating between Good Generalizations and Stereotypes	9
Stereotypes	9
● Doing Sociology 1.4 Stereotypes and Generalizations about College Students	10
Good Generalizations	10
The Obligations of Sociology	10
The Two Core Commitments	11
● Doing Sociology 1.5 with SAGE Stats: Suicide Rates and the Sociological Imagination	12
The Benefits of Sociology	12
● Sociologists in Action: The Clothesline Project, William Edmundson	13
Sociology and Democracy	14
Sociology and Careers	14
Conclusion	14
Review	15
Key Terms	15

Chapter 2. Understanding Theory 16

Kathleen S. Lowney

What Is Theory?	17
Understanding the Structural Functionalist Perspective	17
Durkheim and Types of Societies	17
Social Institutions	17
● How I Got Active in Sociology	18
Manifest Functions	18
Latent Functions	18



©iStockphoto.com/foto-select

Seeing the Social World Using Structural Functionalism	19
Curbing Violations of Social Norms	19
● Doing Sociology 2.1 Manifest and Latent Functions of Institutions	20
Social Change	20
What Doesn't Structural Functionalism See?	21
Using Structural Functionalism to Analyze the Case of the Meitiv Family	21
Understanding the Conflict Theoretical Perspective	23
Karl Marx and Advanced Capitalism	23
False Consciousness	23
Alienation	24
Karl Marx and Socialism	24
Karl Marx and Communism	24
From Marx to the Conflict Perspective	24
Seeing the Social World Using the Conflict Perspective	25
What Doesn't Conflict See?	25
Theories under the Umbrella of the Conflict Perspective	25
Using the Conflict Perspective to Understand the Meitiv Family	25
● Doing Sociology 2.2 Conflict Theory and Student Athletes	26
Understanding the Symbolic Interactionist Perspective	27
The Social Construction of Reality	27
● Doing Sociology 2.3 Using Dramaturgy Theory to Analyze a Social Event	28
The Looking Glass Self Theory	28
Dramaturgy Theory	28
● Doing Sociology 2.4 Language and Social Construction	29
What Doesn't Symbolic Interaction See?	29
Social Constructionism	29
● Sociologists in Action: Courageous Conversations About Race, Chelsea Marty	30
Using Symbolic Interaction to Understand the Meitiv Family	30
Full Theoretical Circle	31
● Doing Sociology 2.5 with SAGE Stats: Viewing the Same Education Data from Three Different Perspectives	32
Conclusion	33
Review	33
Key Terms	34

Chapter 3. Using Research Methods 36

Mikaila Mariel Lemonik Arthur and Amanda M. Jungels

What Is Research?	37
● How I Got Active in Sociology	38
Why Do We Do Research?	38
Using Research Skills outside the Classroom	39



© iStockphoto.com/Simon Dannhauer

● Sociologists in Action: Understanding How Americans Use Price Information in Health Care, David Schleifer	40
● Doing Sociology 3.1 Reflecting on Sociology in Your Career	41
Using Research	41
What Are Data and Where Do We Get Them?	42
Asking Questions	42
Observing and Interacting	43
Looking at Documents	44
Research Ethics	45
What Do We Do with Data?	46
Qualitative Data Analysis	46
Quantitative Data Analysis	46
● Doing Sociology 3.2 Understanding Basic Quantitative Analysis	47
● Doing Sociology 3.3 with SAGE Stats: Using Research Data to Study a Public Health Problem	48
Getting Started Doing Research	48
Sampling and Measurement	49
Roosevelt, Landon, and <i>Literary Digest</i>	51
How Can You Recognize Good (and Bad) Research?	51
● Doing Sociology 3.4 Evaluating Claims in the Media and in Research	52
● Doing Sociology 3.5 Distinguishing Good Research from Bad Research	53
Conclusion	53
Review	54
Key Terms	55

Chapter 4. Recognizing Culture 56

David E. Rohall

Defining Culture	57
Finding Culture	57
● How I Got Active in Sociology	58
Constructing Culture	58
Identifying Elements of Culture	58
● Doing Sociology 4.1 Rings and the Social Construction of Reality	59
Social Norms	59
Status and Roles	60
Values and Beliefs	60
Symbols and Language	62
● Doing Sociology 4.2 Exploring Norms and Symbols in Sports	63
Typology of Societies	64
Hunter-Gatherers	64



Robert K. Chin/Alamy Stock Photo

Horticultural/Pastoral Societies	64
Agrarian Societies	64
Industrial and Postindustrial Societies	65
Considering Cultural Variations	66
Subcultures and Multiculturalism	66
Cultural Relativism and Global Culture	67
● Doing Sociology 4.3 Global Culture in the Sociological Eye	69
The Power of Culture	69
Cultural Capital and Social Intelligence	69
● Doing Sociology 4.4 The Differing Power of Imagery	70
Social Intelligence	70
● Doing Sociology 4.5 Assessing Cultural Capital and Social Intelligence	71
Culture and Identity	71
● Doing Sociology 4.6 with SAGE Stats: Spanish-Speaking U.S. Households	72
● Sociologists in Action: Using Public Sociology to Change	73
Local Culture, Lyle Foster and Tim Knapp	73
Conclusion	73
Review	74
Key Terms	74

Chapter 5. Understanding Socialization and Interaction	76
Amy Sodaro	
What Is Socialization?	77
Nature versus Nurture	77
● How I Got Active in Sociology	78
Understanding Theories of Socialization	78
Mead's Theory of Childhood Development	78
● Doing Sociology 5.1 Feral Children and Socialization	79
Agents of Socialization	80
Family	80
School	81
● Doing Sociology 5.2 with SAGE Stats: How Many Children Are Being Raised by Grandparents?	82
Peers	83
Media	83
Agents of Socialization for Adults	84
Total Institutions	85
● Doing Sociology 5.3 From Another Planet	86
Gender Socialization	86
● Sociologists in Action: "Helping Women Have a Happy Period," Angelo R. Milordo, Shaney Lara, Peter Falcichio, and Cassandra Sundstrom-Smith	87



©iStockphoto.com/ferrantraite

Status, Social Roles, and Identity	87
Identity	88
Groups, Organizations, and Bureaucracies	89
Types of Groups	89
The Power of Groups: Formal Organizations and Bureaucracies	89
Social Interaction	90
Performances and Impression Management	90
● Doing Sociology 5.4 Impression Management on Social Media	91
Regions: Front Stage and Back Stage	91
Ethnomethodology	92
Conclusion	93
Review	93
Key Terms	94

Chapter 6. Identifying Deviant Behavior 96

Rena C. Zito

Defining Deviance	97
Approaches to Defining Deviance	97
The Statistical Approach	97
Social Norms	97
The Legalistic Approach	97
● How I Got Active in Sociology	98
The Normative Approach	98
Sanctions	98
● Doing Sociology 6.1 Deviance in the Ashley Madison Hack	99
Assumptions about Social Reality and Perspectives on Deviance	99
Relativist Perspective	99
Absolutist Perspective	99
Research Approaches versus Individual Morality	99
● Doing Sociology 6.2 Applying Statistical, Legalistic, and Normative Approaches	100
Conflict/Critical Perspective	100
“Nuts, Sluts, and Perverts” or “Deviant Heroes”?	100
● Doing Sociology 6.3 Deviants or Deviant Heroes?	101
Origins of the Sociology of Deviance	101
Early Perspectives in the Sociology of Deviance and Crime	101
Durkheim’s Sociological Theory of Suicide	102
Durkheim and the Normality of Crime	102
Creating Deviance	103
Moral Entrepreneurship	103
Rule Creators and Rule Enforcers	104



©iStockphoto.com/SelectStock

Creating Public Morality	104
Moral Conversion	104
Moral Panic	104
Medicalization of Deviance	105
Labeling Perspective	106
The Thomas Theorem	107
Primary and Secondary Deviance	107
Official and Informal Labels and Stigmas	107
● Sociologists in Action: Creating a More Just Society for All, Sarah Shannon	108
● Doing Sociology 6.4 The Stigma of Overdose Videos	109
Social Position and Labeling	109
Howard Becker's Typology of Deviance	109
● Doing Sociology 6.5 with SAGE Stats: Which States Incarcerate the Most People?	110
Managing Deviant Identities	110
Techniques of Neutralization	110
Stigma Management	111
Managing Visible Stigmas	112
Managing Invisible Stigmas	112
Conclusion	112
Review	113
Key Terms	113

Chapter 7. Confronting Economic Inequality **114**

Sandra Enos

What Is Economic Inequality?	115
Measuring Inequality	115
Income Inequality	115
● How I Got Active in Sociology	116
Wealth Inequality	117
● Doing Sociology 7.1 Exploring the Concentration of Wealth	118
Meritocracy and the Functions of Inequality	118
● Doing Sociology 7.2 Grade Distributions and Inequality in Educational Motivation	119
Marx and Weber on Inequality	120
Understanding Social Stratification	120
Systems of Stratification	121
Examining the Class System	121
The Upper Class	122
The Middle Class	123
The Working Class and the Poor	123
● Doing Sociology 7.3 Are You in the Middle Class?	124
Culture of Poverty Theory and Policies toward the Poor	124



iStockphoto.com/chameleonsensey

Mobility within and across Generations	125
Changes in the Economy	126
Consequences of Inequality	126
Education	127
Housing	127
● Doing Sociology 7.4 Considering the Impact of Neighborhoods on Inequality	128
Life Expectancy	129
Global Inequality	129
Addressing Inequality	129
● Doing Sociology 7.5 with SAGE Stats: How Do We Measure Income Inequality?	132
● Sociologists in Action: Making the World Better through Program Evaluation, Brad Rose	133
Conclusion	134
Review	134
Key Terms	135

Chapter 8. Constructing Gender, Sex, and Sexuality **136**

Maxine P. Atkinson

Defining Sex, Gender, Intersex, and Transgender	137
● How I Got Active in Sociology	138
Using Theory to Understand Gender	138
Structural Functionalist Perspective	138
Conflict Perspectives	138
● Doing Sociology 8.1 Distinguishing Terms	139
Symbolic Interactionist Perspective	139
A More Inclusive Theory: Gender as Social Structure	140
● Doing Sociology 8.2 Which Is Most Helpful?	141
Creating Gender and Sexual Identities, Recognizing Sexualities	141
Starting Gender Socialization at Birth	141
Gender Socialization through Children's Media	142
Learning Gender in School	142
Peers, Gender Socialization, and Sexualities	142
The Media and Gender, Sex, and Sexuality	143
Music, TV, and Movies	143
● Doing Sociology 8.3 Gender and Sexuality Lessons in Marvel Comics	144
News and Advertisements	144
Challenging Stereotypes	145
The Media, Sexuality, and Backlash	145
Gender, Sexuality, and Work	146
The Gender Wage Gap	149



Marjorie Kamys Cotera/Bob Daemmrich Photography/Alamy Stock Photo

The Wage Gap and Segregation within Occupations	149
Discrimination and the Wage Gap	150
The Glass Ceiling	151
● Doing Sociology 8.4 Women in Leadership Positions	153
Sexual Harassment	153
Gender and Intimate Relationships	153
● Sociologists in Action: Public Sociology, Barbara J. Risman	154
Romantic Relationships in Historical Context	154
● Doing Sociology 8.5 with SAGE Stats: How Sexually Active Are High School Students?	155
● Doing Sociology 8.6 Romantic Relationships	156
Hooking Up	156
Conclusion	157
Review	157
Key Terms	158

Chapter 9. Recognizing the Importance of Race **160**

Kathleen Odell Korgen

Defining Race and Ethnicity	161
● How I Got Active in Sociology	162
The Social Construction of Race	162
● Doing Sociology 9.1 Sorting People by Race	163
Susie Guillory Phipps and the “One-Drop Rule”	163
The Repercussions of Race	164
Prejudice, Stereotypes, and Discrimination	164
Institutional Discrimination	165
Discrimination by the U.S. Government	165
The Constitution, the Compromise of 1877, and <i>Plessy v. Ferguson</i>	165
Immigration Legislation	166
Why Do People Migrate, What Happens Once They Do, and Who Writes Our History?	167
Assimilation and Conflict Perspectives	167
Power and (Re)Writing History	168
● Doing Sociology 9.2 Maps, History, and Power	169
Racial and Ethnic Inequality Today	169
Housing	169
The Economy	170
Education	171
Criminal Justice System	171
● Doing Sociology 9.3 Race Relations as Seen on Television	173
Health Care	173
Government	173



MARK RALSTON/AFP/Getty Images

Racism and Ethnocentrism Globally	176
● Doing Sociology 9.4 with SAGE Stats: Measuring the Growth of the Asian American Population	177
The Dangers of External Inequality and the Benefits of Diversity	178
Diversity Programs That Work	179
● Doing Sociology 9.5 The Waiting Game	180
Responding (or Not) to Racism and Ethnocentrism Today	181
The Color-Blind Ideology and Racism Evasiveness	182
The Era of Black Lives Matter and the Presidential Election of 2016	182
Ways to Address Racism and Ethnic Discrimination	183
● Sociologists in Action: Teaching White Students about Racism, Meghan Burke	184
● Doing Sociology 9.6 A Refugee Integration Plan for Your Campus	185
Conclusion	185
Review	186
Key Terms	187

Chapter 10. Understanding Institutions: Politics and the Economy **188**

Richard A. Zdan

The State, Power, and Legitimacy	189
● How I Got Active in Sociology	190
Power and Legitimacy	190
Legitimacy and the Right to Punish	190
● Doing Sociology 10.1 Legitimate versus Illegitimate Violence	191
Origins of the State	191
Hobbes's State of Nature and the Social Contract	191
● Doing Sociology 10.2 Writing a Social Contract	192
Forms of Legitimate Domination	192
Traditional Domination	193
Rational-Legal Domination	193
Charismatic Domination	193
Dr. Martin Luther King Jr.	194
The Routinization of Charisma	194
● Doing Sociology 10.3 Legitimate Domination: 2016	195
Types of Government	195
Monarchy	195
Democracy	195
● Sociologists in Action: Evaluating Government-Funded Programs, Kristin Pitts	196
Oligarchy and Plutocracy	196
The Iron Law of Oligarchy	197
The United States and the Iron Law of Oligarchy	197
Autocracy, Dictatorship, and Totalitarianism	197



REUTERS/Stephanie Keith

Autocracy and Dictatorships	197
Totalitarianism	198
Theoretical Approaches to Politics	198
Structural Functionalism	198
Pluralism	198
Conflict Theory	198
C. Wright Mills and the Power Elite	199
G. William Domhoff and Class Domination	199
● Doing Sociology 10.4 Medicare for All	200
Politics and the Economy	200
Industrialization	201
Fordism and Post-Fordism	201
Deindustrialization	202
Modern Economic Systems	202
Capitalism	202
Socialism	203
● Doing Sociology 10.5 The United States: A Capitalist Country?	204
Beyond Politics and Economy: Communism and Fascism	204
Communism	204
● Doing Sociology 10.6 with SAGE Stats: Government-Provided Health Care	205
Fascism	205
Conclusion	207
Review	207
Key Terms	208

Chapter 11. Understanding Institutions: Family	210
Carissa Froyum	
What Shapes Families?	211
Socially Constructing Families	211
● How I Got Active in Sociology	212
Changing Families across History	212
● Doing Sociology 11.1 What Is a Family?	213
Early Families	213
Preindustrial U.S. Families	213
Slavery and Families	213
Industrial U.S. Families	213
The 1900s and Emotion-Based U.S. Families	214
Diversifying U.S. Families	215
Making Way for Families of Today	216
● Doing Sociology 11.2 with SAGE Stats: Single Motherhood in America	217



iStockphoto.com/Andrii Yalanskyi

Understanding Families through Theory	218
Structural Functionalism	218
Conflict Perspective	219
Feminist Perspective	219
Intersectionality	219
Social Exchange Theory	219
The Norm of Reciprocity	220
Families Caring for Each Other	220
● Sociologists in Action: Increasing Access to Healthy Food, Sinikka Elliott	221
Parenting and Social Class	221
● Doing Sociology 11.3 Applying Your Sociological Imagination: Who Took Care of You?	222
Caretaking and Changing Gendered Roles	222
The Sandwich Generation	223
Family Problems	223
Violence and Victimization	223
Breaking Apart and Staying Together	223
Effects of Instability on Children	224
Supporting Children	224
● Doing Sociology 11.4 Examining Family-Friendly Policies for Students on Your Campus	225
How Work and Policy Shape Families	225
Addressing Work and Family Challenges Today	225
Using Sociology to Address Family Issues	226
● Doing Sociology 11.5 Comparing Paid Leave in Twenty-One Countries	227
Conclusion	229
Review	230
Key Terms	230

Chapter 12. Understanding Institutions: Education **232**

Melissa S. Fry

What Is Education as an Institution?	233
Institutionalizing Education	233
● How I Got Active in Sociology	234
Education and Modes of Production	234
Preindustrial Societies	234
Industrial Manufacturing and Large-Scale Agriculture	234
The Postindustrial Knowledge and Service Economy	234
● Doing Sociology 12.1 Examining the Local School Board as an Institution	235
Public Education and the Postindustrial Economy	235
Theorizing Education	235



iStockphoto.com/kate_sept2004

● Doing Sociology 12.2 How the Intersection of Biography and History Shapes Educational Experiences	236
The Social Functions of Education	236
Socialization: Cohesion and Control	236
Labor Force Preparation	236
Conflict, Power, and Education	237
Class, Gender, Race, and School Experiences	237
The Curriculum, Ideology, and Inequality	237
● Doing Sociology 12.3 Gender and K–12 Teaching Occupations and Salaries	238
Tracking and Inequality	238
● Doing Sociology 12.4 Applying Sociological Theory to Educational Issues	239
Symbolic Interaction, Socialization, and Cultural Production in Schools	239
Socialization, Socioeconomic Status, and School Success	239
Education and Social Inequality in the United States	240
Class and Family Background	240
Leveling the Playing Field with Early Education	240
Separate and Unequal: Racial and Economic Segregation in Schools	241
Reproducing Inequality within Schools	242
Higher Education	243
Types of Colleges, Student Success, and Tracking	244
Funding for Higher Education	244
Affirmative Action in College Admissions	245
Gender and Education	247
● Doing Sociology 12.5 Racial Representation in Higher Education	248
Global Education and Global Inequality	249
Giving U.S. Students a Global Perspective	249
● Doing Sociology 12.6 The Importance of a Global Perspective for Today's Workforce?	250
Global Educational Parity Efforts	250
● Sociologists in Action: Supporting Life Chances for Our Most Vulnerable Populations, Gabriella C. Gonzalez	251
Finland: Global Leader in Quality Education	251
Leveling the Playing Field: Public Policy and Education in the United States	252
Pre-K Education	252
The Abecedarian Project	252
K–12 Education	252
● Doing Sociology 12.7 with SAGE Stats: Which Public Schools Have the Most Money to Spend?	253
Charter Schools and Vouchers	253
● Doing Sociology 12.8 Applying Choice Outside of Schools	254
● Doing Sociology 12.9 What Could Improve Public Education?	255
The Future of Public Education and Democracy	255



iStockphoto.com/benkrut

Conclusion	256
Review	256
Key Terms	257

Chapter 13. Experiencing Health, Illness, and Medical Care **258**

Amy Irby-Shasanmi

What Does Sociology Have to Do with Health, Illness, and Medical Care?	259
How Sociology Helps Medical Professionals (and Everyone) Understand Health and Illness	259
● How I Got Active in Sociology	260
The Illness Experience	260
● Doing Sociology 13.1 Experiencing Illness	261
The Sick Role and the Impact of Illness on Families	261
Medicalization	262
Medicalization and Marketing	262
● Doing Sociology 13.2 “Longer, Darker, Fuller Lashes”	263
Pros and Cons of Medicalization	263
Explaining Health Disparities and Social Determinants of Health	264
Fundamental Cause Theory	264
● Sociologists in Action: Improving Community Health through Transforming a Park, Tyesha Crawford	265
● Doing Sociology 13.3 Food Insecurity	266
● Doing Sociology 13.4 with SAGE Stats: Measuring the Spread of the Opioid Epidemic	268
Social Distribution of Illness	269
Distributions of Physical Illnesses and Life Expectancy	269
The Distribution of Mental Illnesses	271
● Doing Sociology 13.5 Top Ten Causes of Death	272
The U.S. Health Care System	273
Cost of and Access to Health Care	273
Health Insurance	273
The Patient Protection and Affordable Care Act	273
The Underinsured	275
● Doing Sociology 13.6 Medicaid Expansion	276
Conclusion	276
Review	277
Key Terms	277

Chapter 14. Understanding Institutions: Religion **278**

Andrea N. Hunt

Defining Religion Sociologically	279
Religion Is More Than a Private Matter	279



● How I Got Active in Sociology	280
Religious Pluralism and Secularization	280
Changing Demographics and Pluralism	280
● Doing Sociology 14.1 Clarifying Your Understanding of Religion	281
Secularization	281
● Doing Sociology 14.2 Identifying Common Beliefs and Practices across Religions	282
Sects, Cults, and New Religious Movements	284
Religious Fundamentalism	286
Extreme and Violent Fundamentalism	287
Changing Religious Life in the United States	287
Religious Affiliation and Race	287
Religious Affiliation and Gender	288
● Doing Sociology 14.3 Personal Conceptions of God	289
Religious Affiliation and Sexual Orientation	289
Global Diffusion of Religion	290
Cultural Diffusion	291
● Doing Sociology 14.4 Comparing Religions	292
● Doing Sociology 14.5 with SAGE Stats: Measuring the Growth of Islam in the United States	293
Applying Sociological Theory to Religion	294
Structural Functionalism	294
Conflict Theory	294
Karl Marx	295
Max Weber	295
Symbolic Interaction	295
Religion and Social Issues, Social Change, and Everyday Life	296
Religious Affiliation and Attitudes toward Social Issues	296
Religion and Social Change	296
The Continuing Influence of Religion in Everyday Life	297
● Sociologists in Action: Religion and End-of-Life Care, Heather Grigsby	298
Conclusion	299
Review	299
Key Terms	300

Chapter 15. Saving the Environment 302

John Chung-En Liu

Facing Our Environmental Challenges	303
● How I Got Active in Sociology	304
The Physical Reality of Environmental Problems	304
● Doing Sociology 15.1 Calculate Your Own Ecological Footprint	305



REUTERS/Tamizy Harva

How Do Sociologists Study Environmental Issues?	305
Social Construction of Nature	305
American Wilderness	305
● Doing Sociology 15.2 with SAGE Stats: How Much of Our Electricity Comes from Burning Coal?	306
China's Great Leap Forward	307
Constructing Environmental Problems	307
● Doing Sociology 15.3 Human-Nature Photo Contest	308
Environmental Awareness and Concern	308
● Doing Sociology 15.4 Climate Change Campaigner for a Day	310
How Did We Mess Up? Theories of Environmental Change	310
Population and the Environment	310
Production and the Environment	312
Getting Off the Treadmill of Production	312
● Doing Sociology 15.5 The Story of Stuff	313
Ecological Modernization Theory	313
Consumption and the Environment	313
Green Consumption	314
● Doing Sociology 15.6 Greenwashing Product Review	315
Inverted Quarantines	
Who Suffers Most from Environmental Problems?	315
Environmental Racism	316
The Environmental Justice Movement	316
Sacrifice Zones	318
Climate Justice	318
● Sociologists in Action: Creating Engaged Climate Justice Scholarship, Timmons Roberts	319
Social Solutions to Environmental Problems	319
● Doing Sociology 15.7 Environmental Inequalities and Social Solutions	320
Conclusion	320
Review	321
Key Terms	322

Chapter 16. Changing Society through Social Movements **324**

Wendy M. Christensen

What Is a Social Movement?	325
Components of a Social Movement	325
● How I Got Active in Sociology	326
Protests: The Most Visible Part of Social Movements	326
Participating in Social Movements	326



AP Photo/Erik McGregor

● Doing Sociology 16.1 Planning Direct Action	327
Power and Inequality Issues in Social Movements	327
Socioeconomic Status and Ability	328
Mobilizing and Organizing	328
Community-Based Organizing	328
Types of Social Movements	328
● Sociologists in Action: Participating in the Movement to End Poverty, Alicia Swords	329
● Doing Sociology 16.2 The Use and Effectiveness of “Slacktivism”	330
Social Movement Theory	331
Conflict Theory	331
Symbolic Interactionist Theory	331
● Doing Sociology 16.3 Framing the Gay Rights Movement	332
Social Movement Framing	332
Identity Based Social Movements	332
The Six Steps of Social Movement Success	333
Identify an Issue	333
The Women’s Movement	333
Form a Group	334
The Civil Rights Movement	334
The Women’s Movement	335
Challenges to Forming a Group	335
Marginalization of Members	336
Cultural Differences	336
Create a Strategy	336
The Civil Rights Movement	336
Mobilize Resources	336
● Doing Sociology 16.4 Media Coverage of Protests	337
The Women’s Movement	337
Organize Actions	337
The Civil Rights Movement	337
Gaining Power and Success	338
The Civil Rights Movement	338
The Women’s Movement	338
Why Social Movements Fail	338
Success Can Bring Backlash: The Marriage Equality Movement	339
Successful Tactics of the Marriage Equality Movement	339
With Success Comes Backlash	340
● Doing Sociology 16.5 with SAGE Stats: Has the Marriage Equality Movement Led to More Same-Sex Marriage?	341
How Can We Create Social Change?	341



Visions of America/Universal Images Group via Getty Images

Participatory Action Research	342
Empowerment, Responsibility, and Making Social Change	342
How You Can Help Bring about Social Change	343
Conclusion	344
Review	344
Key Terms	345
 Glossary	346
References	353
Index	374
Learning Activities	388

PREFACE

If you, like us, have found yourself searching for activities to bring into your classroom and engage your introductory sociology students, you know why we wrote this book. We knew we couldn't be alone in our quest to get students to do more than read the text—we want them to *do* sociology, to understand and apply the terms and concepts they read about and realize them in the real world. Over the course of writing and refining the manuscript, as well as reading the reviews of instructors excited to see activities many of us have been cobbling together over the years now residing within a textbook, we became even more convinced that our approach is one that offers instructors material for how they want to teach and offers students the foundational content they need in sociology, as well as engaging activities that will help them *do* sociology. The overwhelmingly enthusiastic response to the first edition provided further evidence that this is a book that can help all sociology instructors get their students excited about sociology and what they can do with it.

Sociology in Action puts all the tools instructors need to create an active learning course into one student-friendly text. Active learning teaching techniques increase student learning, retention, and engagement with course material, but they also require more creative effort than traditional lectures. No other sociology textbook works to ease this load by providing full coverage of introductory content *and* active learning exercises fully integrated into the text (with clear instructions on how to use and assess them available through the instructor resources). *Sociology in Action* provides instructors of small, medium, large, and online introductory courses with the material they need to create learning experiences for their students, including creative, hands-on, data-analytic, and community learning activities.

A group of gifted instructors who use active learning techniques in their own classrooms has written the book's chapters. The contributors, focusing on their respective areas of expertise, expertly weave together content material, active learning exercises, discussion questions, real-world examples of sociologists in action, and information on careers that use sociology. Together, we have created a book that requires students to *do* sociology as they learn it and creates a bridge between the classroom and the larger social world.

Organization and Features

The clear organizational style of each chapter helps students follow the logic of the text and concentrate on the main ideas presented. Each chapter opens with focal learning questions, and each major section ends with review questions to remind students of the emphasis in the presented material. In addition, the chapters contain an analysis of subject matter from both *major theoretical perspectives* and, where appropriate, *middle-range theories*. Chapters close with conclusions, and end-of-chapter resources include lists of key terms and summaries that address the focal learning questions. The active learning activities and *Consider This* marginal questions throughout each chapter help create a student-centered class that engages student interest.

The book's rich pedagogy supports active learning and engagement throughout each chapter.

- **Learning Questions** start off every chapter, introducing students to the focus of the chapter and preparing them for the material it covers. These questions are tied to the learning objectives provided in the instructor resources. Each main section of the chapter addresses a learning question.
- **Check Your Understanding** questions appear at the end of every major section in a chapter, providing students with an opportunity to pause in their reading and ensure that they comprehend and retain what they've just read.
- **Doing Sociology** activities appear multiple times in each chapter. These active learning exercises enable students to apply the sociological concepts, theories, methods, and so on covered in the text. Each chapter contains a variety of exercises so that instructors can use them in class, online, or as assignments conducted outside of class. Reference the *Doing Sociology* activities and the clear instructions on how to carry them out—and on how they relate to the chapter objectives—in the Activity Guide available through the book's instructor resources. Additional exercises can be found in the digital resources accompanying the text.

- **Consider This** questions are designed to spark deep thinking as well as classroom discussions.
- **Sociologists in Action** boxes feature a student or professional “sociologist in action” doing public sociology related to the material covered in the chapter. This feature provides examples of how sociology can be used to make a positive impact on society.
- **Key Terms** appear in boldface type where they are substantially discussed for the first time and are compiled in a list with page numbers at the end of their respective chapters. Corresponding definitions can be found in the Glossary.
- Every chapter concludes with a **Chapter Summary** that restates the learning questions presented at the start of the chapter and gives answers to them. This provides an important way for students to refresh their understanding of the material and retain what they’ve learned.

In addition, as appropriate, chapters include information on careers that relate to the chapter content. This allows students to recognize, even during their first sociology course, the wide variety of career options a sociology degree provides.

What’s New in the Second Edition

After using *Sociology in Action* ourselves—and hearing from many instructors who also used it—we worked to make it even more useful for instructors and interesting for students. Key changes and additions we made include the following:

- More *Doing Sociology* exercises that take a short time in class.
- Adding *Doing Sociology* exercises that use SAGE Stats to allow students to access and use statistical information created from more than 400,000 government and nongovernment data sets.
- Creating two new chapters: “Experiencing Health, Illness, and Medical Care” and “Understanding Institutions: Politics and the Economy.”
- Using an even more applied and student-friendly approach in our writing.
- Expanding the “Understanding Socialization” chapter to “Understanding Socialization and

Interaction,” with a new section on groups, organizations, and bureaucracies.

- Making better connections between theories and the rest of the chapter narratives by using only perspectives and midrange theories that relate directly to the subject matter.
- Adding new *Doing Sociology* exercises, *Consider This* questions, and *Sociologists in Action* features (each now including a discussion question).
- Thoroughly updating all chapters without adding to their length, including new or updated topics (in addition to the new chapters), such as
 - the causes and ramifications of the 2016 election;
 - the latest issues facing the LGBT community, people of color, immigrants and refugees, and the shrinking middle class;
 - student loan debt;
 - class inequality;
 - climate change;
 - sexuality;
 - sexual harassment;
 - power and who writes history;
 - a more thorough explanation of racism and its systemic components;
 - the connections among social position, place and health, and life expectancy; and
 - the relationship between public education and democracy.

Digital Resources

We know how important good resources can be in the teaching of sociology. Our goal is to create resources that both support and enhance the book’s themes and features. SAGE edge offers a robust online environment featuring an impressive array of tools and resources for review, study, and further exploration, keeping both instructors and students on the cutting edge of teaching and learning. SAGE edge content is open access and available on demand. Learning and teaching have never been easier! We gratefully acknowledge Sarah Calabi, Rachel Lovis, Rob Freeland, and Megan Glancy.



Engage, Learn, Soar with **SAGE vantage**, an intuitive digital platform that delivers *Sociology in Action* textbook content in a learning experience carefully designed to ignite student engagement and drive critical thinking. With evidence-based instructional design at the core, **SAGE vantage** creates more time for engaged learning and empowered teaching, keeping the classroom where it belongs—in your hands.

Easy to access across mobile, desktop, and tablet devices, **SAGE vantage** enables students to engage with the material you choose, learn by applying knowledge, and soar with confidence by performing better in your course.

Highlights Include:

- **eReading Experience.** Makes it easy for students to study wherever they are—students can take notes, highlight content, look up definitions, and more!
 - **Pedagogical Scaffolding.** Builds on core concepts, moving students from basic understanding to mastery.
 - **Confidence Builder.** Offers frequent knowledge checks, applied-learning multimedia tools, and chapter tests with focused feedback to assure students know key concepts.
 - **Time-saving Flexibility.** Feeds auto-graded assignments to your gradebook, with real-time insight into student and class performance.
 - **Quality Content.** Written by expert authors and teachers, content is not sacrificed for technical features.
 - **Honest Value.** Affordable access to easy-to-use, quality learning tools students will appreciate.
- LMS integration provides single sign-on with streamlined grading capabilities and course management tools.
 - Auto-graded assignments include:
 - formative knowledge checks for each major section of the text that quickly reinforce what students have read and ensure they stay on track;
 - dynamic, hands-on multimedia activities that tie real world examples and motivate students to read, prepare for class;
 - summative chapter tests that reinforce important themes; and
 - helpful hints and feedback (provided with all assignments) that offer context and explain why an answer is correct or incorrect, allowing students to study more effectively.
 - Compelling polling questions bring concepts to life and drive meaningful comprehension and classroom discussion.
 - Short-answer questions provide application and reflection opportunities connected to key concepts.
 - Instructor reports track student activity and provide analytics so you can adapt instruction as needed.
 - A student dashboard offers easy access to grades, so students know exactly where they stand in your course and where they might improve.
 - Honest value gives students access to quality content and learning tools at a price they will appreciate.

Favorite SAGE vantage Features:

- 3-step course setup is so fast you can complete it in minutes!
- Control over assignments, content selection, due dates, and grading empowers you to teach your way.
- Quality content authored by the experts you trust.
- eReading experience makes it easy to learn and study by presenting content in easy-to-digest segments featuring note-taking, highlighting, definition look-up, and more.



Our content tailored to your LMS

sagepub.com/coursepacks

The **SAGE coursepack** for *Sociology in Action* makes it easy to import our quality instructor materials and student resources into your school's learning management system (LMS), such as Blackboard, Canvas, Brightspace by D2L, or Moodle. Intuitive and simple to use, **SAGE coursepack** allows you to integrate only the content you need, with minimal effort, and requires no access code. Don't use an LMS platform? You can still access many of the online resources for *Sociology in Action* via the **SAGE edge** site.

Available SAGE content through the coursepack includes:

- Pedagogically robust assessment tools that foster review, practice, and critical thinking and offer a more complete way to measure student engagement, including:
 - Diagnostic chapter quizzes that identify opportunities for improvement, track student progress, and ensure mastery of key learning objectives
 - Test banks built on Bloom's taxonomy that provide a diverse range of test items
 - Activity and quiz options that allow you to choose only the assignments and tests you want
 - Instructions that are given on how to use and integrate the comprehensive assessments and resources provided
 - An Activity Guide that details all activities from the print book, as well as supplementary exercises, the learning objectives they address, and notes to instructors
 - Editable, chapter-specific PowerPoint slides that offer flexibility when creating multimedia lectures, so you don't have to start from scratch but you can customize to your exact needs



<http://edge.sagepub.com/korgen2e>

SAGE edge is a robust online environment featuring an impressive array of tools and resources for review, study, and further exploration, keeping both instructors and students on the cutting edge of teaching and learning. SAGE edge content is open access and available on demand. Learning and teaching has never been easier!

SAGE edge for Students at <http://edge.sagepub.com/korgen2e> provides a personalized approach to help students accomplish their coursework goals in an easy-to-use learning environment.

- Learning objectives reinforce the most important material
- Mobile-friendly flashcards that strengthen understanding of key terms and concepts and make it easy to maximize your study time, anywhere, anytime
- Mobile-friendly practice quizzes that allow you to assess how much you've learned and where you need to focus your attention
- An MCAT Guide that maps chapter content to sociology standards on the MCAT test and

connects you with free online MCAT study-and-review websites.

SAGE edge for Instructors at <http://edge.sagepub.com/korgen2e> supports teaching by making it easy to integrate quality content and create a rich learning environment for students.

- The **Test bank**, built on Bloom's taxonomy (with Bloom's cognitive domain and difficulty level noted for each question), is created specifically for this text.
- **Sample course syllabi** provide suggested models for structuring your course.
- Editable, chapter-specific **PowerPoint® slides** offer complete flexibility for creating a multimedia presentation for the course, so you don't have to start from scratch but can customize to your exact needs.
- **Lecture notes** feature comprehensive chapter outlines and learning objectives.
- A set of all the **graphics from the text**, including all the maps, tables, and figures in PowerPoint and JPG formats, are provided for class presentations.

SAGE Premium Video

Sociology in Action offers premium video, available exclusively in the **SAGE vantage** digital option, produced and curated specifically for this text, to boost comprehension and bolster analysis.

Acknowledgments

We would like to acknowledge the many people who worked with us on *Sociology in Action*. Our thanks, first and foremost, go to the contributors who wrote the chapters and helped us create an active learning introductory sociology course in one text. Their exceptional ability to use active learning in the classroom has impressed and inspired us. We appreciate their willingness to share what they do so well and to collaborate with us on *Sociology in Action*.

The two of us would also like to extend our gratitude to the wonderful people at SAGE for their tremendous work on this project. Acquisitions editor Jeff Lasser believed in the need for this text, brought us together, and is the chief reason this book (and the entire *Sociology in Action* series) became a reality. Tara Slagle, our content development

editor, provided her great expertise in helping us shape this book. Jim Kelly made sure the book was copyedited beautifully, while production editor Tracy Buyan engineered the transformation of the manuscript into real book pages. Editorial assistant Tiara Beatty managed to keep everything on track and moving forward throughout this long process.

We are also deeply indebted to the following reviewers who offered their keen insights and suggestions.

First edition reviewers:

Deborah A. Abowitz, Bucknell University
Rebecca Barrett-Fox, Arkansas State University
Chastity Blankenship, Florida Southern College
Mark Braun, State University of New York Cobleskill
Joslyn Brenton, Ithaca College
Jess Butler, Butler University
Linda Carson, Lander University
Susan Claxton, Georgia Highlands College
Steven Dashiell, Towson University
Jeffrey Debies-Carl, University of New Haven
Richard G. Ellefritz, Oklahoma State University
Sarah Epplen, Minnesota State University, Mankato
Michael W. Feeley, South Suburban College
Lisa George, Portland Community College
Danielle Giffort, St. Louis College of Pharmacy
Laura Fitzwater Gonzales, Pacific Lutheran University
Belisa Gonzalez, Ithaca College
Roderick Graham, Old Dominion University
Wendi Hadd, John Abbott College
Anita Harker, Whatcom Community College
Jodi A. Henderson-Ross, University of Akron–Wayne College
William Housel, Northwestern Louisiana State University
Aaron Howell, Farmingdale State College
Suzanne S. Hudd, Quinnipiac University
Peter Kaufman, State University of New York New Paltz

Michele Lee Kozimor-King, Elizabethtown College
Andrea Krieg, Lewis University
Ashley Lumpkin, John Tyler Community College
Lori Lundell, Purdue University
Elizabeth Lyman, Radford University
Sara F. Mason, University of North Georgia
Naomi McCool, Chaffey College
Cassandra McDade, Tidewater Community College
Stephanie Medley-Rath, Indiana University Kokomo
Marian J. Moore, Owens Community College
Madeline H. Moran, Lehman College, City University of New York
Jonathan Ortiz, Concordia University
Doris Price, Houston Community College
Barbara Prince, Bowling Green State University
Carolyn Read, Copiah Lincoln Junior College
Nicole Rosen, Pennsylvania State Behrend
Matthew Schoene, Albion College
Naomi Simmons, Newberry College
Chelsea Starr, Eastern New Mexico University
Melissa Swauger, Indiana University of Pennsylvania
Lori Waite, Tennessee Wesleyan University
Jeremy White, Pikes Peak Community College
Joshua Wimberly, Spring Hill College
Susan Wortmann, Nebraska Wesleyan University
Kassia Wosick, El Camino College
Mariah Jade Zimpfer, Sam Houston State University
John F. Zipp, University of Akron

Second edition reviewers:

Melissa Bamford, The University of Memphis
Terrie A. Becerra, East Central University
Stephanie L. Bradley, Radford University
Janice Crede, College of St. Scholastica
Máel Embser-Herbert, Hamline University
Tabitha Ingle, Georgia State University

Jamie L. Gusrang, Community College of Philadelphia

Kendra Jason, University of North Carolina at Charlotte

Joy Kadowaki, University of Dayton

Jeffrey Lentz, University of North Georgia

Ying Ma, Austin Peay State University

Kenjuana McCray, Fayetteville Technical
Community College

Matthew McLeskey, University at Buffalo, SUNY

Lori Peek, University of Colorado Boulder

Edward Colin Ruggero, Community College of
Philadelphia

Chandra Ward, University of Tennessee at
Chattanooga

Finally, we offer our great thanks to our families for
their support and patience as we devoted so much of our
time to *Sociology in Action*.

—Kathleen Odell Korgen and Maxine P. Atkinson

ABOUT THE AUTHORS



Kathleen Odell Korgen, PhD, is a professor of sociology at William Paterson University in Wayne, New Jersey. Her primary areas of specialization are teaching sociology, racial identity, and race relations. She has received William Paterson University's awards for Excellence in Scholarship/Creative Expression and for Excellence in Teaching.



Maxine P. Atkinson, PhD, is a professor of sociology at North Carolina State University in Raleigh. Her primary area of specialization is the scholarship of teaching and learning. She has received the American Sociological Association's Distinguished Contributions to Teaching Award and the University of North Carolina Board of Governors' Award for Excellence in Teaching.

ABOUT THE CONTRIBUTORS



Milkaila Mariel Lemonik Arthur teaches research methods and other sociology courses at Rhode Island College. Her research focuses on the sociology of higher education. Prior publications include *Student Activism and Curricular Change in Higher Education* (2011) and journal

articles on organizational change in higher education, social networks among colleges and universities, and the long-term outcomes of Rhode Island's comprehensive college graduates, as well as on teaching and learning in sociology.



Wendy M. Christensen received her PhD from the University of Wisconsin–Madison and is an associate professor of sociology at William Paterson University in New Jersey. Her research focuses on how inequalities (race, class, and gender) shape political participation.

She has published articles on the political participation of mothers of U.S. military members, as well as the intersections of military recruitment campaigns and race, class, and gender. Her forthcoming book, *Our Families Your Freedom: How Military Mothers Support and Challenge the U.S. War on Terrorism*, examines how mothers of service members negotiate the politics of support through recruitment, deployment, and postdeployment health care. She is currently collecting data for a new research project on community political organizing and voter participation.



Sandra Enos, PhD, serves as an associate professor of sociology at Bryant University. She earned a PhD from the University of Connecticut after a long career in public service. She is the author of *Mothering from the Inside: Parenting in a Women's Prison*

(2001), *Service-Learning and Social Entrepreneurship in Higher Education: A Pedagogy of Social Change* (2015), and chapters in books and articles on women and mass incarceration, the history of child welfare, pedagogy in sociology, and higher education reform.



Carissa Froyum is a professor of sociology at the University of Northern Iowa. Her research focuses on the roles emotions and identity play in reproducing inequalities. She is the coeditor of *Inside Social Life, Creating and Contesting Inequalities* and the forthcoming *Handbook of the*

Sociology of Gender (with Barbara Risman and William Scarborough).



Melissa S. Fry is the director of the Applied Research and Education Center and an associate professor of sociology at Indiana University Southeast. Dr. Fry's research has included work on poverty, education (early childhood through higher education), homelessness, systems

thinking for community development, government contracting with nonprofits, work supports for low-income families, the impact of the coal industry in central Appalachia, and payday lending. Dr. Fry's broad research agenda is to better understand how public policies are both shaped by and, in turn, shape social inequality and how nonprofit organizations manage the tensions among their missions, government contracts, and the interests of private philanthropies in their efforts to build resilient communities. Prior to joining the Indiana University Southeast faculty in 2011, Dr. Fry was a research and policy associate at the Mountain Association for Community Economic Development in Berea, Kentucky.



Andrea N. Hunt, PhD, is an associate professor of sociology at the University of North Alabama. Her teaching focuses on diverse families, race and ethnicity, gender, and social justice. Her research in the scholarship of teaching and learning focuses on gender bias in instructor evaluations,

the role of academic advising in student retention, mentoring undergraduate research, and learning experiences that promote information literacy and cultural competency. Dr. Hunt has facilitated numerous workshops on academic advising for diverse student populations, preparing high school students for college, best practices for online learning, and techniques for teaching about social inequality. Her research has been featured in *Teaching Sociology*, the *International Journal for the Scholarship of Teaching and Learning*, the *Journal of Effective Teaching*, *Mentoring and Tutoring: Partnership in Learning*, and *Innovative Higher Education*. All of her teaching, research, and service are centered on empowering students and faculty for success.



Amy Irby-Shasanmi is an assistant professor of sociology at the University of West Georgia. Her research focuses on mental health, health disparities, chronic illness, and disabilities. She regularly teaches courses on all of these subjects in her department, as well as Introduction to Social Problems.



Amanda M. Jungels is a senior assistant director for faculty programs and services in the Center for Teaching and Learning at Columbia University. She earned her PhD from the Department of Sociology at Georgia State University, where she was a recipient of the Jacqueline Boles

Teaching Fellowship and Teaching Associate Award. Her current work focuses on faculty and educational development, emphasizing inclusive teaching practices and pedagogy.



John Chung-En Liu is an assistant professor of sociology at Occidental College. He received his PhD in sociology from the University of Wisconsin–Madison, holds a joint master’s degree in economics and environmental management from Yale University, and has a bachelor’s degree in chemical engineering from National Taiwan University.

His main research projects include a wide array of topics about climate change, including the construction of carbon markets, climate change skepticism, and climate change in higher education curriculums. He has research experiences in the United States, the European Union, China, Taiwan, and India.



Kathleen S. Lowney was a professor of sociology at Valdosta State University until May 2018, when she retired. Most of her published work falls under three broad research topics: the sociology of new religious movements, especially teen Satanism; media’s role in the construction of social

problems claims, such as her article on kudzu as a social problem and her book *Baring Our Souls: TV Talk Shows and the Religion of Recovery* (1999); and the scholarship of teaching and learning. She and Dr. Maxine Atkinson wrote *In the Trenches: Teaching and Learning Sociology* (2016) to help sociology teachers discover innovative ways to communicate the discipline we love to students. She has received several teaching awards at her university, from the University System of Georgia, and from the American Sociological Association.



David E. Rohall is the department head of the Sociology and Anthropology Department at Missouri State University. Prior to coming to Missouri State, he received the Distinguished Faculty Lecturer Award in 2014 for his teaching and research

in sociology from Western Illinois University, where he taught for 11 years.



Amy Sodaro is an associate professor of sociology at the Borough of Manhattan Community College/City University of New York. She holds a BA in drama and classics from Tufts University and an MA and a PhD in sociology from the New School for Social Research. Her research

interests include sociology of culture, memory, museums, and gender. She is the author of *Exhibiting Atrocity: Memorial Museums and the Politics of Past Violence* (2018) and a coeditor of *Memory and the Future: Transnational Politics, Ethics and Culture* (2010); *Museums and Sites of Persuasion: Memory, Politics and Human Rights* (forthcoming); and a special issue of *Women's Studies Quarterly*, "At Sea" (2017).



Richard A. Zdan is a member of the sociology faculty at Rider University. His current teaching and research interests are in the areas of political and community sociology and civic engagement. Recently, he spearheaded a revision of the Rider Sociology

Department's introductory course for readoption as a part of the university's revised general education core curriculum. He is currently collecting data for a research project on the role played by funeral directors in local communities.



Rena C. Zito is an assistant professor of sociology at Elon University. She received her doctorate in sociology from North Carolina State University. Her research focuses primarily on family processes in the production of crime and delinquency. Specifically, her work uses a

life-course perspective to examine how family structure histories and family formation shape gender processes, adolescent role exits, and law violation.

To all instructors and students who put sociology into action.

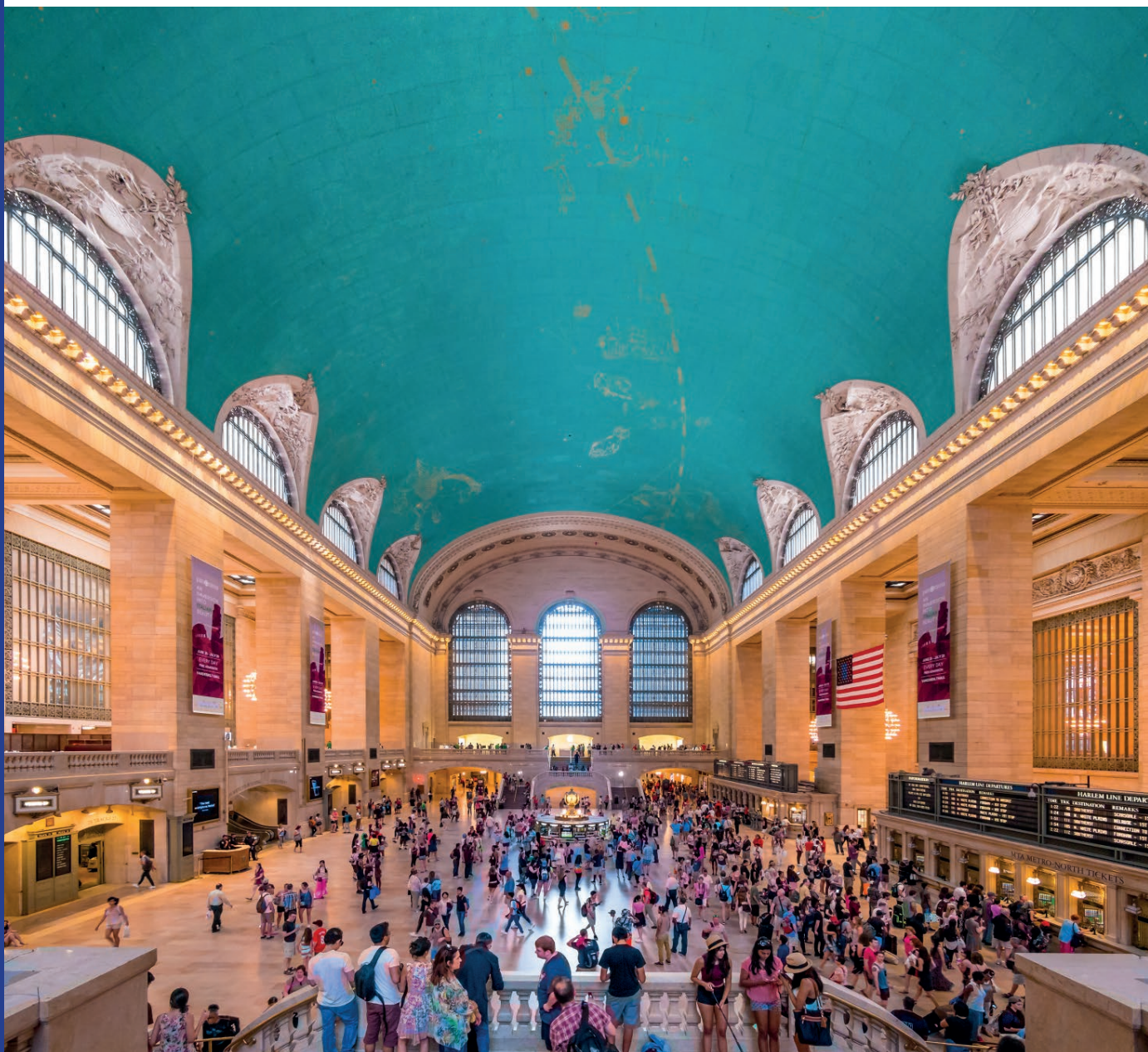
CHAPTER 1

TRAINING YOUR SOCIOLOGICAL EYE

Kathleen Odell Korgen

Looking at this picture of Grand Central Station in New York City from a sociological perspective can help us see how people both shape and are shaped by the cities in which they reside.

©iStockphoto.com/foto-select



LEARNING QUESTIONS

- 1.1 What is sociology?
- 1.2 What do the sociological eye and the sociological imagination allow you to do?
- 1.3 What key aspects of sociology make it a social *science*?
- 1.4 How can you tell the difference between a good generalization and a stereotype?
- 1.5 What are the core commitments of sociology?
- 1.6 How can sociology benefit both individuals and society?

Have you ever wanted to know why more women than men graduate from college today? Why college tuition is so expensive? What you can do to improve your chances of landing a desirable job after college? Why the number of hate groups in the United States has increased by 30 percent since 2000? What types of jobs will be most available when you graduate? Why people vote for certain political candidates (or do not vote at all)? How you can make a positive impact on society? If so, you have chosen the right subject! Sociology can help you answer all these questions—and raise some new ones.

What Is Sociology?

1.1 What is sociology?

So, what is sociology? **Sociology** is the scientific study of society, including how individuals both *shape* and *are shaped by* society. Notice in this definition that people are active beings, shapers of society, but they are also affected by society. It's important to remember that society influences us in myriad ways—how we think, what we notice, what we believe to be true, how we see ourselves, and so on. But it is simultaneously vital to realize that we help shape the society in which we live. This duality is at the heart of sociology and our daily lives—whether we are aware of it or not.

Shaping and Being Shaped by Society

The life of Malala Yousafzai, the youngest Nobel Prize winner in history, provides an excellent example of this duality. No one can deny that Malala is an extraordinary

young woman. Her personal bravery and selflessness are awe inspiring. Just nine months after she was shot in the head by the Taliban for publicly promoting education for girls in Pakistan, Malala declared in an address to the United Nations Youth Assembly that “one child, one teacher, one book, and one pen, can change the world” (<https://www.youtube.com/watch?v=3rNhZu3ttIU>). Her organization, the Malala Fund, has provided the means for many other girls to gain an education. Clearly, Malala has shown the power of an individual to influence society.

Malala, however, just like the rest of us, is a product of her society. Imagine if, instead of growing up in the Swat Valley of Pakistan during the time of the Taliban, she grew up in the suburbs of New Jersey. Her life would have been very different. She would not have been shot by the Taliban, and she would not have created the Malala Fund. Indeed, the Malala raised in New Jersey may not have even been aware that girls in many areas of the world face violence for going to school. Sociology helps us understand



Malala Yousafzai was shot in the head and, later, awarded the Nobel Peace Prize for her work promoting education for girls. Her life helps us see how we both shape and are shaped by our societies.

Nigel Waldron/Getty Images Entertainment/Getty Images

HOW I GOT ACTIVE IN SOCIOLOGY

KATHLEEN ODELL KORGEN

I slept most of the way through the SOC 101 course I took in college. The professor lectured, and we took notes (or not).

That SOC 101 course was the last sociology class I took until I found a sociology graduate program in social justice and social economy that encouraged sociologists to put sociological tools into action. In that program, I learned that sociology could show me how I can change society. As a researcher, I have worked on issues related to race relations and racial identity, evaluated social justice efforts and

sociology programs, and helped create introductory textbooks that get students to *do* sociology as they learn it.

As a sociology teacher, I want students to know—right away—all that sociology offers them—and society. A major part of my work has been to help students use sociological tools to make a positive impact on society. In my classes, from SOC 101 to Public Sociology and Civic Engagement, students don't just learn about sociology—they become sociologists in action.

the impact of society on us and how we can work with others, as Malala is doing now, to solve the social issues facing our societies.

CONSIDER THIS

How have the time period and the nation in which you live influenced your life? How might your life be different if you lived during a different time period or in another nation?

The Origins and Current Uses of Sociology

Sociology developed out of the need to understand and address social issues. The roots of sociology are based in efforts to understand and to help control the impact of major societal changes. In the eighteenth and nineteenth centuries, in Europe and the United States, organized people challenged monarchies and the dominance of religion. The Industrial Revolution dramatically changed where people lived and how they worked. Social change occurred everywhere, and philosophers and scientists offered new answers to life's questions. Many began to believe science could help leaders understand and shape society. Auguste Comte (1798–1857), the French philosopher who gave sociology its name, envisioned that sociology would be the “queen science” that could help steer society safely through great changes.

Today, sociologists help us understand and address challenges like economic inequality, environmental racism, sexism, the social dimensions of global climate

change, war, terrorism, and so on. Sociologists work in a variety of settings, including colleges and universities, nonprofit organizations (e.g., environmental groups, public health programs, and community-based organizations), government, marketing, sales, social services, and the human resources departments of businesses and nonprofit organizations. People in every profession benefit from sociological training, and employers value employees with sociological skills.

A survey of hiring managers commissioned by the Association of American Colleges and Universities (2018) reveals that students who study sociology tend to gain precisely the skills employers seek. For example,

- 84 percent look for critical thinking and analytical skills in prospective hires,
- 85 percent noted that they seek employees who are proactive and can provide both ideas and solutions, and
- 87 percent look to hire people who can work well in teams and apply knowledge in real-world settings.

In this course alone, you will have the opportunity to learn *and use* many of these skills. In most sociology undergraduate programs, you can gain and use all of them!

Check Your Understanding

- What is sociology?
- What is the duality at the heart of sociology?
- Out of what need did sociology develop?
- In what types of settings do sociologists work?

DOING SOCIOLOGY 1.1

HOW CAN SOCIOLOGY BOOST YOUR CAREER?

In this activity, you will consider the ways sociology can be a benefit in any workplace.

No matter what your major or what you intend to do after graduation, sociology can help you. Sociology is useful in any organization and any professional field. Gaining a sociological perspective will enable you to better understand how society, organizations, and groups work; interact effectively with people of different genders, sexual orientations, ages, races, cultures, and economic classes; make and use connections with other people and organizations; and recognize and address issues of inequality and privilege.

Write your answers to the following questions:

1. What career do you plan on pursuing? If you are not sure yet, think of any profession with which you are familiar (e.g., lawyer, marketing director, police officer, entrepreneur, Wall Street banker, environmental activist, social worker, teacher).
2. How can gaining a sociological perspective help you to succeed in that career?

Changing How You View the World

1.2 What do the sociological eye and the sociological imagination allow you to do?

This sociology course will help you develop your sociological eye and your sociological imagination. Together, they allow you to notice and make sense of social patterns in ways that enable you to understand how society works—and to help influence it.

The Sociological Eye

A **sociological eye** enables you to see what others may not notice. It allows you to peer beneath the surface of a situation and discern social patterns (Collins 1998). For example, there is a woman academic who conducts evaluations of various academic departments every year. Often, she does so as part of a team. She has noticed that whenever she is paired with a man, the clients always look at the man when speaking to them both. As a sociologist, she knows that what she is experiencing is gender bias. In general, both men and women tend to defer to men and pay more attention to them, particularly in business settings.

Once you start paying attention to gender patterns (e.g., who talks more

in classes or meetings, who interrupts whom) or racial patterns (e.g., who eats lunch with whom in the cafeteria, what student organizations tend to attract specific racial groups, who is more likely to be stopped by the police), you won't be able to stop noticing them. Noticing these patterns can make you more aware of how your campus and the larger society work. Once you have this awareness, you can then take steps to change these patterns—if you so choose. The woman we referred to earlier, for example, now often prepares herself to talk more (and more authoritatively) when paired with



You can use your sociological eye to notice racial, gender, and social status patterns in the cafeteria scenes in the classic film *Mean Girls*—and in most real-life cafeterias.

A. F. Archive/Alamy

SHOWING OFF YOUR SOCIOLOGICAL EYE

With a group of classmates or individually, choose an image from a book cover, an ad for a movie or a product in a magazine, or an album cover that depicts a scene that requires a sociological eye to fully comprehend.

After doing so, write your answers to the following questions:

1. What message does this image portray?
2. How does your analysis of the image demonstrate that you have a sociological eye?
3. How might you use your sociological eye to better understand a scene from life on your campus?

Be prepared to share your answers and determine the similarities between yours and your classmates'.

a man and teaches others to make an effort to pay as much attention to women as to men. You will learn more about *why* we tend to pay more attention to men in Chapter 8!

CONSIDER THIS

Why do you think we need a sociological eye to notice some social patterns? Why aren't social patterns obvious to everyone all the time?

The Sociological Imagination

Once you develop your sociological eye, you can also expand your **sociological imagination**, the ability to connect what is happening in your own life and in the lives of other individuals to social patterns in the larger society. In doing so, you can differentiate between a personal problem and a social problem that requires a societal solution. For example, you may be having a difficult time paying for college. This is a challenge for many individuals. You may address it by taking out loans (and more loans), working while going to school, transferring to a more affordable school, and so forth. So far, these are all individual responses to the problem of high tuition. Looking at the problem with a sociological eye, however, can help you see that this is not just a hardship for a few individuals but part of a social pattern. Many college students across the United States face the same issue, and to address it effectively, we need to make changes on the societal, rather than just the individual, level.

As Figures 1.1 and 1.2 show, the cost of college has increased dramatically over the past decade. Consequently, approximately 70 percent of college graduates accept student loans. As students reach the debt limit allowed by federal loan programs (\$31,000 for

dependent students and \$57,500 for independent students), parents have borrowed more money to pay for their children's college education. Debt among associate degree students has also risen, reaching \$18,501 in 2015–2016 (Kantrowitz 2018).

Once you begin to look at the high cost of college as a societal issue, you can investigate its causes. You can then work with other students and families across the nation to press elected officials to develop state and national solutions to this societal problem.

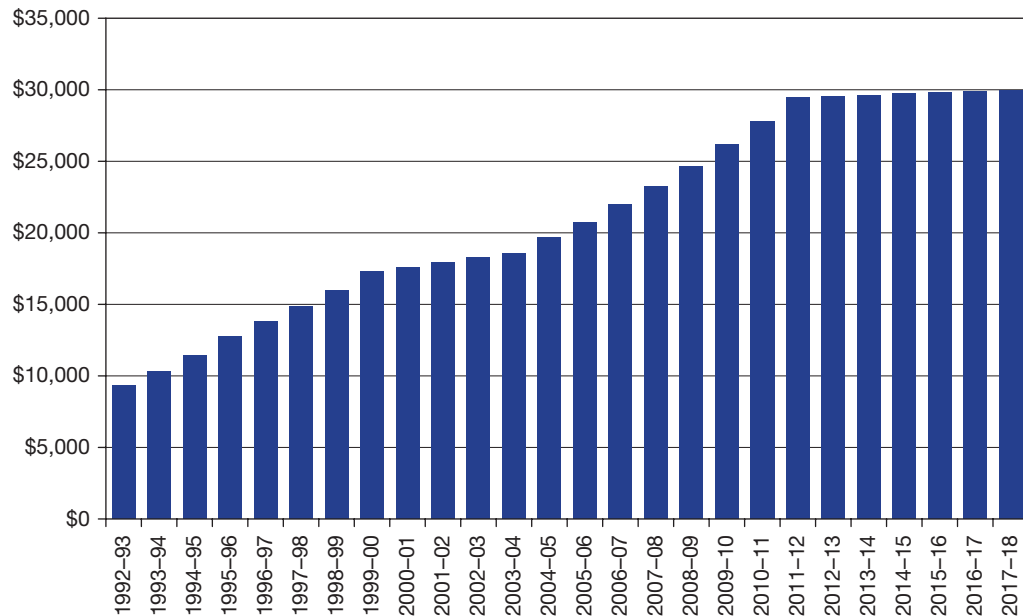
C. Wright Mills (1959, 1) developed the concept of the sociological imagination to describe how our individual lives relate to social forces. The sociological imagination gives us the ability to recognize the relationship between our own biographies and the society in which we live. Mills explained the impact of society on individuals this way:

When a society is industrialized, a peasant becomes a worker; a feudal lord is liquidated or becomes a businessman. . . . When wars happen, an insurance salesperson becomes a rocket launcher; a store clerk, a radar operator; a wife or husband lives alone; a child grows up without a parent. . . . Neither the life of an individual nor the history of a society can be understood without understanding both.

Our lives are shaped by the societies in which we live. Yet we can also help shape those societies. If a few thousand people in the United States voted a different way in 2016, Hillary Clinton would have become president. On a more personal level, your experience in this class depends a lot on how your professor chooses to teach it. Your behavior will also influence it. Imagine how different this class will be for everyone if you choose to prepare for each class and actively participate or if you choose to blow off the reading

▼ FIGURE 1.1

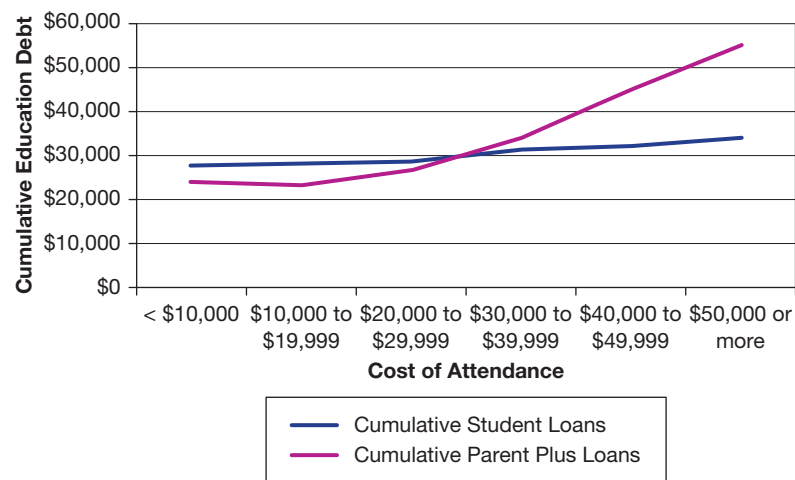
Average Student Loan Debt at Graduation for Bachelor's Degree Recipients



Source: Copyright © 2019 by Saving for College, LLC (savingforcollege.com). All rights reserved. Reprinted with permission. (<https://www.savingforcollege.com/article/growth-in-student-loan-debt-at-graduation-slows-as-borrowers-hit-loan-limits>).

▼ FIGURE 1.2

Average Student Loan Debt at Graduation for Bachelor's Degree Recipients, 2015–2016



Source: Copyright © 2019 by Saving for College, LLC (savingforcollege.com). All rights reserved. Reprinted with permission. (<https://www.savingforcollege.com/article/growth-in-student-loan-debt-at-graduation-slows-as-borrowers-hit-loan-limits>).

and groan every time one of your classmates says anything. Individuals choose how to behave within their social environments—and those choices affect the environments.

The Fallacy of the Individualist Perspective. We often forget, however, that our choices are limited. In the United States today, the myth that we, as individuals, determine our own lives permeates society. From this *individualist*

perspective, whether we succeed or fail depends primarily on our own efforts. For example, you have probably heard of the saying that in the United States, anyone who works hard enough can “make it.” A sociological eye quickly sees that this individualist perspective is flawed. Some people have fewer hurdles and more opportunities in life than others. For example, take two students with the same level of innate intelligence. Both work hard, but

DISTINGUISHING INDIVIDUAL AND SOCIAL PROBLEMS

In this exercise you will use your sociological imagination to distinguish between an individual problem and a social problem.

Briefly describe, in writing, two major problems a friend or a family member has experienced. Then, answer the following questions:

1. Are they personal problems or social problems?
2. Why do you categorize each the way you did?

Choose one of the social problems (or come up with one, if you did not think of one already) and explain why it should be addressed on the societal, rather than just the individual, level. Be prepared to share your work with your class.

one goes to a school that offers many AP courses, where students are expected and encouraged to apply to selective colleges. The other student goes to a school with few AP courses, where teachers and administrators focus on preventing kids from dropping out of high school rather than on getting them into selective colleges. Chances are, the second student may not even be aware of all the schools to which the first student applies. The two students' chances of "making it" are not the same—no matter how hard they both work.

CONSIDER THIS

How would you address a lack of affordable healthy food for low-income people (a) from an individualist perspective and (b) using your sociological imagination? Which would be more effective for the most people?

The sociological eye gives us the ability to recognize the impact society has on us and how the individualist perspective works to prevent people from noticing that impact. Having a sociological eye, therefore, gives us advantages over those who cannot yet see societal forces and recognize social patterns. Those blind to the influence of society are unknowingly shaped by it. Those with a sociological eye—and therefore a sociological imagination—recognize the impact society has on them *and* how they can work most effectively to shape society.

Check Your Understanding

- What does a sociological eye allow you to do?
- What can you do with a sociological imagination?

- According to C. Wright Mills, what do you need to understand the life of an individual?
- How does the sociological eye help us to see the fallacy of the individualist perspective in the United States?

Sociology as a Social Science

1.3 What key aspects of sociology make it a social science?

Sociology is a social science, a scientific discipline that studies how society works. As social scientists, sociologists follow rules to make sure our research is transparent and replicable and that others can confirm or refute our findings. For example, as we seek to better understand how society operates, sociologists use theories and the scientific research process to formulate research questions and collect and analyze data.

Theoretical Perspectives

Theoretical perspectives are paradigms, or ways of viewing the world. They help us make sense of the social patterns we observe, and they determine the questions we ask. Each perspective has its own foci and asks different questions about the social world. Some ask questions about social order and cohesion (e.g., How do the various parts of society work together?), some ask questions about problems in society (e.g., Why is there inequality?), and some ask questions about the ways we see ourselves in relation to others (e.g., How do our interactions with others influence how we see ourselves?). You will learn more about the most important theoretical perspectives sociologists use in Chapter 2 and about topic-specific (middle-range) theories that fall under their respective umbrellas throughout the book.

The Scientific Research Process

To understand how society operates and to test our perspectives and theories about how society works, sociologists must collect and analyze data. We do so in systematic ways that we clearly describe and offer for critique from other social scientists and the general public. The purpose of sociological research is to constantly learn more about how society works. Doing so in open, systematic ways allows others to replicate our research process and to support our conclusions or reveal flaws in our data-gathering process and findings. Together, we gain a better, scientifically sound understanding of our society.

Sometimes, our findings are unexpected. For example, a sociologist who uses a theoretical lens that focuses on inequality and group conflict may be surprised to learn that a corporation she is studying has a high level of camaraderie and evidence of strong teamwork among workers at all status levels. If our findings consistently diverge from our theoretical explanations, we need to adjust our theories accordingly. Sociologists are in the business of creating useful theories on the basis of good generalizations.

Check Your Understanding

- What makes sociology a social science?
- How do sociologists use theoretical perspectives and theories?
- Why do sociologists collect data in open, systematic ways?

Differentiating between Good Generalizations and Stereotypes

1.4 How can you tell the difference between a good generalization and a stereotype?

Has anyone said to you that “you shouldn’t generalize”? That was probably right after you made some disparaging remark about all the people from a particular town, all the movies starring a particular actor, or all roads in New Jersey. What you were doing (and they were right that you shouldn’t) was stereotyping or making a *bad* generalization. Sociologists generalize all the time as they recognize and point out social patterns in society.



Does this guy look like someone who just wants to crunch numbers all weekend? The movie *Harold and Kumar Go to White Castle* put a spotlight on some racial stereotypes about Asian Americans.

AF Archive/Alamy Stock Photo

However, we aim to make good generalizations and avoid stereotyping. Good **generalizations** are statements, backed by evidence, used to describe groups of people or things in overall terms, with the understanding that there can always be exceptions.

Stereotypes

Stereotypes are predetermined ideas about particular groups of people (e.g., all Irish are drunks, all Asians are good at math) based on hearsay or personal experience and held regardless of contrary evidence. Often used to promote or excuse discriminatory treatment, stereotypes can spark irrational fear or favor. Some may be closer to the truth than others, but none are based on solid evidence. Stereotypes are bad generalizations.

Movies and television shows can both expose and promote stereotypes. For example, in one scene in the film *Harold and Kumar Go to White Castle*, the White, male boss hands Harold, a Korean American, a bunch of his work—so he can start his weekend early. The boss holds a stereotype of Asians that makes him think Harold (and all other Asians) “live for” crunching numbers. Of course, however, movie viewers know that work is the last thing Harold wants to do that weekend. On the other hand, in most movies, East Asian characters tend to be either sidekicks to the White stars or villains. How many shows can you name that feature a young Korean or Chinese American girl as the glasses-wearing, nerdy friend of the main White character (e.g., *Gilmore Girls*, *Gossip Girl*, *Awkward*)?

STEREOTYPES AND GENERALIZATIONS ABOUT COLLEGE STUDENTS

In this exercise, you will examine the differences between stereotypes and good generalizations. Your instructor will assign you to groups of four. Together, answer the following questions. You may be asked to share your responses with the rest of the class.

1. Explain the difference between a stereotype and a generalization.
 2. List three stereotypes you have heard describing the characteristics of students at your own school.
 3. Go to your college or university's web site. Compare the stereotypes you had heard about
- with data you found on the web site. Can you confirm any of the stereotypes you had?
 4. Using information on the web site, create some valid generalizations about the students at your school.
 5. Can you generalize to *all* college students on the basis of the data about students at your school? Why or why not?
 6. How does this research help you distinguish between a stereotype and a good generalization?

Good Generalizations

Good generalizations, unlike stereotypes, are based on social scientific research. For example, one common stereotype is that women are “chatty Cathys” and talk incessantly. A good generalization, on the contrary, is that in mixed-sex conversations, men tend to talk and interrupt more than women. Women ask more questions than men and tend to work harder at fostering conversation, but it is men who tend to dominate verbal interactions (Gamble and Gamble 2015).

Did you notice how the generalizations in the paragraph above are phrased? Unlike the stereotype about “chatty Cathys,” they describe what social scientists have found about speaking patterns without denigrating one sex or the other. Good generalizations are used to describe rather than judge groups of people.

Good generalizations must change when new data counter them. For example, the generalization that “most people in the United States oppose same-sex marriage” was once true but no longer qualifies as a good generalization. As our generalizations change with new data, so do our research questions. For example, we may now want to ask, What led to the change in attitudes toward same-sex marriage? And will this acceptance of same-sex marriage also lead to national legislation to protect lesbian, gay, bisexual, and transgendered people from discrimination?

Check Your Understanding

- On what are stereotypes based?
- How do sociologists create good generalizations?
- How does new information affect (a) stereotypes and (b) good generalizations?
- For what purpose do sociologists use generalizations?

The Obligations of Sociology

1.5 What are the core commitments of sociology?

The earliest sociologists used sociology to find ways to understand and improve society. In 1896, Albion Small, the founder of the first accredited department of sociology in the United States (at the University of Chicago), implored his fellow sociologists to do so with these words:

I would have American scholars, especially in the social sciences, declare their independence of do-nothing traditions. I would have them repeal the law of custom which bars marriage of thought with action. I would have them become more profoundly and sympathetically scholarly by enriching the wisdom which comes from knowing with the larger wisdom which comes from doing. . . . May American scholarship never so narrow itself to the interests of scholars that it shall forfeit its primacy among the interests of men! (Small 1896, 564, 583)



W. E. B. Du Bois, one of the founders of sociology, used sociological tools to show how society works and to fight racism.

Underwood Archives/Archive Photos/Getty Images

W. E. B. Du Bois, one of the key founders of sociology, whom many White sociologists of his era ignored because of their racism, needed no prodding. An African American, Harvard-trained scholar, Du Bois faced rejection when applying for tenured faculty positions at White colleges and universities because of his race. Undaunted, he spent his career leading research studies at Atlanta University, writing prolifically, and organizing civil rights efforts.

Throughout his long career, Du Bois carried out a combination of research and activism, achieving groundbreaking work in both areas. In the late nineteenth century, Du Bois conducted the first large-scale, empirical sociological research in the United States, with the clear goal of refuting racist ideas about African Americans (Morris 2015). Later, he helped found the National Association for the Advancement of Colored People (NAACP) and tirelessly promoted civil rights for African Americans.

Jane Addams, the cofounder of the settlement house movement in the United States and one of the other major early sociologists, worked with—and helped inspire—Du Bois. Just as Du Bois faced racism, however, Addams had to deal with sexism. Although Addams and her colleagues carried out numerous community research projects while



Jane Addams

Hulton Archive/Getty Images

living and working with low-income people in poor, urban neighborhoods, they also faced discrimination and did not receive the recognition they deserved.

The research Addams and her colleagues conducted helped guide that of Du Bois and many of the male faculty at the University of Chicago in the late 1800s and early 1900s (Deegan 1988). It also helped create such social goods as child labor laws, a juvenile court system, safer conditions for workers, and mandatory schooling for children. Addams cofounded both the NAACP (along with Du Bois, among others) and the American Civil Liberties Union.

The Two Core Commitments

In the spirit of Addams, Du Bois, and Small, Randall Collins (1998) has described two **core commitments** of sociology. The first core commitment of sociology is to *use the sociological eye* to observe social patterns. The second requires noticing patterns of injustice and *taking action* to challenge those patterns. Collins and the sociologists who have authored this book believe that sociology should be used to make a positive impact on society. If you have developed a sociological eye, you are obligated to use it for the good of society. For example, if we perceive that in more than half of the states in the United States, it is still legal to fire people on the basis of their

DOING SOCIOLOGY 1.5 WITH SAGE STATS*

SUICIDE RATES AND THE SOCIOLOGICAL IMAGINATION

Suicide is one of the most personal and intimate of matters. But a sociological eye looks for larger social forces and patterns that influence individual lives and personal decisions.

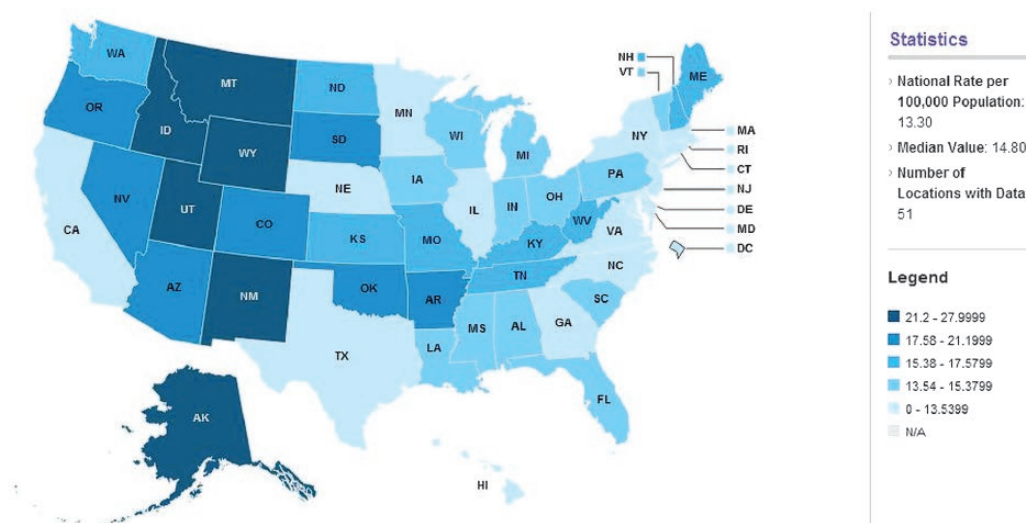
In this online activity, you will explore data from the U.S. Department of Health and Human Services in

order to examine how suicide rates vary from state to state.

*Requires the Vantage version of *Sociology in Action*.

▼ FIGURE 1.3

Age-Adjusted Death Rate by Suicide (State), 2015



2015 Source: U.S. Department of Health and Human Services, National Center for Health Statistics, "National Vital Statistics Reports" (Vol. 66, No. 6, 2017, (<http://www.cdc.gov/nchs/deaths.htm>))
©2019, SAGE Publishing, Inc., All Rights Reserved.

Note: N/A = not available.

sexual orientation (in nonreligious institutions as well as in religious organizations), we should work to address that injustice.

Check Your Understanding

- For what purpose did the earliest sociologists use sociology?
- Why did W. E. B. Du Bois conduct large-scale empirical research in the United States?
- What were some of the ways Jane Addams used sociological research to help create social goods?
- What are the two core commitments of sociology?

The Benefits of Sociology

1.6 How can sociology benefit both individuals and society?

Developing a sociological eye and gaining a sociological perspective will benefit both you and society. You will notice social patterns that many others cannot see. Even if these patterns are unpleasant (sexism, racism, ableism, etc.), noticing and understanding them will help you develop ways of dealing with them in your own life. Forewarned is forearmed. You can also see patterns that you can proactively use to your advantage (e.g., what careers will be most in demand soon, how to gain social capital useful in the job market). Through gaining a

SOCIOLOGISTS IN ACTION

THE CLOTHESLINE PROJECT

WILLIAM EDMUNDSON

I helped lead the Clothesline Project on Virginia Wesleyan College's campus. I was able to do so through Dr. Alison Marganski's Family Violence: Causes, Consequences, and Responses course. The Clothesline Project is a community education campaign on the issue of violence against women—see www.clotheslineproject.info (note that our class also extended this to include other forms and types of family violence to be more inclusive of other victimization experiences).

Part of my contribution to the Clothesline Project were “Myth versus Facts” bookmarks; one focused on the victim while another focused on the abuser, and both displayed common myths with corresponding facts as well as local resources available both on and off campus. My classmates and I distributed them to students, staff, and faculty who stopped by the weeklong event to make a T-shirt to support the project. Through creating and distributing the bookmarks, I educated myself as well as others to recognize myths about domestic violence and to replace them with the facts they serve to mask.

Throughout our class, my classmates and I learned of the need for education with respect to family violence, including violence against women. The Clothesline Project enabled those directly affected by such violence to tell their stories through T-shirts they created and provided a form for the community to learn more about—and take a stand against—domestic violence. One victim both created a shirt and came into our class to share her story. Additional course-related activities included advertising the event, running the T-shirt

creation table, and displaying the created T-shirts at the end of the event.

Toward the end of the project, our class took all of the almost 100 T-shirts created during the weeklong event and hung them up across a walkway on campus. Hanging up the shirts served to both raise awareness and provide a medium for participants' voices to be heard. The strategic placement of these shirts allowed the entire campus community to gain exposure to the messages created by the participants.

My experience as a leader in the Clothesline Project taught me the extent of planning and networking required for such community outreach events. As a class, we were able to form connections with local organizations, such as the Samaritan House and the YWCA, whose members also distributed materials at the event. Hosting the Clothesline Project provided me with valuable organizing experience and helped me to create valuable networks with local organizations for potential volunteering positions, internships, or even jobs in the future. Perhaps the most important lesson I learned from the Clothesline Project was just how big of a role I could play in educating Virginia Wesleyan College about societal issues from a sociological perspective.

Discussion Question: How does William show that using sociological tools to make a positive impact on your community can benefit you, as well as your community?

William Edmundson is a criminal justice major at Virginia Wesleyan College in Norfolk, Virginia.

sociological perspective, you will learn how to act more effectively in groups and with members of different cultures. You will also gain the ability to collect, analyze, and explain information and to influence your society.

CONSIDER THIS

Can you see yourself fulfilling the two core commitments of sociology in response to a particular issue? If yes, both or only one? Why? If not, why not? Do you think most of your peers would be able and willing to do so? Why?

The last points concerning what you, personally, will gain from a sociological perspective relate to how sociology can help you contribute to society. Just knowing how society operates and how individuals are both shaped by and shapers of society can make you a more effective member of your community. You can learn how to work with others to improve your campus, workplace, neighborhood, and society. As seen in the above Sociologists in Action box, William Edmundson provides an excellent example of how sociology students can use sociological tools to benefit both individuals and society.

Sociology and Democracy

In democratic societies, it is particularly important for citizens who vote in elections to understand how society works and to develop the ability to notice social patterns. It is also vital that they be able to understand the difference between good information and fake news. Can you tell what news to trust? Checking to see if the data described in a news source were gained through the scientific research process and knowing how to tell the difference between good generalizations and stereotypes will help you discern real news from fake news.

Fake news became increasingly common during the 2016 presidential campaign. One piece, “BREAKING: ‘Tens of Thousands’ of Fraudulent Clinton Votes Found in Ohio Warehouse,” was shared more than 6 million times on social media before the election. Cameron Harris, a recent college graduate, created a fake news site, *ChristianTimesNewspaper.com*, and included a picture of some ballot boxes in a warehouse (no one could tell that the warehouse was in England, not Ohio) to make his story appear “real” to viewers, who were unaware of the need to look into the veracity of the news source or the information described in the story (Shane 2017). The completely fabricated story took off. It’s hard to know how much this one story influenced the election, but it was far from the only fake news story sweeping across social media before Americans went to vote (you may remember “Pizzagate,” one of the more famous of the fake news stories leading up the election) (Fisher, Cox, and Hermann 2016).

The same people who believed and promoted fake news stories like “Pizzagate” show up at Trump rallies with “Q” (for QAnon) signs, indicating their allegiance to “an interactive conspiracy community” that views President Trump as a hero battling “anti-American saboteurs who have taken over government, industry, media and various other institutions of public life.” Alarmingly, this “paranoid worldview has crossed over from the internet into the real world several times . . . On more than one occasion, people believed to be followers of QAnon have shown up—sometimes with weapons—in places that the character told them were somehow connected to anti-Trump conspiracies.” In April 2018, the app QDrops was one of the ten most downloaded paid apps in the Apple Store. In this dark world, baseless conspiracy theories are facts, and facts are “fake news” propagated by the news media, which President Trump describes as “the enemy of the American people”

(Bank, Stack, and Victor 2018; Brooks 2018). Today, a sociologically informed public is more necessary than ever for a democratic society.

CONSIDER THIS

Give an example of how you can use sociology to understand how society works and to help shape society.

Sociology and Careers

Finally, as noted earlier, sociological knowledge is useful in any career you can imagine—including teaching, business management, politics, human resources, medical administration, social work, nonprofit management, and marketing. For example, to be effective, social workers need to understand the populations they serve and the structural and cultural forces affecting them. A marketer must have the research skills to learn what appeals to different groups and how to advertise to each most persuasively. Managers need cultural competency to create a motivated and engaged workforce. From knowing what job to apply for, what degree you need to gain it, and how to conduct yourself in the workplace to advance, sociological skills can help you succeed in the workforce. In each of the chapters that follow, take note of the sociological skills you gain and in what professions you might use them.

Check Your Understanding

- How can sociology benefit individuals?
- How can sociology benefit society, particularly democratic societies?
- How might you use sociology in your career?

Conclusion

In this introductory chapter, you learned that sociology, the scientific study of society, provides myriad benefits to both individuals and society. We now turn to how sociologists make sense of how society operates by looking at the different major sociological perspectives. As you will see, each perspective views the world in distinct ways. As you read the chapter, think about which perspective(s) make the most sense to you.

REVIEW

1.1 What is sociology?

Sociology is the scientific study of society, including how individuals both *shape* and *are shaped by* society.

1.2 What do the sociological eye and the sociological imagination allow you to do?

A sociological eye enables you to see what others may not notice. It allows you to peer beneath the surface of a situation and discern social patterns. The sociological imagination gives you the ability to connect what is happening in your own life and in the lives of others to social patterns in the larger society.

1.3 What key aspects of sociology make it a social science?

Sociologists use theories and the scientific research process to formulate research questions and collect and analyze data to better understand how society operates.

1.4 How can you tell the difference between a good generalization and a stereotype?

Good generalizations, unlike stereotypes, are based on social scientific research, used to describe rather than judge groups, and change or are discarded with new information.

1.5 What are the core commitments of sociology?

The first of the two core commitments is to use the sociological eye to observe social patterns. The second commitment requires us to notice patterns of injustice and take action to challenge those patterns. Sociology should be used to make a positive impact on society.

1.6 How can sociology benefit both individuals and society?

Through gaining a sociological perspective, you will learn to notice and deal with patterns others do not recognize; act more effectively in groups and with members of different cultures; collect, analyze, and explain information; and influence your society.

Sociological knowledge is useful in any career you can imagine.

In democratic societies, it is particularly important for citizens to develop the ability to notice social patterns and how to tell the difference between good generalizations and stereotypes.

KEY TERMS

core commitments 11

generalizations 9

sociological eye 5

sociological imagination 6

sociology 3

stereotypes 9

CHAPTER 2

UNDERSTANDING THEORY

Kathleen S. Lowney

We all have perspectives or ways of seeing the world, but few of us are aware of alternative points of view.

© iStockphoto.com/Simon Dannhauer



LEARNING QUESTIONS

- 2.1 Why and how do sociologists use theoretical perspectives?
- 2.2 What is structural functionalism?
- 2.3 What is a conflict perspective?
- 2.4 What is symbolic interaction?
- 2.5 How do structural functionalism, conflict perspectives, and symbolic interaction work together to help us get a more complete view of reality?

What Is Theory?

2.1 Why and how do sociologists use theoretical perspectives?

Children often will try on another person's glasses. Sometimes they will see worse—things look out of focus and fuzzy—but other times, they will see better. Imagining theory as a pair of glasses we put on to look at the social world can be a helpful metaphor. A theory can help us see some aspects of society more clearly, while obscuring others.

Sociologists develop and use **theories**, explanations for various social patterns within society. Groups of theories that share much in common are what sociologists call **theoretical perspectives**. This chapter focuses on the three main theoretical perspectives in sociology—structural functionalism, conflict theory, and symbolic interaction—and how each of them “sees” or explains the social world.

Check Your Understanding

- What is theory?
- What is the difference between a theory and a theoretical perspective?

Understanding the Structural Functionalist Perspective

2.2 What is structural functionalism?

The view of modern societies as consisting of interdependent parts working together for the good of the whole is known as **structural functionalism**. Individuals work for the larger society's interests, rather than their own,

because of social solidarity, or the moral order of society. Families, religion, education, and other institutions teach individuals to help society function smoothly.

CONSIDER THIS

Do you believe anyone can “make it” in society if they just work hard enough? Or do you think some have more advantages than others? How have your life experiences influenced the “glasses” you use to see the world?

Durkheim and Types of Societies

Émile Durkheim, writing in the early 1900s, examined social solidarity throughout history. In smaller, preindustrial societies, social solidarity derived from the similarity of its members, what Durkheim referred to as mechanical solidarity. Most did similar types of labor (working the land) and had similar beliefs (based on religion).

As societies evolved, science gained predominance over religion, and jobs became differentiated during the industrial era, a different type of solidarity, an organic solidarity, formed. These societies operated more like a living organism, with various parts, each specializing in only certain tasks but dependent on the others for survival (e.g., the circulatory system and the digestive system perform different functions, but if one does not do its job, the other will not survive). Durkheim argued that for a society based on organic solidarity to be “healthy” (i.e., in social harmony and in order), all the “parts” of the society had to be working well together, in an interconnected way, just as in a human body. Thus, sociologists who use this theoretical perspective tend to focus on social harmony and social order. They often overlook issues such as conflict and inequality. Instead, structural functionalists emphasize the role of the major social institutions and how they help provide stability to society.

Social Institutions

What are **social institutions**? They are sets of statuses and roles focused around one central aspect of society (think of social institutions as similar to the different organ systems in a human body). A status is the position a person occupies in a particular institution. For example, you occupy the status position of college student. But you are also a son or daughter, a former high school student, and a member of many other groups. So, you have multiple status positions. A role is composed of the many behaviors that go into occupying

HOW I GOT ACTIVE IN SOCIOLOGY

KATHLEEN S. LOWNEY

I went to college knowing that I wanted to study religion. But then I took Introduction to Sociology—799 other students and me (yes, the course had 800 students!)—and I was hooked. Learning about structure, agency, and sociological theories gave me a language and intellectual framework to see the social world that I still use today. So on the third day

of that first quarter of college, I added sociology as another major. The questions that consume me still focus on the intersection of religion and sociology, be they about the new religion I studied for my doctoral dissertation or for the past nineteen years when I have studied adolescent Satanism. I welcome each of you to the study of the academic discipline that I love.

a status. So, part of your role as a college student is to come to class on time and prepared. If sociologists were to examine the educational institution as a whole, they would have a macro-level focus. If, however, they were to look at how you and your friends fill the role of college students, they would be working at the **micro level of analysis**.

The statuses individuals occupy and the roles they play come together to form the unique social structure of a group, an organization, an institution, or a society. Once the group becomes large enough, social institutions form around accomplishing the tasks central to the survival of the group. Thus, while social institutions are made up of individuals fulfilling their roles, they are much more than these individuals—they are societal in nature. When sociologists examine large-scale social processes, like institutions, they use a **macro level of analysis**.

Structural functionalists note that there are seven primary social institutions: family, religion, economy,

education, government, health care, and media. These seven institutions cover nearly all the major aspects of a modern society. Each social institution fulfills tasks on behalf of society. Structural functionalism calls these tasks functions. There are two types of functions. Let's talk about them one at a time.

Manifest Functions. The obvious, stated reasons that a social institution exists are known as **manifest functions**. Structural functionalists maintain that manifest functions of each institution fulfill necessary tasks in society. For example, let's look at the social institution of the family. One function the family performs is to encourage individuals to procreate—to have children. Otherwise, a society would likely die after one generation, wouldn't it? So, a manifest function of the family institution in any society is reproduction. But institutions can have more than one manifest function. Families are also responsible for raising and instructing their children. For example, families teach children the cultural norms (rules for behavior) and values of their particular society, a process known as socialization.

Consider education as a social institution. What tasks does the education institution do for society? It teaches those in school the knowledge that society says is important to know to become a contributing adult member of that society. In the United States today, that includes grammar, spelling, mathematics, U.S. and world history, and basic computer skills.

Latent Functions. Manifest functions are only the first type of function structural functionalists use to



Studying is an important part of your role as a student.

©iStockphoto.com/vm