

SOCIOLOGY NOW

Third Edition

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Preface

Sociology is a social science and a profession. But it is also a temperament—a way of experiencing, observing, and understanding the world around you. I’m Michael Kimmel, one of the coauthors of this book. (This is the only part of the book I am writing myself.) I am a sociologist—both by profession and by temperament. It’s what I do for a living and how I see the world. I consider myself enormously lucky to have the kind of job I have, teaching and writing about the world in which we live.

I love sociology. I love that it provides a way of seeing the world that is different from any other way of seeing the world. It’s a lens, and when we hold that lens up to the world, we see shapes and patterns that help us understand it, colors and movement that enable us to perceive depth and shading. I love sociology because when we see those shapes, patterns, and shades of gray, we feel hopeful that we can, as citizens and sociologists, contribute to making that world a better place for all of us.

Teachers in general are a pretty optimistic bunch. When we work with you to develop your own critical engagement with the world—developing ideas, using evidence to back up assertions, deepening and broadening your command of information—we believe that your life will be better for it. You will get a better job, be a more engaged and active citizen, maybe even be a better parent, friend, or partner than you might otherwise have been. We believe that education is a way to improve your life on so many different levels. Pretty optimistic, no?

In this book, we have tried to communicate that way of seeing and that optimism about how you can use a sociological lens whether you go on to study sociology in depth or take this lens with you wherever else you may go.

WHY STUDY SOCIOLOGY? A MESSAGE TO STUDENTS. So, what did people say when you told them you were taking sociology?

They probably looked at you blankly, “Like, what is sociology?” They might say, “And what can you do with it?” Sociology is often misunderstood. Some think it’s nothing more than what my roommate told me when I said I was going to go to graduate school in sociology. (He was pre-med.) “Sociology makes a science out of common sense,” he said dismissively.

It turns out he was wrong: What we think of as common sense turns out to be wrong a lot of the time. The good news is that sociologists are often the ones who point out that what “everybody knows” isn’t necessarily true. In a culture saturated by self-help books, pop psychology, and TV talk shows promising instant and complete physical makeovers and utter psychological transformation, sociology says, “Wait a minute, not so fast.”

Our culture tells us that all social problems are really individual problems. Poor people are poor because they don’t work hard enough, and racial discrimination is simply the result of prejudiced individuals.

And the “solutions” offered by TV talk shows and self-help books also center around individual changes. If you work hard, you can make it. If you want to change, you can change. Social problems, they counsel, are really a set of individual problems all added together. Racism, sexism, or homophobia is really the result of

unenlightened people holding bad attitudes. If they changed their attitudes, those enormous problems would dissolve like sugar in your coffee.

Sociology has a different take. Sociologists see society as a dynamic interaction between individuals and institutions, like education, economy, and government. Changing yourself might be necessary for you to live a happier life, but it has little impact on the effects of those institutions. And changing attitudes would make social life far more pleasant, but problems like racial or gender inequality are embedded in the ways those institutions are organized. It will take more than attitudinal shifts to fix that.

One of sociology's greatest strengths is also what makes it so elusive or discomfiting. We often are in a position in which we contrast U.S. mythologies with sociological realities.

I remember a song as I was growing up called "Only in America" by Jay and the Americans, which held that only in this country could "a guy from anywhere," "without a cent" maybe grow up to be a millionaire or president. Pretty optimistic, right? And it takes a sociologist, often, to burst that bubble, to explain that it's really not true—that the likelihood of a poor boy or girl making it in the United States is minuscule and that virtually everyone ends up in the same class position as his or her parents. It sounds almost unpatriotic to say that the best predictors of your eventual position in society are the education and occupation of your parents.

Sociology offers some answers to questions that may therefore be unpopular—because they emphasize the social and the structural over the individual and psychological, because they reveal the relationship between individual experience and social reality, and because structural barriers impede our ability to realize our dreams.

This often leads introductory students to feel initially depressed. Because these problems are so deeply embedded in our society, and because all the educational enlightenment in the world might not budge these powerful institutional forces—well, what's the use? Might as well just try and get yours, and the heck with everyone else.

But then, as we understand the real mission of sociology, students often feel invigorated and inspired. Sociology's posture is exactly the opposite—and that's what makes it so compelling. Understanding those larger forces means, as rock band The Who put it, "we won't get fooled again!"

What also makes sociology compelling is that it connects those two dimensions. It is because we believe that all social problems are really the result of individual weaknesses and laziness that those social problems remain in place. It is because we believe that poverty can be eliminated by hard work that poverty doesn't get eliminated. If social problems are social, then reducing poverty, or eliminating racial or gender discrimination, will require more than individual enlightenment; it will require large-scale political mobilization to change social institutions. And the good news is that sociologists have also documented the ways that those institutions themselves are always changing and are always being changed.

WHY STUDY SOCIOLOGY RIGHT NOW? A MESSAGE TO STUDENTS AND INSTRUCTORS. Understanding our society has never been more important. Sociology offers perhaps the best perspective on what are arguably the two dominant trends of our time, globalization and multiculturalism.

Globalization refers to the increasingly interlocked processes and institutions that span the entire world rather than one country. Goods and services are produced and distributed globally. Information moves instantly. You want to know how much things have changed? More than 2,000 soldiers in both the Union and Confederate armies were killed in the summer of 1865—that is, after the Civil War had ended. Why? Because no one had told them the war was over.

Globalization makes the world feel smaller, leaves us all far more intimately connected. And because people all over the world are wearing the same sneakers, eating the same fast food, and connecting by the Internet and texting each other, we are becoming more and more similar.

On the other hand, multiculturalism makes us keenly aware of how we are different. Globalization may make the world smaller, but we remain divided by religious-inspired wars, racial and ethnic identities, blood feuds, tribal rivalries, and what is generally called “sectarian violence.”

Multiculturalism describes the ways in which we create identities that at once make us “global citizens” and also, at the same time, local and familial, based on our membership in racial, ethnic, or gender categories. Here in the United States, we have not become one big happy family, as some predicted a century ago. Instead of the “melting pot” in which each group would become part of the same “stew,” we are, at our best, a “beautiful mosaic” of small groups that, when seen from afar, creates a beautiful pattern while each tile retains its distinct shape and beauty.

Globalization and multiculturalism make the world feel closer and also more divided, and they make the distances between us as people seem both tiny and unbridgeably large.

Globalization and multiculturalism are not only about the world—they are about us, individually. We draw our sense of who we are, our identities, from our membership in those diverse groups into which we are born or that we choose. Our identities—who we think we are—come from our gender, race, ethnicity, class, sexuality, age, religion, region, nation, and tribe. From these diverse locations, we piece together an identity, a sense of self. Sometimes one or another feels more important than others, but at other times other elements emerge as equally important.

And these elements of our identities also turn out to be the bases on which social hierarchies are built. Social inequality is organized from the same elements as identity; resources and opportunities are distributed in our society on the basis of race, class, ethnicity, age, sexuality, gender, and so forth.

A sociological perspective has never been more important to enabling us to understand these problems because sociology has become the field that has most fully embraced globalization and multiculturalism as the central analytic lenses through which we view social life.

WHY USE SOCIOLOGY NOW, THIRD EDITION? A MESSAGE TO INSTRUCTORS.

As all three authors have seen, the field of sociology has changed enormously since Michael first went to graduate school in the mid-1970s. At that time, two paradigms, functionalism and conflict theory, battled for dominance in the field, each claiming to explain social processes better than the other. And symbolic interactionism was the premier paradigm used to consider micro-level processes. That was an era of great conflict in our society: the Civil Rights, women’s, and gay and lesbian movements; protests against the Vietnam War; hippies. On campuses these groups vied with far more traditional, conservative, and career-oriented students whose collegiate identity came more from the orderly 1950s than the tumultuous 1960s.

Just as the world has changed since then, so, too, has sociology—both substantively and demographically. New perspectives have emerged from older models, and terms like *rational choice*, *poststructuralism*, *collective mobilization*, *cultural toolkit*—not to mention *multiculturalism* and *globalization*—have become part of our daily lexicon.

Demographically, sociology is the field that has been most transformed by the social movements of the last decades of the twentieth century. Because sociology interrogates the connections between identities and inequalities, it has become a home to those groups who were historically marginalized in U.S. society: women, people of color, and gays and lesbians. The newest sections in the American Sociological Association are those on the body, sexualities, and race, class, and gender; the largest sections are no longer medical sociology and organizational sociology, but now sex and gender, culture, and race.

It turned out that symbolic interactionism was resilient enough to remain a theoretical lens through which social interactions and processes can still be understood.

That's largely because the old textbook model of "three paradigms" placed the three in a somewhat stilted competition: Conflict and functionalism were the macro theories; interactionism stood alone as a micro theory.

But *Sociology NOW* bypasses these tired and outdated debates, offering an exciting perspective new to the third edition—something we call "iSoc." Rather than offering competing theories that no longer vie for dominance in the field, we examine the ways that sociological research and theory share a focus on five "I's": identities, interactions, institutions, inequalities, and intersections. This framework offers a more useful collection of lenses that contemporary sociology makes use of to analyze the social world. We introduce this framework in the introductory chapter, but you'll also find it throughout the book as a way of connecting the diverse topics, methods, discoveries, and theories that sociologists rely on to study the social world today.

Content Highlights

THE "ISOC" MODEL: IDENTITY, INEQUALITY, INTERACTIONS, INSTITUTIONS, AND INTERSECTIONS. One of the biggest differences you'll see immediately in *Sociology NOW* is that we have replaced the older functionalism–conflict theory–interactionism models with a contemporary approach, "iSoc". We no longer believe these paradigms are battling for dominance; students don't have to choose between competing models. Sociology is a synthetic discipline—for us the question is almost never "either–or," but rather almost always "both–and." And understanding how different theories, methods, and research illuminates different aspects of society is an integral piece of what we refer to as the "iSoc model."

And using globalization and multiculturalism as the organizing themes of the book helps to illustrate exactly how "both–and" actually works. The world isn't smaller or bigger—it's both. We're not more united or more diverse—we're both. We're not more orderly or more in conflict—we're both. And sociology is the field that explains the way that "both" sides exist in a dynamic tension with each other. What's more, sociology explains why, how, and in what ways they exist in that tension. And by learning about the iSoc perspective, students will come to appreciate how the world often looks different when we stress or examine it relying on different "i's" or combinations.

The general sections of the book, and the individual chapter topics, are not especially different from the chapter organization of other textbooks. There are, however, some important differences.

First, globalization is not the same as cross-national comparisons. Globalization is often imagined as being about "them"—other cultures and other societies. And although examples drawn from other cultures are often extremely valuable to a sociologist (especially in challenging ethnocentrism), globalization is about processes that link "us" and "them." Thus, many of our examples, especially our cultural references, are about the United States—in relation to the rest of the world. This enables students both to relate to the topic and also to see how it connects with the larger global forces at work. Globalization is woven into every chapter—and, perhaps more important, every U.S. example is connected to a global process or issue.

Second, multiculturalism is not the same as social stratification. Every sociology textbook has separate chapters on class, race, age, and gender. (We have added a few, which we will discuss in more depth.) But in some books, that's about as far as it goes; chapters on "other topics" do not give adequate sociological treatment to the ways in which our different positions affect our experience of other sociological institutions and processes. How, in other words, do these various *identities intersect* with one another to shape our experience and opportunities in patterned ways and shape social *inequality* (to use a bit of iSoc language). Multiculturalism is used as a framing device in every chapter. Every chapter describes the different ways in which race, class, age, ethnicity, sexuality, and gender organize people's experiences within social institutions.

Within Part Two, on “Identities and Inequalities,” we deal with each of these facets of identity—age, class, race, ethnicity, gender, sexuality—separately, of course. But we also address the ways in which they intersect with each other, providing new and cutting-edge research as illustrations of the processes and patterns we describe. When, after all, do you start being middle class and stop being black? Contemporary sociological inquiry requires that we examine the intersections among these various elements of identity and inequality, understanding how they interact, amplify, and contradict each other, as well as how they become embedded within social institutions.

These aspects of identity both unite us (as elements of identity) and divide us—into groups that compete for scarce resources. These are the dimensions of social life that organize inequality. Thus, we explore both—identity and inequality. Multiculturalism requires not just that we “add women (or any other group) and stir”—the ways that some courses and textbooks tried to revamp themselves in the last few decades of the twentieth century to embrace diversity. Multiculturalism requires that we begin from questions of diversity and identity, not end there. This book attempts to do that.

Distinctive Features

Sociology NOW offers these features that are unique applications of sociological concepts to illustrate chapter concepts:

SOCIOLOGY AND OUR WORLD. Among the most exciting and rewarding parts of teaching introductory sociology is revealing to students how what we study is so immediately applicable to the world in which we all live. Thus, each chapter has “Sociology and Our World” boxes that make this connection explicit. They’re there to help the student see the connections between their lives—which they usually think are pretty interesting—and sociology, which they might, at first, fear as dry and irrelevant. And these boxes also are there to facilitate classroom discussions, providing exciting examples of how sociological concepts, theories, and ideas are applied in sociological research. Classic sociological research is sometimes discussed here. But we also provide a collection of new and exciting examples of recent and ongoing research to help students consider how the ideas and discoveries they are reading about are being put to use today.

U.S./WORLD. To better grasp globalization, a graphic feature in each chapter frames a sociological issue comparatively, comparing U.S. data with data from the rest of the world. We try to set the United States in a global context, comparing it both to countries similar to the United States (other G7 countries, for example) as well as to countries very different from ours in the developing world. Learning to understand the organization of our own society as only one possible option is a challenge best offered by examining some of the diverse ways societies are organized around the world. And U.S./World boxes help to illustrate these cross-cultural comparisons and offer opportunities to reflect on this.

HOW DO WE KNOW WHAT WE KNOW? This feature enables us to show students how methods actually work in the exploration of sociological problems. In the third edition, we’ve made more use of these boxes and provide exciting examples of research that relies on sociological methods to answer questions in ways that challenge students to think creatively

SOCIOLOGY AND OUR WORLD

MONOGAMOUS MASCULINITY, PROMISCUOUS FEMINITY

Are we cherry-picking biological evidence to suggest men are naturally more promiscuous?

One group of evolutionists—evolutionary psychologists—argue that the size and number of reproductive cells lead inevitably to different levels of parental “investment” in children. (Males produce millions of tiny sperm; females produce only a few dozen comparatively huge eggs.) Sarah Blaffer Hrdy (1981) adds a few more biological facts to the mix. Unlike other mammals, she notes, human females conceal estrus; that is, they are potentially sexually receptive throughout their entire menstrual cycle, unlike other female mammals that go “into heat” when ovulating and who are otherwise utterly uninterested in sex. What is the evolutionary reason for this? Hrdy asks. (*Hint:* The female knows that the baby is hers, but the male can never be exactly sure.)

Could it be, she asks, that females might want to mate with as many males as possible, to ensure that all of them (or as many as possible) will provide food and protection to the helpless and dependent infant, thereby increasing its chances of survival? (Remember that infant mortality in those preindustrial cultures of origin was extraordinarily high.) Could it be that females have a natural propensity toward promiscuity to



ensure the offspring’s survival and that males have a natural propensity toward monogamy, lest they run themselves ragged providing food and protection to babies who may—or may not—be theirs? Wouldn’t it be more likely for males to devise a system that ensured women’s faithfulness—monogamy—and institutionalize it in marriage and then develop a cultural plan that would keep women in the home (because they might be ovulating and

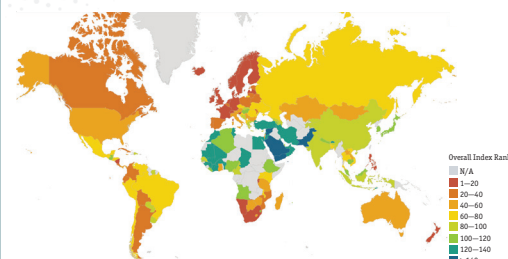
thus get pregnant)? And because it often takes a couple more than one “try” to get pregnant, wouldn’t regular couplings with one partner be a more successful strategy for a male than a one-night stand?

Of course, no one would suggest that this interpretation is any more “true” than the one proposed by evolutionary psychologists. What Hrdy revealed is that one can use different (sometimes better) biological evidence and construct the exact opposite explanation. What Hrdy illustrates is that we should be extremely cautious in accepting evolutionary arguments about gender. But she also illustrates how readily we often accept arguments that support existing beliefs about gender.

U.S./WORLD

THE GLOBAL GENDER GAP

Each year, the World Economic Forum (WEF), a European-based nonpartisan policy institute, ranks 130 countries on their level of gender inequality. The WEF uses four criteria: level of economic participation, educational attainment, health, and political empowerment.



Explore the map to see where different countries rank on the most recent report. The United States ranked only 45, well behind Iceland (1), Finland (2), Norway (3), Sweden (4), Rwanda (8), Switzerland (11), South Africa (15), France (17), Canada (35) and others. SOURCE: Data from World Economic Forum, Global Gender Gap Report 2016. The Global Gender Gap Index 2016 Ratings. Available at: <http://reports.weforum.org/global-gender-gap-report-2016/rankings/>.

INVESTIGATE FURTHER

1. Why do you think the top-ranked countries are all in Scandinavia? And why do you think the countries ranked lowest are in the Middle East and South Asia?
2. If you were a policy maker, how would you mix cultural ideology and social policy to reduce the gender gap?

about social problems and inequality. Instead of confining methods to a single chapter and then ignoring them for the remainder of the book, we ask, for example, how sociologists measure social mobility (Chapter 7), or how we use statistics to examine the relationship between race and intelligence (Chapter 8), or how demographers attempted to rely on publicly available data to try to discover how many people might be transgender in the United States (Chapter 9). In this way, students can see method-in-action as a tool that sociologists use to discover the patterns of the social world. It helps students recognize the “work” of sociology and highlights the nuts and bolts of sociological discoveries.

HOW DO WE KNOW WHAT WE KNOW?

JUST HOW MANY TRANSGENDER PEOPLE ARE THERE?

Estimating the size of the transgender population is more difficult than you might think. Currently, there are no nationally representative surveys that ask questions that would enable transgender people to anonymously identify themselves. This is part of the reason that estimates of the size of the population vary so widely. *The Williams Institute*—an independent research think tank conducting rigorous research on issues of gender and sexuality—suggests that the transgender population in the United States is approximately 700,000 people (Gates 2011). This is a higher estimate than other scholars suggest, but a more accurate estimate is challenging to achieve for two separate reasons. First, we lack questions on nationally representative surveys that might help us better enumerate transgender people (Westbrook and Saperstein 2015). Second, existing research suggests that, even if we were able to add a question, the changes necessary are much more complex than simply adding “transgender” as a third option when asking questions about gender (Schilt and Bratter 2015). This means that estimating the size of this population is challenging.

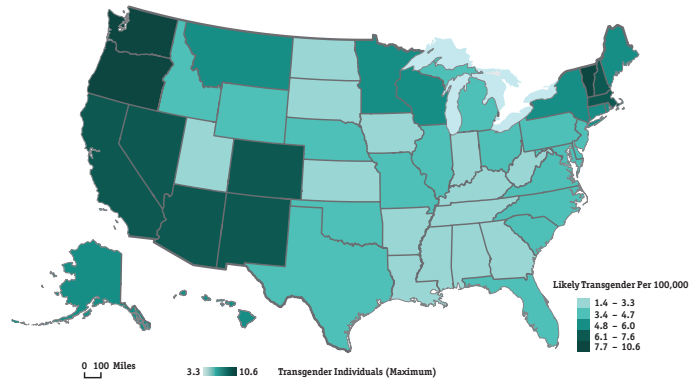
More recently, the U.S. Bureau of the Census published a report attempting to identify people who are likely to be transgender persons based on how they answer other questions that relate to sex and gender identity (Harris 2015). As we mentioned in Chapter 1, research on names can tell us more than you might think. In a 2015 report, Benjamin Harris attempted to identify the number of what he refers to as “likely transgender individuals” in the United States by combining Census data with data collected by the Social Security Administration, the latter of which collects three important pieces of data on every citizen with a Social Security Number: first and middle name, sex-coding (male or female), and date of birth. Harris combines these data sets to identify how many adults in the U.S. changed information in their accounts in ways that are consistent with a gender transition. Thus, by linking these data with the Census, Harris was also able to provide some basic demographic characteristics of “likely transgender people” as well as residential patterns.

To identify whether people are likely transgender, Harris first identified people who changed their names from a traditionally male name to a traditionally female name (or vice versa), and then asked whether those people also changed their sex coding (from male to female, or vice versa) in the same direction. Whether a name is “male” or “female” is determined by the proportion of people with that name who have a sex coding of “male” or “female.” Some names (like John) are virtually only given to boys, whereas others (like Val) are given to boys and girls in roughly equal numbers. So, he had to think carefully about whether a name change might likely indicate transgender identity or not. Although the number of people who qualified as “likely transgender” in Harris’s (2015) study was smaller,

he was able to produce new knowledge about who transgender Americans are, where they live, and whether they are more likely to pursue legal transitions (measured by name and sex code changes with the Social Security Administration).

Likely Transgender Individuals in the United States

Here you can also see that the people Harris was able to identify as “likely transgender individuals” are not evenly distributed around the United States. That in and of itself is an interesting finding. And it could mean more than one thing. A larger proportion of the population in Washington, Oregon, and Vermont is transgender, for instance, than in Utah, Iowa, and Louisiana.



SOURCE: Data from U.S. Census Bureau, as of 2010. Refreshed July 13, 2015. Available at <https://www.census.gov/content/dam/Census/library/working-papers/2015/adm/carra-wp-2015-03.pdf>.

WHAT DO YOU THINK? WHAT DOES AMERICA THINK? Part of an introductory course requires students to marshal evidence to engage with and often reevaluate their opinions. Often our job is to unsettle their fallback position of “This is just my own personal opinion,” which floats unhinged from social contexts. We ask that they contextualize, that they refer to how they formed their opinions and to what sorts of evidence they might use to demonstrate the empirical veracity of their positions. How they came to think what they think is often as important as what they think. But students often benefit enormously from knowing what other people think as well. What percentage of Americans agrees with you? In each chapter, we’ve included a boxed feature that asks students questions taken directly from the General Social Survey (with data from the recent 2016 update). We include information about what a representative sample of Americans thinks about the same topic, to give students a sense of

WHAT DO YOU THINK? WHAT DOES AMERICA THINK?

Women and Politics

The gender distribution in U.S. politics is still unequal, with local and state governments tending to have more female representatives than the national government.

What do you think?

Most men are better suited emotionally for politics than are most women.

- Agree
- Disagree

What does America think?

	Less than High School		High School		College +		Bachelor's Degree		Graduate School	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Agree	51.28%	46.9%	27.7%	20.6%	25.6%	19.13%	19.6%	11%	17.36%	11.63%
Disagree	48.72%	53.1%	72.3%	79.4%	74.4%	80.87%	80.4%	89%	82.64%	88.37%

SOURCE: Data from General Social Survey 2016.

As you might notice, there appears to be a strong correlation between gender and how people feel about women's and men's emotional suitability for politics. In general, men are more likely than women to agree with the statement. But when we examine how this trend intersects with education, it is also true that those with more education are less likely to agree with the statement. So more men than women agree with the statement in each educational group. But similar proportions of women with only a high school degree disagree with this statement compared with men with a bachelor's degree. Many of these beliefs were put on dramatic display in the 2016 presidential election between Hillary Clinton and Donald Trump.

And when asked directly whether they would vote for a qualified candidate for president who happened to be a woman, there are also differences.

What do you think?

If your party nominated a woman for president, you would vote for her if she was qualified for the job.

- Agree
- Disagree

What does America think?

	Less than High School		High School		Some College		Bachelor's Degree		Graduate School	
	Men	Women	Men	Women	Men	Woman	Men	Women	Men	Women
Agree	80.8%	76.48%	90.7%	93.4%	92.83%	93.8%	95.4%	95.9%	96.13%	95.3%
Disagree	19.2%	23.52%	9.3%	6.6%	7.17%	6.2%	4.6%	4.1%	3.87%	4.7%

SOURCE: Data from General Social Survey 2016.

Although it is true that both women and men are much more likely to vote for a woman nominated in their political party than not solely because she is a woman, it is also true that women show a stronger commitment here than men—at least until they receive graduate degrees.

THINKING CRITICALLY ABOUT SURVEY DATA

More respondents said they would vote for a female president than said that women were as emotionally suited for politics as men are. What do you think explains that difference?

where their opinions fit with the rest of the country and to allow students the opportunity to examine some of their own biases as well. Critical-thinking questions based on the data encourage students to think about how factors like race, gender, class, and age might influence our perceptions and attitudes.

CHAPTER REVIEW. To help students master the material in each chapter, we have a review section at the end of each chapter, which includes section summaries and key terms with definitions

AN ENGAGING WRITING STYLE. All textbook writers strive for clarity; a few even reach for elegance. This book is no exception. We've tried to write the book in a way that conveys a lot of information but also in a way that engages the students where

they live. Not only are concepts always followed by examples, but we frequently use examples drawn from pop culture—from TV, movies, and music—and even from videos, video games, social media, and Internet memes.

This will not only make the students' reading experience more enjoyable, but it should also enable the instructor to illustrate the relevance of sociological concepts to the students' lives.

Organization

In this third edition, we have organized the book slightly differently than in the first two editions. In between the second and third editions, we collected a new author as a part of the *Sociology NOW* team—Tristan Bridges. And the field also changed in the intervening years as well. In light of these changes, we elected to provide more of a substitution for the old “three frameworks” model (functionalism, conflict theory, and symbolic interactionism) that we never used to frame the book. Though it became increasingly obsolete in the field, it was still used in textbooks because of what it provides students—a touchstone to which they can regularly return as an introduction to sociology. So, the largest element of our reorganization involved the insertion of a new perspective that offers a similar touchstone—the “iSoc model.” Introduced in the first chapter, this model helps students understand what sociologists are actually looking at as they investigate the world around them.

Although not all sociological research examines society by looking at the same set of “i’s,” iSoc helps students to learn to understand how the diverse collection of research, theory, concepts, and ideas are connected in one field. Sociologists all share a common set of methods, and something we sometimes call the “sociological perspective.” Once you have it (the sociological perspective, that is), it’s sometimes hard to explain exactly what *it* is. The iSoc perspective offers an answer to this that is intuitive and simple, but also enables us to get students to understand the perspective in greater depth. The iSoc model is incorporated throughout the textbook. The introductory chapter explains the model in depth, and each chapter after that begins with a section on “iSoc” inviting students to consider how the perspective can be applied in the chapter they are reading.

In addition to this, this edition has a greater focus on application, summarizing many more examples from actual sociological research so that students can learn not only the concepts and language sociologists use to write about the world around them, but also how these concepts are being put to use, and the projects out of which they emerged. This also means that there is a bit more “data” in this edition—new graphs, maps, and figures that help to illustrate content in new ways and to provide students with more data literacy. Learning to “read” graphs and maps is a sociological skill as well. We provide captions and interesting visualizations of data to help students learn to identify what graphs, maps, and charts are intending to illustrate. In the Revel edition of the book, many of these visualizations are also interactive.

Finally, we have also reorganized the chapters a bit. The biggest change within Part II is Chapter 11, which now combines sociological research on bodies, sexualities, and health. Part III is reorganized as well. In this section, we now attempt to move out from families into wider and wider social institutions. So, the chapter on education (Chapter 13) now follows the chapter on families (Chapter 12) and is no longer combined with religion. This also means that we have a more complete treatment of the sociology of education as well. We found a greater elective affinity between research on politics and religion and now combine these topics for an exciting chapter with an incredibly global focus (Chapter 15). The book still concludes with both demographic and environmental sociological perspectives and concerns (Chapter 16).

All of the chapters in the book are fully updated, framed with the iSoc perspective (new to the third edition), and they each provide new and exciting applications of ideas and research.

NEW to This Edition

Every publication is a conversation—between authors and readers. A new edition provides an opportunity to continue that conversation. We have tried to listen to the concerns and questions from students, faculty, reviewers, and sales people (who are often a marvelous conduit of informal reviews and concerns). Many of the revisions in this third edition are responses to concerns raised by you.

One thing you'll notice is that the book looks different. Not only does it include a vibrant new layout and design, but it also contains more sophisticated graphics within multiple new figures, as well as new photos and feature content.

Of course, we've updated the data in each chapter, and we've tried to present the most current and relevant information to you. But more than that, we have tried to bring forward a distinctly sociological understanding of the statistics and studies that we cite, all relying on the iSoc perspective to ground this summary investigation of the field. With a journalistic commitment to currency and a sociological commitment to context, we've brought in discussions of the 2016 presidential vote (in Chapter 15, Politics and Religion, and also to some extent in Chapter 7, Stratification and Social Class); and we've also added new chapters devoted to age (Chapter 10) and education (Chapter 13), just to name a few.

NEW to the Structure of the Third Edition

- **Learning objectives** tied to the major subheadings in every chapter identify the key concepts students should know and understand with respect to introductory sociology.
- A running **marginal glossary** that clearly defines bold key terms for students at the points in the chapters where the terms are discussed.
- **iSoc Framework:** Every academic field uses a framework or a lens through which to view the phenomena it observes, a “story” that is the field’s master narrative. For sociologists, it’s how to locate biographies in history—that is, sociology is about who you are—but in context. Sociologists see the link between identity and larger structures of inequality. And we, as authors, see identity and inequality in constant operation, in every interaction with others and in every institution in which we find ourselves. In this book, we refer to this sociological perspective as “iSoc.”
 - **iSoc levels of analysis:** Because the sociological lens examines the “both–and” and not the “either–or,” we can explain the sociological framework with two sets of “i’s”: (1) *Identity, Intersectionality, and Inequality*, and (2) *Interaction and Institution*. Understanding these five “i’s” is what we mean by the sociological perspective—or, as we like to call it, “iSoc.”
 - **iSoc major sections** appear early in every chapter to define the iSoc framework in relation to that chapter’s main themes. The two sets of “i’s”: (1) *Identity, Intersectionality, and Inequality*, and (2) *Interaction and Institution* are individually addressed within the context of the chapter, as well as interrelated, with contemporary examples. Learning to see the world around you from the perspective of iSoc is what it means to understand the sociological perspective. Many sections also offer new iSoc introductions to frame chapter discussions.
 - **“iSoc and You” summaries** appear at the end of every major section to reinforce these five levels of analysis and provide students with both a theoretical lens through which to view social life and the analytic method to situate any particular phenomenon.
 - **Chapter Conclusion** sections are more clearly defined to align with major *Sociology NOW* themes, as well as iSoc levels of analysis.

Finally, this third edition is now available through Pearson’s digital platform: Revel.

Revel™

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel

www.pearson.com/revel

Revel for *Sociology NOW*, Third Edition

Sociology NOW, Third Edition, features many of the dynamic interactive elements that make Revel unique. In addition to the rich narrative content, *Sociology NOW* includes the following Revel-specific elements (Please note that for ease of use in your course, links to videos, Social Explorer visualizations, and currency window content are all available in the instructor Resources folder *within* Revel.):

- **New Video Program:**
 - **Chapter-Opening Videos.** Lead author Michael Kimmel provides a contemporary vignette that illustrates key themes and content in the chapter.
 - **Topic-Based Animation Videos.** These videos, one per chapter, focus on a wide range of contemporary subjects that illuminate sociological concepts by providing Revel-only coverage of such wide-ranging issues as “fads,” friendship networks, the feminization of poverty, historical research on transgender classification, the gender wage gap, and more.
 - **Pearson Originals.** The Pearson Original docuseries videos highlight stories that exemplify and humanize the concepts covered in Sociology courses. These videos illustrate a variety of social issues and current events, bringing key topics to life for students while creating opportunities to further develop their understanding of sociology. Therefore, students not only connect with the people and stories on a personal level, but also view these stories and individuals with greater empathy all while contextualizing core course concepts. With accessible video links located in the instructor's manual, authors will offer a brief introduction and suggestions for incorporating these videos into your introductory sociology course. Video topics for this title include:
 - Fakenews: Can the Press Fight Back?; Gender Identity: Meant to be Maddie; The Inequality Conversation; Fighting for Racial Equality: A Conversation Between Generations; Sex and Gender; Transgender Bathrooms: The Debate in Washington State; America's Opioid Crisis: Portraits of an Epidemic; Population and Family Size; Education Inequality; School Districting and the Achievement Gap: A Tale of Two Communities; Shifting Social Structures; What Jobs Disappeared: A Coal Miner's Story; The American Working Class: Voices from Harrisburg, IL; Interpreting the First Amendment: Regulating Protest in Minnesota; A Nation of Immigrants; Seeking Refuge from the Syrian War: The Abdi Family; Taking a Stand Against Environmental Injustice
- **New interactive maps, figures, and tables** in all chapters feature Social Explorer technology that allows updates to the latest data, increases student engagement, and reinforces data literacy.
- **Currency windows** in each chapter's conclusion section feature author-written articles, updated or replaced twice each year, that put breaking news and current events into the context of sociology. Examples include “Sociology NOW: Sociology and Common Sense” (Chapter 1); “Social Science NOW: When Experiments Happen Organically” in Chapter 4; and “Sex and Gender NOW: Just How Many Genders Are There?” in Chapter 9.

- **Key Terms** appear in bold with pop-up definitions that allow students to see the meaning of a word or phrase while reading the text, providing context. They are in flashcard form at the end of each chapter as well as in a comprehensive glossary.
- **Did You Know?** Each chapter is punctuated by several “Did You Know?” boxes, many new to this edition and available only through Revel. These are generally short sociological factoids, tidbits of information that are funny, strange, and a little offbeat, but illustrate the sociological ideas being discussed. For example, did you know that Georgia was founded in 1732 as a penal colony for British criminals, or that Eskimos really do have about 50 words for snow? You won’t draw their attention to all of these factoids, but the students are going to enjoy reading them. And we guarantee that there are at least a few that you didn’t know!
- **Assessments** include multiple-choice end-of-module and end-of-chapter quizzes that test students’ knowledge of the chapter content.
- **The Chapter Review** contains module summaries and key term flashcards that allow students to review and test their knowledge about concepts covered in each chapter.
- **Integrated Writing Assessments:** Revel is rich in opportunities for writing about chapter topics and concepts.
 - **Journal Prompts** allow students to explore themes presented in the chapter through “teaser” questions linked to each Sociology and Our World feature that require students to apply chapter concepts and the iSoc levels of analysis to contemporary social questions. The ungraded Journal Prompts are included in line with content and can be shared with instructors.
 - **Shared Writing Prompts** provide peer-to-peer feedback in a discussion board, developing critical thinking skills and fostering collaboration among a specific class. These prompts appear once per chapter, and are linked to each What Do You Think? What Does American Think? Social Explorer survey.
 - **Writing Space** is the best way to develop and assess concept mastery and critical thinking through writing. Writing Space provides a single place within Revel to create, track, and grade writing assignments; access writing resources; and exchange meaningful, personalized feedback quickly and easily to improve results. For students, Writing Space provides everything they need to keep up with writing assignments, access assignment guides and checklists, write or upload completed assignments, and receive grades and feedback—all in one convenient place. For educators, Writing Space makes assigning, receiving, and evaluating writing assignments easier. It’s simple to create new assignments and upload relevant materials, see student progress, and receive alerts when students submit work. Writing Space makes students’ work more focused and effective, with customized grading rubrics they can see and personalized feedback. Writing Space can also check students’ work for improper citation or plagiarism by comparing it against the world’s most accurate text comparison database available from Turnitin.

Chapter-by-Chapter Changes

CHAPTER 1: WHAT IS SOCIOLOGY?

Content Changes:

- NEW sections “iSoc: Sociological Frames of Analysis” and “Sociology Now: New Issues, New Lenses”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Why Popular Boy Names Are More Popular Than Popular Girl Names
 - Why Names that Regain Popularity Wait a Century, and Two Alternative Views of the World

- NEW figures and tables include:
 - TABLE 1.1 Top 10 Names for Boys and Girls in the United States
 - FIGURE 1.1 Rank of Mary, Emma, and Jessica among Most Popular U.S. Girls' Names at Birth, 1900–2016
 - FIGURE 1.2 Name Popularity for Ellen, Monica, and Forrest, 1950–2015

CHAPTER 2: CULTURE AND MEDIA

Content Changes:

- NEW discussion of media now combined with culture chapter
- NEW sections “Thinking about Culture and Media Sociologically,” “Culture and Media,” and “iSoc: Culture and Media”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Using Media Use to Detect Rhythms in Our Lives
 - U.S. Race Relations and the Confederate Flag
- NEW figures and other features include:
 - FIGURE 2.1 How Fast Can a Society Change Its Values?
 - U.S./WORLD Print Newspaper Reach, 2014/2015
 - WHAT DO YOU THINK? WHAT DOES AMERICA THINK? Confidence in the Press
 - HOW DO WE KNOW WHAT WE KNOW? Christmas Gift Giving as a Method of Norm Enforcement

CHAPTER 3: SOCIETY: INTERACTIONS, GROUPS, AND ORGANIZATIONS

Content Changes:

- NEW sections “Thinking about Interactions, Groups, and Organizations Sociologically,” “iSoc: The Social Construction of Identity,” and “Understanding Society and Social Life as Socially Structured”
- NEW coverage of the “small world problem” to social networks
- NEW discussion of organizations now emphasizes power and inequality, using the iSoc framework
- NEW Conclusion “Groups ‘R’ Us: Interactions, Groups, and Organizations NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Using Selfies to Understand My “I” and My “Me”
 - Elevator Behavior, Norms, and Social Inequality
 - Why Liberals Drink Lattes
 - Organizing Without Organizations?
- NEW figures and other features include:
 - MAP 3.1 SMALL WORLD PROBLEM: Internet Connectivity
 - FIGURE 3.2 Even in Nursing, Men Earn More

CHAPTER 4: HOW DO WE KNOW WHAT WE KNOW? THE METHODS OF THE SOCIOLOGIST

Content Changes:

- NEW introductory vignette
- NEW sections “iSoc: Research Methods,” “When Is a Fact a Fact?—Why Operationalization Is So Important,” and “What Do Sociologists Consider as ‘Data’?”
- NEW discussion of network analysis, social networks, and social ties
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Are People Lying on Surveys? ... Sometimes.
 - Hidden Facts: On the Power of Ethnography
 - Shifts in Men’s Facial Hair Styles Are Patterned

- NEW figures and tables include:
 - FIGURE 4.3 Spurious Correlations
 - FIGURE 4.4 The General Social Survey (GSS)
 - FIGURE 4.5 Main Broadcast Network Coverage of Women’s Sports (1989–2014) and SportsCenter Coverage of Women’s Sports (1999–2014)
 - FIGURE 4.6 Research in the Social Sciences
 - TABLE 4.3 The Institutional Review Board
- NEW HOW DO WE KNOW WHAT WE KNOW? features include:
 - Thinking Methodologically about the Heritability of Intelligence
 - Interviewing People about How They Answer Survey Questions about Ethnicity
 - We Can’t Predict Almost Anything as Well as the Weather

CHAPTER 5: SOCIALIZATION

Content Changes:

- NEW introductory vignette
- NEW sections “Understanding What Socialization Is and How It Works,” “iSoc: Socialization,” “Socialization and Inequality,” “Socialization and Racial Inequality,” “Socialization and Gender and Sexual Inequality,” “Institutions of Socialization,” “Socialization and Ongoing and Unending,” “iSoc in Action: Socialization in a Global Society,” and “Conclusion: Socialization NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - What Can We Learn about Socialization from Family Trips to the Zoo?
 - Can Gay and Lesbian Schoolteachers Be “Out” at Work?
- NEW HOW DO WE KNOW WHAT WE KNOW? features include:
 - Twin Studies
 - How Do We Know We’re Socialized to Believe in Racial Inequality?
- NEW figures and other features include:
 - FIGURE 5.2 Importance of Children Learning Obedience vs. Learning to Think for Themselves
 - FIGURE 5.3 Gender Balance of Dialogue for Characters in Disney Movies
 - FIGURE 5.4 Gender Balance of Dialogue for Characters in Movies on IMDB.com
 - MAP 5.1 Proportion of Americans with Bachelor’s Degrees and with Household Incomes Among the Top 40 Percent
 - FIGURE 5.5 Proportion of Time Spent with Friends at Different Locations among U.S. Teens
 - FIGURE 5.6 Media Use by Age, Race, and Ethnicity
 - FIGURE 5.7 Percentage of 25- to 34-Year-Olds Living in Multigenerational Households by Gender, 2010–2012

CHAPTER 6: CRIME AND DEVIANCE

Content Changes:

- NEW sections “Thinking Sociologically about Crime and Deviance,” “iSoc: The Sociology of Crime and Deviance,” and “Understanding Crime and Deviance Institutionally”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Stereotype Threat and Stereotype Promise
- NEW HOW DO WE KNOW WHAT WE KNOW? features include:
 - Just How Violent Is the United States?
 - Racial Bias in the Courtroom

- NEW figures and other features include:
 - U.S./WORLD U.S. Cybercrime in International Perspective
 - FIGURE 6.2 Crime Rates by Age and Gender in Nineteenth-Century Great Britain and Late-Twentieth-Century Chicago
 - FIGURE 6.3 U.S. Men in Prison or Jail, 2015
 - FIGURE 6.4 Trust in the Police, by Race
 - FIGURE 6.5 Prisoners under the Jurisdiction of State or Federal Correctional Authorities, 1978–2015
 - FIGURE 6.6 The Death Penalty in the United States, 1937–2016

CHAPTER 7: SOCIAL CLASS AND STRATIFICATION: IDENTITY AND INEQUALITY

Content Changes:

- NEW sections “Thinking Sociologically about Social Class and Stratification,” “iSoc: The Sociology of Social Class and Stratification,” “Class Identity and Inequality,” “Class, Culture, and Musical Taste,” “Resistance and Change in Class Inequality,” “Political Resistance to Class Inequality,” and “Conclusion: Social Class and Stratification NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Apartheid—A Caste System
 - Prestige Means Not Having to Deal with People
- NEW figures, tables, and other features include:
 - FIGURE 7.1 How Americans Stand Out in Understanding Social Class
 - TABLE 7.1 Top 10 Prestigious Occupations
 - MAP 7.1 The Intersections Between Poverty and Race in the United States
 - FIGURE 7.2 Income Distribution by Class in the United States
 - FIGURE 7.3 Subjective Class Identification among Americans, 1975–2016
 - FIGURE 7.5 Median Household Income by Race and Ethnicity, 1967–2015
 - FIGURE 7.6 A Profile of Poverty in the United States, 1959–2015
 - MAP 7.2 Income Inequality on a Global Scale

CHAPTER 8: RACE AND ETHNICITY

Content Changes:

- NEW sections “Thinking Sociologically about Race and Ethnicity,” “What Is Ethnicity,?,” “iSoc: The Sociology of Race and Ethnicity,” “Racial and Ethnic Inequalities: Interactions and Institutions,” “Color-Blind Racism,” “Ethnic Identities in the United States,” “Resistance and Mobilization to Racial and Ethnic Inequality,” “Movements for (and Against) Racial and Ethnic Equality,” and “Conclusion: Race and Ethnicity NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Why Filipino Americans Don’t Identify as Asian
 - Perceptions of Prejudice Vary by ... Race!
 - Is Living on the “Wrong Side of the Tracks” a Social Reality?
 - Why Hispanic Went from Being a Race to an Ethnicity
 - Learning the Language
- NEW HOW DO WE KNOW WHAT WE KNOW? features include:
 - Do Employers Discriminate Based on Race?
 - Do Mascots Depicting Racial Stereotypes Really Matter?
- NEW figures, tables, and other features include:
 - TABLE 8.1 Distinctions Between Race and Ethnicity
 - FIGURE 8.1 Approval of Marriages Between Black and White Americans by Race, 1958–2013

- FIGURE 8.2 Percentage of Racial/Ethnic Groups Reporting Multiple Racial Identities, 2010
- FIGURE 8.3 The Racial and Ethnic Composition of the United States, 1970–2060
- FIGURE 8.4 Racial Wealth Gap Between Black and White Americans, 1983–2013
- FIGURE 8.5 Median Household Income by Race/Ethnicity, 1967–2015
- MAP 8.1 Native American Reservations in the Continental United States
- FIGURE 8.7 Who Make Up “Asians” in the United States?
- MAP 8.2 U.S. Ethnicities by County

CHAPTER 9: SEX AND GENDER

Content Changes:

- NEW sections “Thinking Sociologically about Sex and Gender,” “iSoc: The Sociology of Sex and Gender,” “The Medicalization of Sex and Gender,” “Transgender Identities: Blurring the Boundaries of Gender,” “The Bathroom Problem: Organizing Our World Around Gender,” “Gender Socialization: Learning about Gender Inequality,” “Gender Policing” and Gender Accountability,” “Studying Gender Inequality Institutionally and Intersectionally,” “Gender Bias in Orchestras and Student Evaluations,” “Challenges to Gender Inequality and the Endurance of Gender Gaps,” and “Conclusion: Sex and Gender NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Pink for Boys and Blue for Girls
 - Will Young People Today Produce a Gender Revolution in Marriage Tomorrow?
 - Men and Feminism
- NEW HOW DO WE KNOW WHAT WE KNOW? features include:
 - Just How Many Transgender People Are There?
 - Women and Men Are Far More Similar Than They Are Different
- NEW figures and other features include:
 - MAP 9.1 Mapping Gender-Diverse Cultures Around the World
 - FIGURE 9.1 Movies Assessed by the “Bechdel Test,” 1970–2015
 - FIGURE 9.2 Changes in the Proportion of Women in U.S. Symphony Orchestras, 1940–1996
 - FIGURE 9.3 Frequency of Terms Used in Student Evaluations of Women and Men Professors on RateMyProfessor.com
 - FIGURE 9.5 Politics and Business: Public Perceptions of Men and Women as Political Leaders, 2014
 - FIGURE 9.6 World Record Times in 1500-Meter Running for Women and Men, 1912–2015
 - FIGURE 9.7 Shifts in the Gender Wage Gap, 1940–2014

CHAPTER 10: AGE: FROM YOUNG TO OLD

Content Changes:

- NEW expanded coverage, with entire chapter devoted to age
- NEW introductory vignette
- NEW sections “iSoc: The Sociology of Aging,” “Childhood,” “Boomers, Busters, and Boomlets: The Generations of Youth,” “Baby Boomers,” “Generation X,” “Millennials—Generation Y,” “Global Youth—A Dying Breed?,” “Age Inequalities in Interactions,” “Retirement,” “Elder Care,” “Aging and Dying,” “Institutional Age Inequalities in Global and Local Perspectives,” “Aging, Health, and the Life Course,” “Child Labor in the United States,” “Child Labor Around the World,” “The New Slavery,” “Opposition and Mobilization: The Politics of Age,” and “Conclusion: Youth and Aging NOW”

- NEW SOCIOLOGY AND OUR WORLD features include:
 - Education as Age Graded
 - Sons Are More Likely to Live with Parents than Daughters
 - Retiring and Gay? Where?
- NEW figures, tables, and other features include:
 - MAP 10.1 Life Expectancy Around the World
 - FIGURE 10.1 Proportions of Young Adults (18–34) Living with Their Parents, 1880–2014
 - HOW DO WE KNOW WHAT WE KNOW? Why Middle Age Can Be So Challenging
 - FIGURE 10.2 U.S. Birth Rate, 1940–2015
 - FIGURE 10.3 Racial and Ethnic Diversity Among Age Cohorts, 2014
 - FIGURE 10.4 Global Population Distribution Projections by Age Group, 2014 to 2050
 - FIGURE 10.5 Population Pyramids—Mexico, Italy, and Iraq, 2015
 - FIGURE 10.6 Child Poverty Rate by Race, 1976–2013
 - FIGURE 10.7 Life Expectancy and Retirement Years
 - FIGURE 10.8 Life Expectancy Around the World
 - U.S./WORLD Youth Unemployment Around the World
 - FIGURE 10.9 Global Trends in the Number of Employed Children—2008, 2012
 - MAP 10.2 Global Flow of Child Slavery

CHAPTER 11: THE BODY: HEALTH AND SEXUALITY

Content Changes:

- NEW sections “iSoc: The Sociology of Bodies and Embodiment,” “Changing Identity by Changing the Gendered Body: Embodying Transgender Identities,” “The “Disabled” Body,” “Embodied Inequality,” “Understanding Health and Illness Sociologically,” “Health and Inequality,” “Sickness and Stigma,” “Mental Illness,” “Researching Sexuality,” “Resistance to Inequality: The LGBT Movement,” and “Conclusion: Bodies, Health, and Sexualities NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - How Women with Ink Illustrate Gender Policing
 - Criminalizing Sickness?
 - What Happens to Men Who Wait?
 - Gay Men and Lesbians Congregate, But Not Always Together
- NEW figures and other features include:
 - FIGURE 11.1 Number of News Articles Containing “Obesity,” “Overweight,” “Anorexia,” and “Eating Disorder,” 1950–2016
 - FIGURE 11.2 Prevalence of Any and Severe Disabilities and Needs for Assistance by Age, 2010
 - MAP 11.1 Food Scarcity in the United States, 2015
 - FIGURE 11.3 Leading Causes of Death in the United States, by Sex and Race, 2013
 - MAP 11.2 Under-Five Mortality Rate Around the World, 2015
 - WHAT DO YOU THINK? WHAT DOES AMERICA THINK? MacArthur Mental Health Module
 - FIGURE 11.4 Percentage of U.S. Adults without Health Insurance
 - FIGURE 11.5 U.S. Adults Identifying as LGBT, 2012–2016
 - FIGURE 11.6 Proportions of LGBT Persons by Relationship Type and the Importance of Sexual Orientation to Their Identity
 - FIGURE 11.7 Proportion of Youth Who Have Had Sex by Age and Gender
 - HOW DO WE KNOW WHAT WE KNOW? Why Hooking Up Might Be Less Empowering Than You Think
 - FIGURE 11.8 Proportion of Americans Defining Premarital Sex, Extramarital Sex, and Same-Sex as “Always Wrong” or “Almost Always Wrong”

CHAPTER 12: FAMILIES**Content Changes:**

- NEW sections “iSoc: The Sociology of Families” and “Family Transitions, Inequality, and Violence”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Why Separate Spheres Meant “More Work for Mother”
 - Is There a Shortage of “Marriageable” Men Today?
 - Home Economics, Adoption, and Cornell’s “Practice Babies”
- NEW figures, tables, and other features include:
 - FIGURE 12.1 Proportion of U.S. Households, by Type (1940–2016)
 - FIGURE 12.2 Polls of Americans’ Attitudes Toward Same-Sex Marriage, 1988–2017
 - MAP 12.1 Same-Sex Marriage Law Around the World
 - TABLE 12.1 Interracial Marriage in U.S. States, 1913
 - FIGURE 12.3 Child Marriage Rates Around the World
 - FIGURE 12.4 Household Earnings by Couple Employment Status and Marital Status among Heterosexual Couples, 2016
 - FIGURE 12.5 Proportions of Men and Women Living Alone by Age Group, 2016
 - FIGURE 12.6 Shifts in the Timing and Sequence of Sex, Marriage, and Reproduction in the United States
 - HOW DO WE KNOW WHAT WE KNOW? Measuring Time Spent
 - FIGURE 12.7 Percent of Childless Women Ages 40–44, 1976–2014
 - FIGURE 12.9 Living Arrangements for U.S. Children, 1960–2014
 - FIGURE 12.10 Intimate Partner Violence Against Women, by Age Group, Race, and Marital Status, 1993–2010
 - FIGURE 12.11 Percentage of Americans who “Agree” or “Strongly Agree” with Spanking as an Important Form of Discipline for Children, 1986–2016

CHAPTER 13: EDUCATION**Content Changes:**

- NEW expanded coverage, with entire chapter devoted to education
- NEW sections “Education and Society,” “iSoc: The Sociology of Education,” “Education as a Mechanism of Social Inequality,” “Education Inequality on a Global Scale,” “A Report Card on Education in the United States,” “Institutional Differences, Interactions, and Inequality,” “How Much Does Your School Matter?,” “Social Inequality and Institutional Differences,” “Tracking,” “Understanding Educational Inequality Intersectionally,” “Preparing for College,” “Gender Segregation in Higher Education,” and “Conclusion: Education NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Single-Sex Schooling and Student Success
- NEW figures, tables, and other features include:
 - FIGURE 13.1 Proportion of Americans 25 and Older with High School or College Degrees, 1940–2016
 - FIGURE 13.2 A Brief Summary of Americans’ Understandings of Basic Scientific Knowledge
 - FIGURE 13.3 How Is Education Related to Economic Growth Around the World?
 - FIGURE 13.4 High School Graduation Rates by Gender and Race/Ethnicity, 1972–2014
 - TABLE 13.1 Average Performance on International Student Achievement Tests
 - MAP 13.2 Literacy Rates around the World, by Age Group, 2015
 - FIGURE 13.5 Educational Attainment by Race among Adults Age 25 and Older, 2013

- FIGURE 13.6 Educational Attainment among Hispanic/Latino People Age 25 and Older, by Ethnicity, 2013
- MAP 13.3 Rates of College Preparedness, by State
- FIGURE 13.8 Average SAT Scores of High School Seniors in the United States, 1976–2014
- FIGURE 13.9 Growth in the Cost of Higher Education, 1976–2017

CHAPTER 14: ECONOMY AND WORK

Content Changes:

- NEW sections “iSoc: The Sociology of Work,” “Economies and Politics: Protest and Change,” “Workplace Identities, Interactions, and Inequalities,” “Gender Diversity: Occupational Segregation,” “Emotional and Aesthetic Labor and Inequality”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Cardboard: A Goldmine in a Globalized World
 - Are Some Emotions Off Limits for Non-White Employees?
 - Do You Have a “Gay” Résumé?
- NEW figures and other features include:
 - MAP 14.1 Global Gross Domestic Product (GDP)
 - U.S./WORLD The Prosperity of Nations: Nations with the Highest Per Capita Income, 2016
 - FIGURE 14.4 Proportion of *Standard & Poor’s* 500 Board Seats Held by Women, by Race, 2014
 - FIGURE 14.5 Number of U.S. Workers and Proportions of Men and Women, 1948–2016
 - FIGURE 14.6 Median Annual Earnings by Gender, 1960–2014
 - FIGURE 14.7 Women as a Proportion of Different Economic Sectors, 1972–2017

CHAPTER 15: POLITICS AND RELIGION

Content Changes:

- NEW combination of politics and religion content provides a global focus
- NEW introductory vignette
- NEW sections “Politics, Religion, and Social Life,” “Comparing Politics and Religion,” “iSoc: The Sociology of Politics and Religion,” “Just How Separate Are Church and State?” “Politics: Class, Status, and Power,” “Problems with Political Systems II: Reproducing Intersectional Forms of Inequality,” “Political Participation versus Political Apathy,” “Thinking about Religion Sociologically: Secularization or Resurgence?” “Thinking Intersectionally: Religious Diversity in the United States,” “On the Religiously Unaffiliated,” “Politics and Religion in Everyday Life,” and “Conclusion: Politics and Religion NOW”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - Social Movements and the Media
 - Is Religious Pluralism Responsible for Americans’ Enduring Religious Beliefs?
 - People Espouse Political Opinions Even When They Don’t Have an Opinion
- NEW figures and other features include:
 - MAP 15.1 The Geography of Apostasy and Blasphemy
 - FIGURE 15.1 Numbers of Democracies and Autocracies Around the World, 1915–2015
 - HOW DO WE KNOW WHAT WE KNOW? Measuring Democracy
 - FIGURE 15.2 Proportion of U.S. Women in Positions of Political Leadership, 1965–2017

- WHAT DO YOU THINK? WHAT DOES AMERICA THINK? Voting and Citizenship
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CHAPTER 16: SOCIOLOGY OF ENVIRONMENTS: THE NATURAL, PHYSICAL, AND HUMAN WORLD

Content Changes:

- NEW introductory vignette
- NEW sections “iSoc: The Environment,” “Environments, High-Risk Technology, and “Normal Accidents,” “Environmental Inequalities,” and “The Politics of Environments”
- NEW SOCIOLOGY AND OUR WORLD features include:
 - “Missing Women” and “Surplus Men”
 - The Urban Village
- NEW figures, tables, and other features include:
 - FIGURE 16.1 Where Refugees Around the World Found Asylum, 2015
 - TABLE 16.1 Tracking Migration in the United States: How “Magnetic” or “Sticky” Is Your State?
 - FIGURE 16.2 Global Population Pyramid, 2016
 - FIGURE 16.3 Population Growth Around the World: 1960 to 2015
 - MAP 16.1 Percent of Population Living in Urban Areas, by Nation, 2016
 - HOW DO WE KNOW WHAT WE KNOW? Why Facts about Climate Change Do Not Change People’s Opinions about Climate Change
 - FIGURE 16.5 Global Death Rate from Natural Disasters, 1900–2013

We hope as you use the book—as a reader or as an instructor—that you will continue to tell us what works and what doesn’t, how you respond to different features, and what we might do in the future to improve it. The conversation continues!

Acknowledgments

To say that every book is a conversation is true, but insufficient. Every book is many conversations at once. To be sure, it’s a conversation between authors and readers, and it’s designed to stimulate conversations among readers themselves. But writing a book is itself saturated with other conversations, and though we cannot possibly do justice to them all, it is important to acknowledge their presence in this process.

First, there are our conversations, as authors, with this field of research and our profession. How have we understood what others have written, their research, and their way of seeing the world? And how can we best communicate that to a new generation of students encountering sociology for the very first time?

We’ve had conversations with dozens of other sociologists who have read these chapters and provided enormously helpful feedback. Their candor has helped us revise, rethink, and reimagine entire sections of the book, and we are grateful.

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Each chapter includes a box called “What Do You Think? What Does America Think?”—a feature that started with contributions from Kathleen Dolan of North Georgia College and State University. These help the students gauge their own opinions next to the results of data from the General Social Survey and other surveys of Americans’ opinions. Such a gauge is pedagogically vital. Often our students begin a response to a question with a minimizing feint: “This is just my own personal opinion, but ...” What a relief and revelation to see their opinions as socially shared (or not) with others. We continue to be grateful to Kathleen for her efforts to contextualize those “personal opinions.”

At the end of each chapter, the “Chapter Review” provides students with a quick, effective recap of the chapter’s material—all of which were initially contributed by Lisa Jane Thomassen of Indiana University. I’m grateful to Lisa for her efforts to create precise summaries and interesting review questions for each chapter.

Michael also carried on a conversation with colleagues at Stony Brook University for more than two decades in a department that strongly values high-quality teaching. In particular, he is grateful to his chair, Daniel Levy, for managing such a diverse and collegial department where he has felt so comfortable. Every single one of his colleagues—both past and present—has assisted him in some way in the work on this book, guiding his encounter with areas of his or her expertise, providing an example he or she has used in class, or commenting on specific text. And we are grateful to them all.

There has also been an ongoing conversation with our students, both graduate and undergraduate, throughout our careers. They’ve kept us attentive to the shifts in the field and committed to working constantly on our own pedagogical strategies to communicate them. Michael’s teaching assistants over the years have been especially perceptive—and unafraid to communicate their thoughts and opinions!

Michael has spent his entire career teaching in large public universities—UC Berkeley, UC Santa Cruz, Rutgers, and now Stony Brook—and teaching undergraduate students who are, overwhelmingly, first-generation college students, many of whom are immigrants and members of minority groups. They represent the next generation of Americans, born not to privilege but to hope and ambition. More than any other single group, they have changed how he sees the world.

Many other sociologists have influenced Michael’s thinking over the years as well. Were he to list them all, the list would go on for pages! So we only thank some recent friends and colleagues here who have contributed their advice, comments, or criticisms on specific items in this book, and those old friends who have shared their passion for sociology for decades: Elizabeth Armstrong, Troy Duster, Paula England, Cynthia and Howard Epstein, Abby Ferber, John Gagnon, Josh Gamson, Erich Goode, Cathy Greenblat, Michael Kaufman, Mike Messner, Rebecca Plante, Lillian Rubin, Don Sabo, Wendy Simonds, Arlene and Jerry Skolnick, and Suzanna Walters.

For the rest of Michael’s far-flung friends and colleagues, we hope that you will find the fruits of those conversations somewhere in these pages.

Tristan also relied on colleagues, friends, and family in an attempt to make the book more useful, engaging, and often, just to mentally unload and unwind. Tristan is

particularly grateful to Tara Leigh Tober who discussed this revision at length and provided so many ideas to use as illustrations. Tara's enthusiasm for this project and support helped us every time we came up blank in considering how to best explain complex social phenomena in an engaging way. Additionally, Tristan would like to thank Rosemary Eichas and Jim Tober who helped care for Tara and his children during the years he was working on this project. Sarah Diefendorf provided fact-checking help and assistance with updates to facts and figures in the third edition—but she also was a useful colleague to bounce ideas off of and to ask how material read and flowed in the book. C.J. Pascoe and D'Lane Compton were friends and colleagues throughout this project, helping provide support, suggestions and ideas, many of which are reflected in the revisions for this new edition. Additionally, Tristan would like to acknowledge conversations, help, and assistance from: Melody Boyd, Matthew Hughey, Sharon Preves, Elliot Weininger, Denise Copelton, Amy Guptill, Julie Ford, Lisa Wade, and Philip Cohen. Finally, Tristan wants to thank his family (John, Kathy, Kevin, Grainne, Joe, Jim, Livy, Jarrod, Portia, Rob, Ryann, Alana, and Joey) for putting up with a lot of sociology talk over the past couple years as this project came together. He couldn't have done it without their support.

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A textbook of this size and scale is also the result of a conversation between author and publisher—and there we have been enormously lucky to work with such a talented and dedicated team as we have at Pearson. We've had a series of editors and production teams, and we've been so lucky that Pearson continues to hire such talented people. Billy Greico inherited us, and guided this project through for several years before handing it off, at the one-yard line, to Jeff Marshall, who pushed us over the goal line. Our development and production team, especially Renee Eckhoff, Megan Vertucci, and Brooke Wilson, have been superb in shepherding the project through its various production stages.

At the beginning of this preface, I said I was really lucky because my job is so amazingly rewarding and because I get to do something that is in harmony with my values, with how I see the world.

But I'm also really lucky because I get to do virtually everything—including the writing of this book—with my wife, Amy Aronson. Amy is a professor of journalism and media studies at Fordham University; she comes to her sociological imagination through her background in the humanities and her experiences as a magazine editor (*Working Woman*). In the writing of this book, we have been completely equal partners—this is the only part I have written myself. (Don't worry—she edited it!)

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About the Authors

Michael Kimmel, Distinguished Professor of Sociology at Stony Brook University, is one of the pioneers in the sociology of gender and one of the world's leading experts on men and masculinities. He was the first man to deliver the International Women's Day lecture at the European Parliament; he was the first man to be named the annual lecturer by the Sociologists for Women in Society; and he has been called as an expert witness in several high-profile gender discrimination cases. Among his many books are *Men's Lives*, *The Gendered Society*, *Manhood in America*, and *Revolution: A Sociological Perspective*. He is also known for his ability to explain sociological ideas to a general audience. His articles have appeared in dozens of magazines and newspapers, including *The New York Times*, *The Nation*, *The Village Voice*, *The Washington Post*, and *Psychology Today*.



Amy Aronson is Associate Professor of Journalism and Media Studies at Fordham University. She is the author of *Taking Liberties: Early American Women's Magazines and Their Readers* and an editor of the international quarterly, *Media History*. She has coedited several books, including a centennial edition of Charlotte Perkins Gilman's *Women and Economics* and the two-volume *Encyclopedia of Men and Masculinities*, which was honored by the New York Public Library with a Best of Reference Award in 2004. A former editor at *Working Woman* and *Ms. Magazine*, she has also written for publications including *BusinessWeek*, *Global Journalist*, and the Sunday supplement of *The Boston Globe*.



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