



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)*

BRIEF CONTENTS

- 1 THE SOCIOLOGICAL IMAGINATION 2**
With Emphasis on Globalization and Globalization
- 2 SOCIOLOGICAL PERSPECTIVES AND METHODS OF RESEARCH 24**
With Emphasis on Socially Assistive Robots
- 3 CULTURE 46**
With Emphasis on Transcultural Encounters and Exchanges
- 4 SOCIALIZATION 66**
With Emphasis on In-Groups and Out-Groups
- 5 SOCIAL STRUCTURE AND SOCIAL INTERACTION 90**
With Emphasis on Transnational Relationships in a Digital Age
- 6 FORMAL ORGANIZATIONS 106**
With Emphasis on Industrial Food
- 7 DEVIANCE, CONFORMITY, AND SOCIAL CONTROL 126**
With Emphasis on Mass Surveillance
- 8 SOCIAL INEQUALITY 150**
With Emphasis on Social Mobility
- 9 RACE 170**
With Emphasis on Social Construction
- 10 GENDER AND SEXUALITIES 198**
With Emphasis on Gender Ideals
- 11 ECONOMICS AND POLITICS 222**
With Emphasis on India and Its IT Professionals
- 12 FAMILY 248**
With Emphasis on the Aging Societies
- 13 EDUCATION 272**
With Emphasis on Social Reproduction in a Knowledge Economy
- 14 RELIGION 296**
With Emphasis on Religion as a Transnational Force
- 15 POPULATION AND HEALTH CARE 316**
With Emphasis on the U.S. Health-Care System
- 16 SOCIAL CHANGE 342**
With Emphasis on Changing Environment

CONTENTS

1 THE SOCIOLOGICAL IMAGINATION 2 With Emphasis on Globalization and Glocalization



- The Sociological Imagination: 4
 Troubles and Issues: 4
- The Industrial Revolution and Emergence of Sociology: 8
 - Auguste Comte (1788–1857): 10
 - Ernst Meier (1818–1894): 11
 - Emile Durkheim (1858–1917): 12
 - Max Weber (1864–1920): 14
 - W.E.B. DuBois (1868–1963): 15
 - Jane Addams (1860–1935): 17
- The Importance of a Global Perspective: 18
- Why Study Sociology?: 23
- Summary of Core Concepts: 20**
 - No Borders, No Boundaries:** The Globalization and Glocalization of Online Casinos: 4
 - Sociological Imagination:** Seeing the Connection between Global and Local: 6
 - Sociological Imagination:** Mobile Phone Banking in India: 18
 - Sociological Imagination:** Careers in Sociology: 20

2 SOCIOLOGICAL PERSPECTIVES AND METHODS OF RESEARCH 24 With Emphasis on Socially Assistive Robots

- Functionalist Perspective: 26
 - Manifest and Latent Functions: 26
 - Manifest and Latent Dysfunctions: 29

- The Functionalist Perspective on Socially Assistive Robots: 29
 - Manifest and Latent Functions of SARRs: 29
 - Manifest and Latent Dysfunctions of SARRs: 30
- Conflict Perspective: 30
 - The Conflict Perspective on Socially Assistive Robots: 31
- Symbolic Interactionist Perspective: 31
 - Self-awareness: 32
 - Shared Symbols: 34
 - Negotiated Order: 34
 - The Symbolic Interactionist Perspective on Socially Assistive Robots: 33
 - Critique of Three Sociological Theories: 37
- The Methods of Social Research: 35
 - Establishing a Research Question/Reviewing the Literature: 35
 - Choosing a Research Design: 36
 - Specifying Variables and Operational Definitions: 38
 - Hypotheses: 40
 - Collecting and Analyzing the Data: 41
 - Drawing Conclusions: 42

Summary of Core Concepts: 43

- Sociological Imagination:** Human Rights, Robotic Limbs: 16
- No Borders, No Boundaries:** Distribution of Industrial Robots by Region and Leading Countries: 17
- No Borders, No Boundaries:** Five Countries with Greatest Number and Percentage of People Age 65 and Over: 17



3 CULTURE 46

With Emphasis on Transcultural Encounters and Exchanges



- Defining and Describing Cultures 48
- Components of Culture 49
 - Beliefs 49
 - Values 49
 - Norms 50
 - Symbols 51
- The Role of Geographical and Historical Forces 52
- Culture as a Tool for the Problems of Living 54
- The Transmission of Culture 56
 - The Role of Language 56
 - The Importance of Individual Experiences 57
- Transcultural Diffusion 57
 - Ethnocentrism 60
 - Cultural Relativism 61
- Subcultures 61
- Summary of Core Concepts 63**
- No Borders, No Boundaries** Countries Where the Song “Gangnam Style” Topped Music Charts 48
- Sociological Imagination** Transcultural Relationships 53
- No Borders, No Boundaries** The Korean Wave 59
- No Borders, No Boundaries** U.S. Military Presence in 140 Countries 63

4 SOCIALIZATION 66

With Emphasis on In-Groups and Out-Groups

- Socialization 73
- The Importance of Social Contact 74
 - Cases of Less Extreme Isolation 74
 - Children of the Holocaust 75
- Individual and Collective Memory 75
- Development of the Social Self 77
 - Role-Taking 77
 - The Importance of Symbols to Role-Taking 78
 - The Looking-Glass Self 79

- Cognitive Development 80
- Agents of Socialization 81
 - Primary Groups as Agents of Socialization 81
 - Mass and Social Media 83
- Socialization Across the Life Cycle 84
 - Stages 1 through 3 (Infancy, Toddler, Preschool) 84
 - Stage 4 (Ages 6 to 12) 84
 - Stage 5 (Adolescence) 84
 - Stage 6 (Young Adulthood) 85
 - Stage 7 (Middle Age) 85
 - Stage 8 (Old Age) 85
- Resocialization 86
 - Voluntary versus Imposed Resocialization 86

Summary of Core Concepts 87

No Borders, No Boundaries Countries with Ongoing Insurgencies, Civil War, and Other Violent Conflicts 68

Sociological Imagination In-Group and Out-Group Dynamics 69

Sociological Imagination The Looking-Glass Self Applied to Israeli Soldiers 80



5 SOCIAL STRUCTURE AND SOCIAL INTERACTION 90

With Emphasis on Transnational Relationships in a Digital Age

- Social Structure 91
 - Status 93
 - Role 94
 - Groups 95
 - Institutions 96
- Social Networks 98
- The Importance of Weak Ties 99
- The Dramaturgical Model of Social Interaction 100
 - Managing Impressions 101
 - Front and Back Stage 101
 - Managing Emotions at Work 102
 - Emotion Work 102
 - Emotional Labor in a Digital Age 104

Summary of Core Concepts 104**Sociological Imagination** The Power of Institutionalization 97**No Borders, No Boundaries** Small World Theory 100**6 FORMAL ORGANIZATIONS 106****With Emphasis on Industrial Food**

Formal Organizations 108

The Concept of Bureaucracy 109

Formal and Informal Dimensions 110

Rationalization 110

The McDonaldisation of Society 111

The Drive for Profit 113

Transnational and Global Corporations 115

Consequences of Instrumental-Rational Action 120

Trained Incapacity 120

Statistical Records of Performance 121

Oligarchy 121

Expert Knowledge and Responsibility 122

Alienation 123

Summary of Core Concepts 124**Sociological Imagination** Profile of Fast Food Service Workers 113**No Borders, No Boundaries** Countries without McDonald's 114**No Borders, No Boundaries** Transnational Corporations Considered Leaders in Industrial Food System 116**7 DEVIANCE, CONFORMITY, AND SOCIAL CONTROL 126****With Emphasis on Mass Surveillance**

Deviance, Conformity, and Social Control 128

Deviance: The Violation of Norms 129

Censorship and Surveillance as Mechanisms of Control 130

The Disciplinary Society 131

Sanctions as Mechanisms of Social Control 132

The Functionalist Perspective 134

Labeling Theory 135

The Falsely Accused 136

The Status of Deviant 138

Obedience to Authority 138

The Constructionist Approach 140

Structural Strain Theory 143

Structural Strain and Responses to Surveillance 144

Differential Association and Opportunities 146

Summary of Core Concepts 148**No Borders, No Boundaries** Surveillance as a Global Business 128**No Borders, No Boundaries** Ten Countries with the Highest Incarceration Rates in the World 133**Sociological Imagination** Obedience to Authority 141**Sociological Imagination** The Pervasiveness of Surveillance 145**8 SOCIAL INEQUALITY 150****With Emphasis on Social Mobility**

Social Mobility in the United States 151

Chance, Choice, and Context 153

Cultural Capital 155

Explaining Inequality 157

Functionalist View of Social Inequality 157

A Conflict View of Social Inequality 159

- A Symbolic-Interactionist View of Social Inequality 160
- What Factors Determine Social Class? 161
 - Marx and Social Class 161
 - Weber and Social Class 162
- Unearned “Failures” 163
 - Economic Restructuring 164
 - Creative Destruction and Turbulent Unpredictability 164
 - Structural “Need” for Poverty-Wage Labor 165
 - Fueling Economic Growth through Debt 167

Summary of Core Concepts 168

Sociological Imagination The Three Dimensions of Cultural Capital 156

Sociological Imagination How Should Wealth Be Distributed in the United States? 160

Sociological Imagination The Personal Experience of Economic Restructuring 166



- The Foreign-Born Population 179
 - U.S. Immigration Policy 180
 - Brazilian Immigration Policy 182
- The Consequences of Racial and Ethnic Classification 182
 - Minority Groups 182
- Assimilation 184
 - Absorption Assimilation 184
 - Melting Pot Assimilation 186
- Enforcing Inequality and Differences 186
 - Racism 187
 - Prejudice, Stereotyping, and Discrimination 188
 - Discrimination 189
 - Individual versus Institutionalized Discrimination 189
- When Does Race Matter? 193
 - Patterns of Mixed Contact 194
 - Responses to Stigmatization 194

Summary of Core Concepts 195

No Borders, No Boundaries The Global Skin-Lightening Market 172

Sociological Imagination Learning to See Race 175

Sociological Imagination Selective Forgetting and Remembering 177

No Borders, No Boundaries Largest Immigrant Groups to the United States 180

No Borders, No Boundaries Largest Immigrant Groups to Brazil, 1550 to Present 181

9 RACE 170
With Emphasis on Social Construction



- Race 171
- Racial Classification in the United States and Brazil 174
 - U.S. Racial Categories 174
 - Brazilian Racial Categories 175
- Ethnicity 176
 - Involuntary Ethnicity 178
 - Dominant Group Ethnic Identity 178
 - Chance, Context, and Choice 179

10 GENDER AND SEXUALITIES 198
With Emphasis on Gender Ideals



- Distinguishing Sex and Gender 200
 - Sex as a Biological Concept 200
 - Gender as a Social Construct 201
 - Gender Polarization 204
 - Other Genders 205
 - Sexuality 206
- Gender Expectations: Learned and Imposed 208
 - Socialization 208
 - Socialization of Samoan Boys 209

- Commercialization of Gender Ideals 210
- Structural Constraints 211
- Gender Inequality 212
 - The Global-Scale Subordination of Women 214
- Sexism 215
 - The Feminist Response 216
 - Intersectionality 218

Summary of Core Concepts 220

No Borders, No Boundaries Countries in Which Estée Lauder Offices Are Located 200

Sociological Imagination Historic Events That Opened Opportunities for Women 217

11 ECONOMICS AND POLITICS 222

With Emphasis on India and Its IT Professionals

The Economy 224

Types of Societies 224

- Hunting-and-Gathering Societies 225
- Pastoral and Horticultural Societies 226
- Agrarian Societies 226
- Industrial Societies 227
- Postindustrial Societies 229

Major Economic Systems 230

- Capitalism 230
- Socialism 231
- World System Theory 232

Two Economies Compared 234

- GDP of India and United States 235
- Union Membership 236
- Relative Importance of Agriculture, Manufacturing, and Service Sectors 236
- Unemployment 237
- Outsourcing 237

Power and Authority 238

Forms of Government 240



- Democracy 240
- Totalitarianism 241
- Authoritarianism 241
- Theocracy 241

Power-Sharing Models 242

- The Power Elite 242
- Pluralist Models 243
- Imperialism and Related Concepts 244
- Is the United States an Imperialistic Power? 244

Summary of Core Concepts 245

No Borders, No Boundaries Infosys Global Presence 224

No Borders, No Boundaries World Map of the British Empire and Commonwealth 228

Sociological Imagination Can GDP Measure Economic Success? 235

Sociological Imagination Mohandas Gandhi 239

12 FAMILY 248

With Emphasis on the Aging Societies

Defining Family 250

- Kinship 251
- Membership 251
- Legal Recognition 252

Functionalist View of Family Life 252

Conflict View of Family Life 253

- Social Inequality 253
- Reproductive Work 254
- Maintain and Foster Social Divisions 254

Family Structures and Composition 255

- Childbearing Experiences 255
- Japan: Family Life in an Aging Society 256
- Afghanistan's Family Structure 258
- Family Life in the United States 259

Triggers of Change 261

- Fundamental Shifts in the Economy 261
- Decline in Parental Authority 263
- The State of the Economy 264
- Dramatic Increases in Life Expectancy 264
- The Economic Status of Children 265

Caregiving 266

- Feminist Theory Applied to Caregiving 267

Summary of Core Concepts 269

No Borders, No Boundaries Percentage of Population Age 65 and Older 250

Sociological Imagination Who Needs Care? 267



13 EDUCATION 272

With Emphasis on Social Reproduction in a Knowledge Economy

Perspectives on Education 275

- Functionalist Perspective 276
- The Conflict Perspective 277
- Symbolic Interaction Perspective 278
- Social Reproduction 280
- Racial Inequalities: Then and Now 282

Mechanisms of Social Reproduction 284

- Tracking 284
- Self-Fulfilling Prophecies 285
- Peer Groups 286

The College Experience 288

- Who Goes to College? 288
- Rewards and Costs Associated with Higher Education 288
- Paying for Higher Education 288
- Student Debt after College 289
- The Rise of the Credential Society 290
- The Experience of College 291

Summary of Core Concepts 293

No Borders, No Boundaries Which Countries Produce the Best Readers? 274

Sociological Imagination Lessons Conveyed Through Hidden Curriculum 279

No Borders, No Boundaries Study Abroad Destinations 292



14 RELIGION 296

With Emphasis on Religion as a Transnational Force

Essential Characteristics of Religion 298

- Beliefs about the Sacred 298
- Sacramental, Prophetic, and Mystical Religions 299
- Rituals 301
- Community of Worshippers 301

Civil Religion 305

The Functionalist Perspective 307
Society as the Object of Worship 307

The Conflict Perspective 308
The Interplay between Economics and Religion 310

Secularization and Fundamentalism 311
The Complexity of Fundamentalism 311
Islamic Activism 312

Summary of Core Concepts 314

No Borders, No Boundaries “An Intensely Religious World” 298

No Borders, No Boundaries Major Religions of the World 303

Sociological Imagination Civil Religion in Times of War 306

Sociological Imagination Personal Images of Jesus 308

No Borders, No Boundaries The Arab Spring 313



15 POPULATION AND HEALTH CARE 316

With Emphasis on the U.S. Health Care System

Demographic Pressures on Health Care Systems 317

- Births 317
- Deaths 319
- Migration 319

Patterns of Health and Disease 321
The Demographic Transition 324

Explaining Extreme Health Inequalities 328
Modernization Theory 328
Dependency Theory 329

The U.S. System of Health Care 331

Social Construction of Disease and Illness 334
The Case of HIV/AIDS 334
Impairment versus Disability 336
Medicalization 337

Summary of Core Concepts 340

No Borders, No Boundaries Top Six Countries “Exporting” Registered Nurses to the United States 318

No Borders, No Boundaries Physician Brain Drain 320

Sociological Imagination Population Pyramids as Indicators of Health Care Needs and Pressures 322

No Borders, No Boundaries Independence from Colonial Power 330



16 SOCIAL CHANGE 342

With Emphasis on Changing Environment

Social Change 343

What Has Changed? 345

Industrialization 345

Globalization 346

Rationalization 346

The McDonaldisation of Society 346

Urbanization 348

The Information Explosion 348

What Factors Trigger Change? 349

Innovations 349

Revolutionary Ideas 351

Conflict 352

The Pursuit of Profit 352

Social Movements 353

What Are the Consequences of Change? 355

How Are People of Greenland Experiencing Climate Change? (Chapter 1) 355

How Do Sociologists Frame a Discussion about the Effects of Changing Climate on Greenland? (Chapter 2) 356

How Is the Culture of Greenland's Inuit and of Other Arctic Peoples Changing Because of Climate Change? (Chapter 3) 357

How Does Varying Experience with the Effects of Climate Change Influence In-Group and Out-Group Dynamics? (Chapter 4) 357

What Social Forces Push and Pull Greenlanders into Transnational Relationships with People Who Live in Other Countries? (Chapter 5) 358

Because of Climate Change, What New Formal Organizations Have Emerged in Greenland? (Chapter 6) 359

How Are Changing Conceptions of Deviance Complicating Greenland Inuit Efforts to Accommodate Increased Tourism? (Chapter 7) 359

How Is the Changing Climate Affecting Access to Valued Resources in Greenland and Elsewhere? (Chapter 8) 359

What Is the Racial and Ethnic Composition of Greenland? In What Way, If Any, Does Changing Climate Benefit Some Racial/Ethnic Categories and Disadvantage Others? (Chapter 9) 360

What Is the Sex Composition of Greenland? How Might It Be Affected by the Changing Climate? (Chapter 10) 360

As Temperatures Warm, Making Greenland and Its Resources More Accessible, How Is This Change Affecting the Country's Relationships with Foreign Powers? (Chapter 11) 360

How Might the Changing Climate Affect Greenland's Fertility Rate? (Chapter 12) 361

What Are Formal and Informal Ways People Come to Learn about Greenland and Its Changing Climate? (Chapter 13) 362

How Is Religion Affecting Response to the Changing Climate in Greenland? (Chapter 14) 362

How Does Changing Climate Directly or Indirectly Affect the Size of Greenland's Population? (Chapter 15) 363

Summary of Core Concepts 363

No Borders, No Boundaries Human Dependency on Fossil Fuels 344

Sociological Imagination What Is a Hydrocarbon Society? 347

Sociological Imagination Cultural Change in the Arctic 357



Key Concepts 366

References 377

Index 399

BOXES

Sociological Imagination

- Seeing the Connection between Global and Local 6
- Mobile Phone Banking in India 18
- Careers in Sociology 20
- Human Brains, Robotic Limbs 26
- Transcultural Relationships 53
- In-Group and Out-Group Dynamics 69
- The Looking-Glass Self Applied to Israeli Soldiers 80
- The Power of Institutionalization 97
- Profile of Fast Food Service Workers 113
- Obedience to Authority 141
- The Pervasiveness of Surveillance 145
- The Three Dimensions of Cultural Capital 156
- How Should Wealth Be Distributed in the United States? 160
- The Personal Experience of Economic Restructuring 166
- Learning to See Race 175
- Selective Forgetting and Remembering 177
- Historic Events That Opened Opportunities for Women 217
- Can GDP Measure Economic Success? 235
- Mohandas Gandhi 239
- Who Needs Care? 267
- Lessons Conveyed Through Hidden Curriculum 279
- Civil Religion in Times of War 306
- Personal Images of Jesus 308
- Population Pyramids as Indicators of Health Care Needs and Pressures 322
- What is a Hydrocarbon Society? 347
- Cultural Change in the Arctic 357

No Borders, No Boundaries

- The Globalization and Glocalization of Oreo Cookies 4
- Distribution of Industrial Robots by Region and Leading Countries 27

- Five Countries with Greatest Number and Percentage of People Age 65 and Over 32
- Countries Where the Song “Gangnam Style” Topped Music Charts 48
- The Korean Wave 59
- U.S. Military Presence in 140 Countries 63
- Countries with Ongoing Insurgencies, Civil War, and Other Violent Conflicts 68
- Small World Theory 100
- Countries without McDonald’s 114
- Transnational Corporations Considered Leaders in Industrial Food System 116
- Surveillance as a Global Business 128
- Ten Countries with the Highest Incarceration Rates in the World 133
- The Global Skin-Lightening Market 172
- Largest Immigrant Groups to the United States 180
- Largest Immigrant Groups to Brazil, 1550 to Present 181
- Countries in Which Estée Lauder Offices Are Located 200
- Infosys Global Presence 224
- World Map of the British Empire and Commonwealth 228
- Percentage of Population Age 65 and Older 250
- Which Countries Produce the Best Readers? 274
- Study Abroad Destinations 292
- “An Intensely Religious World” 298
- Major Religions of the World 303
- The Arab Spring 313
- Top Six Countries “Exporting” Registered Nurses to the United States 318
- Physician Brain Drain 320
- Independence from Colonial Power 330
- Human Dependency on Fossil Fuels 344

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.

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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.

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

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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).

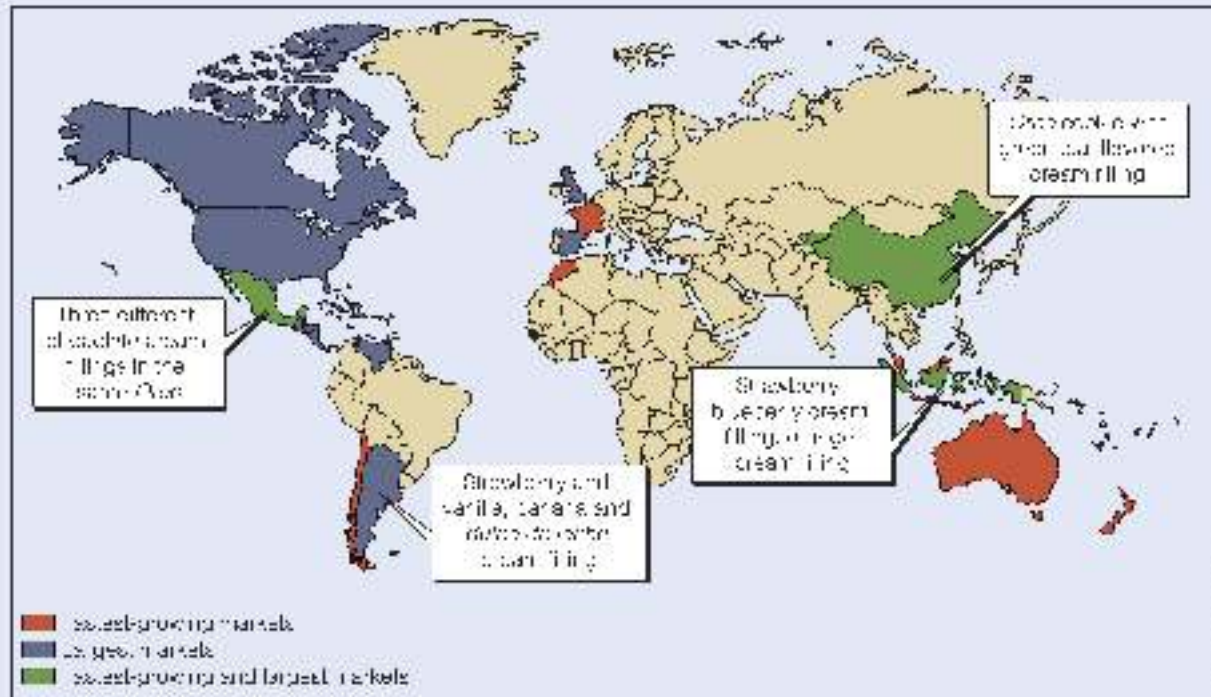


FIGURE 1.1 Countries with Largest- and Fastest-Growing Markets for Oreo Cookies
Source: Data: Kraft Foods (2012)

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

The Sociological Imagination

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

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

biography 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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