



NINTH EDITION

SOCIOLOGY

A GLOBAL PERSPECTIVE



JOAN FERRANTE

NINTH EDITION

SOCIOLOGY

A Global Perspective

Joan Ferrante

Northern Kentucky University



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

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

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PREFACE

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

In past editions, I sought to illustrate globalization in its many forms by pairing each chapter topic with a specific country, for example, "Chapter 3—Socialization: With Emphasis on Israel, West Bank, and Gaza" and "Chapter 11—Economics with Emphasis on India." People who are familiar with past editions of my book know that the chapters were never really about a particular country per se. Rather, that country was used as a vehicle to convey some dynamic underlying globalization. Because globalization is now more far-reaching than when I first conceived this textbook, I have chosen for this edition to pair each chapter with a key dynamic underlying globalization. Those dynamics include transnational relationships, mass surveillance, in-group/out-group relationships, and the industrial food system.

To be more specific, Chapter 1 is now titled "Socialization: With Emphasis on In-Groups and Out-Groups." In previous editions, the emphasis was placed on Israel, West Bank, and Gaza. This revised emphasis better reflects the chapter's original intent of using the 100-year-long conflict between Palestinians and Israelis as a vehicle for illustrating a global-wide dynamic that is fueled by socialization. The sides in this and other such conflicts are known largely through ethnic, racial, or national labels (for example, Palestinians versus Israelis, or Indians versus Pakistanis). Such differences by themselves are never the cause of civil wars and other conflicts. Rather, the cause lies with efforts to control valued resources for "us" and not "them." So for a chapter on socialization, the key questions are: How is conflict between in-groups

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

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

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

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

Chapter 6: Formal Organization: With Emphasis on Industrial Food

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

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

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

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

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

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

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

MindTap™: The Personal Learning Experience

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

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

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

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

Ancillary Materials

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

Instructor Resources

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

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

Cengage Learning Testing Powered by Cognero®. Cengage Learning Testing Powered by Cognero is a flexible, online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions, and create multiple test versions in an instant. You can deliver tests from your LMS, your classroom, or wherever you want—no special installs or downloads needed.

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

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

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

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

Acknowledgments

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

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

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

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

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Lloyd Klein, *York College*

Gerald Kloby, *County College of Morris*

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

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

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

stress associated with meeting deadlines that very few people possess.

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

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

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

SOCIOLOGY

A Global Perspective

THE SOCIOLOGICAL IMAGINATION

1

With Emphasis on Globalization and Glocalization



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

Why Focus On GLOBALIZATION AND GLOCALIZATION?

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

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

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

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



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

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

product such as Oreo cookies, a novel literary figure such as Gandhi, a television show such as *Sesame Street*, a social movement such as #MeToo, and processes like globalization.

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

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

sociology The scientific study of human activity in society.

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

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

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

the countries that count among the largest markets. The map also shows the countries that are counted among the fastest-growing. Oreo cookies have a Facebook page with 2.2 million "followers" in more than 200 countries (Kraft Foods 2012).

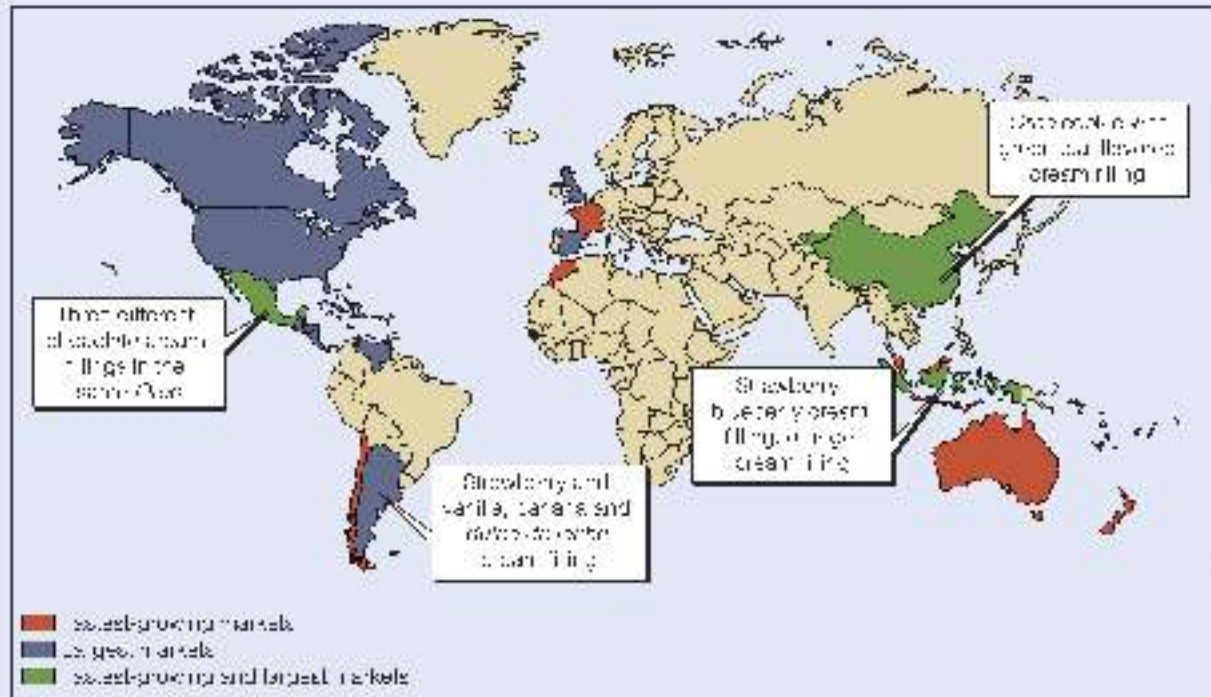


FIGURE 1.1 Countries with Largest- and Fastest-Growing Markets for Oreo Cookies
Source: data.kraftfoods.com

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

The Sociological Imagination

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

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

biography A. The day-to-day activities from birth to death that make up a person's life.

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

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