

# Sociology *Structure and Change*

First Edition Update

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Whenever I talk with colleagues about engaging introductory sociology students, we consistently come back to the same issue: Students struggle to see how social structure affects both their lives and the lives of others. Because U.S. society focuses on the individual and individual responsibility, students do not often arrive in class with an analysis of how society shapes, molds, and has the power to influence people. Many students come into the class echoing the familiar American ideology that individual choice and hard work are all that matter in society, and everyone can prosper. They cite a few well-known examples where this has happened successfully but fail to see the survivorship bias and cultural leanings that have promoted the outliers. If we are successful at teaching social structure and its effects on us, however, we often reach another hurdle: It is easy for students to become despondent over what they can do about it. Many years ago a student came to me to say that the class helped her to see just how much power social structure has to shape and influence lives, and she understood inequities in society better, but what, exactly, could she do about it? Like this student, countless others have shared with me that they feel overwhelmed by what they learn and are not sure what they can do to exert some sort of agency—and in some cases, change—on the world.

The ability to analyze social structure and exert agency in response to that structure are among the most challenging sociological skills to teach. C. Wright Mills focused greatly on the importance of teaching what he termed the “sociological imagination,” a form of critical thinking that refers to an awareness of the relationship between an individual and the larger society. Students often enter introductory classes without an understanding of how the larger social world shapes their day-to-day experiences; they additionally are challenged when they must think through ways to engage with and influence that social world. My goal for *Sociology: Structure and Change* is to facilitate student learning in these two distinct areas, so that students successfully learn about social structure but are simultaneously empowered to exert agency to influence that structure. My hope is that this book not only teaches students how to think sociologically, but also how to *practice* sociology. By doing so, students can leave their introductory class with a better sense of how their world shapes them and how they in turn can shape the world.

## Teaching Social Structure While Supporting Agency

The term “social structure” is frequently used by sociologists but is surprisingly seldom well-defined. Structure refers to the fixed and enduring part of the social landscape that as Durkheim points out, shapes and helps to determine the ways in which individuals and groups act, think, and feel. For example, laws against interracial marriage—miscegenation laws—existed for hundreds of years and influenced how many people thought and felt about such unions: They were legally prohibited and therefore wrong.

The sociological concept of structure also accounts for the role of social institutions—such as the government, religion, education, family, and media—in creating, reproducing, enforcing, and sometimes contesting societal norms and the social order. As an example, institutions prohibited women from voting until 1920 when after much struggle the 19th Amendment was passed.

To be sure, structure is an element of sociology that can be challenging to teach, especially when students are inundated with mass-produced information and a national ideology that stresses individualism, free will, and personal choice. Students therefore struggle to think critically about the world around them. Many fall back on knee-jerk explanations that homeless people simply “choose” not to get a job, or “choose” addictions. Or they rationalize that there are more African Americans and Latinos/as in prison because they “commit more crimes.” Yet as they learn about institutionalized discrimination and structural inequality—as the course materials compel them to rethink and reexamine core values and principles such as equality, justice, fairness, and compassion—students *can and will* gain the skills necessary to become sociological thinkers. While they may not remember all the specifics of sociological concepts, they learn that social phenomena are manifestations of social institutions and as a result become more reflective and deliberative about their own conclusions.

With these realities in mind, this program’s emphasis on structure helps instructors accomplish two core learning outcomes:

- First, *Sociology: Structure and Change* helps students become better sociological—and therefore, analytical—thinkers who understand the ways in which our world is socially constructed and how it is often enhanced or constrained by that structure. This is a running theme in the text and is also emphasized in the **Structure Matters** examples in each chapter. Students are confronted with examples of social structure ranging from their day-to-day lives—such as the influence of socialization on their behaviors and decisions—to the relationship of social structure to higher-level social issues, including institutional racism, environmental justice, and medicine and aging. By connecting course topics to larger changes in institutional patterns and practices, this approach stresses the interconnectedness of social phenomena and the influence of social forces on individuals. For example, in Chapter 10, we explore how social structure has historically contributed to why people live where they live in the United States. Students are presented with an introduction and then are given several possible explanations of why people of color disproportionately live in poor urban neighborhoods. As they work through the activity, students are able to examine the fixed and enduring social landscape and changes to social structures over time.
- Second, *Sociology: Structure and Change* demonstrates for students that despite the power of social forces, they can be agents of change. This empowers students to become active agents in the world. If there’s anything we want our introductory students to leave our classrooms with, it’s the sense that they can have a positive influence on the world. This program builds that sense of agency in students in two core ways. First, it follows Michael Burawoy’s call for a focus on public sociology in which, in a spirit of mutual education, it encourages students to interact and converse with others in student organizations, discussion boards and social media sites, community centers, nonprofit organizations and homeless shelters, with union representatives or people in neighborhood associations, and with their chamber of commerce, church, or local politician’s office. Second, it takes inspiration from Burawoy’s additional challenge: developing new methods for teaching sociology that allow students to engage in the discipline from where they are, thus valuing their lived experiences rather than viewing them as empty vessels into which we pour our knowledge.

Both methodologies of social engagement are facilitated via **What Have Others Done?** interactive sections in each chapter. These provide students with real-world examples of how people have engaged in social change (via small, local actions or broader

attempts to combat larger issues). In Chapter 12, for example, we profile a group called “Moms Rising,” and discuss their evolution from a few moms who came together to discuss childcare issues, to a group of more than 1 million members strong that address an array of concerns, from pay equity for women, to affordable childcare, to getting companies to adopt paid family leave policies and paid sick days. In addition, every chapter concludes with a brief section titled **What Can You Do?** To compel and empower students to become more active learners, these concluding sections provide ideas about how readers can use sociological concepts and theories to have informed dialogues with people outside of the classroom—about issues raised in the chapter—or become more actively engaged in their social environment at the highest level at which they are comfortable. We want students to not only feel like they can make a difference, but also take tangible steps toward truly getting involved in their social world.

## Revel™

*Sociology: Structure and Change* was built from the ground up as a digital program for Revel. Revel™ is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the 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 at [www.pearson.com/revel](http://www.pearson.com/revel).

## Revel™ for *Sociology: Structure and Change*

Digital content affords us learning experiences that simply cannot be replicated in print, and the learning data it can generate is a necessary piece in helping us to determine whether we are achieving our goals as instructors. Through Revel, we can now support new kinds of learning opportunities, like getting students interacting with data to help them develop their quantitative literacy skills, creating more frequent and meaningful learner-to-learner interactions outside of the classroom, and giving students more transparent progress and performance indicators as they read. Rather than isolate learning resources like reading, videos, data exercises, and assessment in their own silos, they can now be integrated into one cohesive reading experience. As our approach to teaching sociology continues to evolve, so must our tools. This is just the beginning of digital content in sociology, and I hope you agree that the future is bright.

Some of the particularly exciting Revel highlights of *Sociology: Structure and Change* include the following:

- **Trending Now** current event updates at the end of each chapter feature author-written articles, which I will update twice a year, that put current events into the context of sociology. These updates will often highlight examples from the news of individuals acting as agents of change.
- **Pearson Originals** 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.

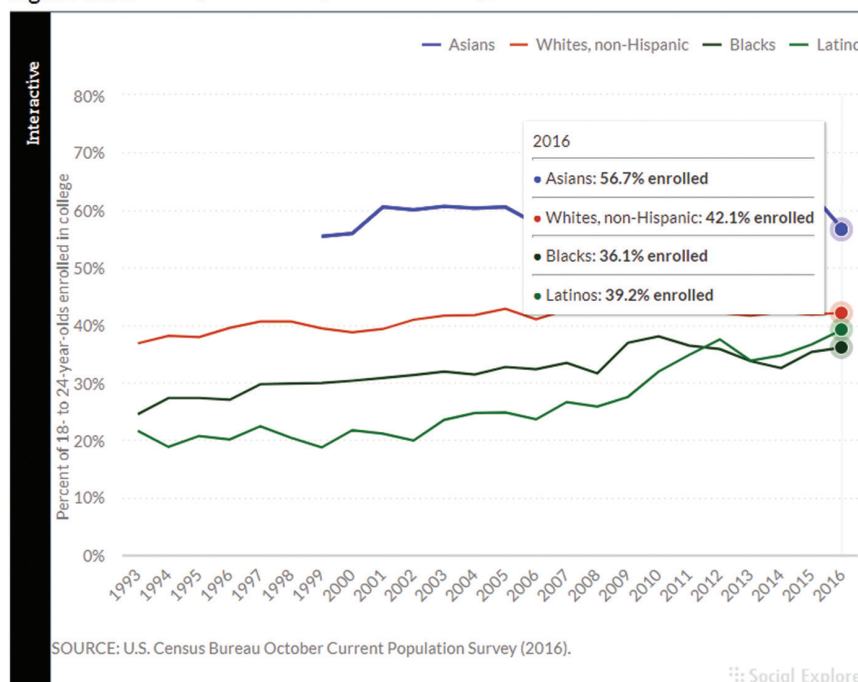


Undocumented in America: Viviana's story



- **Social Explorer** data visualizations are integrated throughout *Sociology: Structure and Change*, showing students sociology does not rely on popular common-sense explanations of society but rather employs a scientific method supported by empirical research. Utilizing this data visualization program, we strive to increase data literacy by exposing students to interactive map, chart, and survey data to help readers use sociological reasoning to form conclusions about how social structure can influence individuals in society. **Social Explorer** personalizes key course materials (using graphs, maps, and other infographics) with data from specific locations, giving students opportunities to explore how the trends they are learning about impact them on a local level. They can view statistics and trends, such as unemployment rate and demographic shifts, for their town or county, and compare this data with other parts of the world. Students can also analyze maps at different points in time, or in comparison to one another, to easily identify how trends emerge, grow, and wane geographically. By providing intuitive tools for students to use when working with data, we can improve their quantitative literacy skills and drive them to seek evidence-based explanations to social phenomena.

**Figure 13.10** College Enrollment by Race and Ethnicity, 18 – 24 Year Olds





- **Integrated Writing Opportunities** are included to help students reason and write more clearly. Each chapter offers two varieties of writing prompts:
  - **Journal prompts** embedded within the narrative are intended to develop and assess concept mastery, reflection, and critical thinking.

Journal Prompt 10.1

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In what ways has society changed in regard to racism and racial inequality? In considering what the speakers in the video say, in what ways has society remained the same in regards to racism and racial inequality?

The response entered here will appear in the performance dashboard and can be viewed by your instructor.

- **Shared writing prompts** following the **What Can You Do?** conclusion sections allow students to share ideas on social change and foster classroom community.

Worth 20 Points ⓘ

Choose an institution discussed in this chapter. It could be the family, education, mass media, government, economy, or even religion. Then, choose a social issue related to that institution. It could be, for example, high rates of abuse in families, images of girls and women versus boys and men in the media (and how those images influence us), or lack of adequate supplies for students in schools in poor neighborhoods. What are two or three possible ways to solve that problem or issue? What resources might be needed to solve the problem? How might you educate others about the issue?

A minimum number of characters is required to post and earn points. After posting, your response can be viewed by your class and instructor, and you can participate in the class discussion.

0 characters | 140 minimum

- **Assessments** tied to primary chapter sections, as well as full chapter exams, allow instructors and students to track progress and get immediate feedback.
- The **Resources** folder within Revel contains the content of the Current Events Bulletins and links to the Pearson Originals.

## What's New in the 2021 Updated Edition?

**New! All the Data** There are nearly 200 interactive data visualizations in *Sociology: Structure and Change*, and nearly all have been updated with the latest available data. Additionally, narrative updates have been made throughout the book so that real-world social, political, and cultural examples are as current as possible.

**Updated! Trending Now** Found at the end of each chapter, these current event updates feature articles written by Jodie Lawston that put current events into the context of sociology. These articles are updated twice a year and highlight examples from the news of individuals acting as agents of change, such as when 25 McDonald's employees—supported by the ACLU and Time's Up Legal Defense Fund—filed sexual harassment complaints against the company in 2019, highlighting what they describe to be widespread sexual harassment and assault in corporate headquarters and twenty stores across the nation.

## New and Updated Material by Chapter

### Chapter 1: Introduction to Sociology

- Updated chapter introduction to feature ASA 2019 award-winning sociologists Nicole Gonzalez Van Cleve and Joe Feagin.
- Updated Structure Matters feature on the increase of U.S. jobs lost to outsourcing during the Trump presidency.

### Chapter 2: Sociological Research

- Updated interactive graph showing presidential approval ratings through 2019.
- Updated interactive graph tracking American views on the legalization of marijuana.
- New discussion of Nicole Gonzalez Van Cleve's book *Crook County: Racism and Injustice in America's Criminal Court* (2016), which uses field research to explore racial abuses within the Chicago–Cook County court system, particularly against black and Latino/a defendants.
- New discussion of sociologist Ashley Mears's work drawing on her years as a fashion model and training as a sociologist to conduct field research in the form of observations—and interviews with male and female models, agents, clients, photographers, and others in the industry—to examine the economics and politics behind modeling and the fashion industry.

### Chapter 3: Culture

- Updated chapter introduction with the latest on DACA and immigration.
- Expanded discussion of dominant culture.
- Updated data on social media use.
- New coverage of Pierre Bourdieu and cultural capital.

### Chapter 5: Social Structure and Interaction

- Updated explorable map on mobile phones and driving.
- New example of a public figure being scrutinized for backstage behavior that is in contrast with the individual's public image (Virginia governor, Ralph Northam, who made headlines in 2019 when a yearbook photo of him dressed in blackface with a friend posed in a Ku Klux Klan robe).

### Chapter 6: Groups and Organizations

- New chapter introduction that focuses on the organizational structure of the company Salesforce.

### Chapter 7: Deviance, Crime, and Social Control

- Updated crime statistics in narrative and interactive graph.
- Updated explorable U.S. map on legalization of marijuana by state.
- Updated research and data on hate crimes in narrative and interactive graph.
- Expanded discussion of formal and informal social control.
- Updated graph showing incarceration rates around the world.
- Updated graphs showing latest data on U.S. prison population, including an examination of race and ethnicity.
- Updated data on income and incarceration and drug laws and incarceration rates.

**Chapter 8: Social Class Stratification in the United States**

- Updated chapter introduction on the minimum wage in the United States.
- Updated discussion and interactive graph exploring human trafficking and modern day slavery.
- Updated discussion of income inequality in the United States and pay ratios between CEOs and workers.
- Updated explorable graph examining weekly earnings in wage and salary positions by gender, race, and ethnicity.
- Updated discussion of wealth inequality in the United States.
- Updated explorable graph examining poverty by selected variables.

**Chapter 9: Global Stratification**

- Updated data on number of individuals worldwide involved in slavery today.
- Updated data on gross national income per capita, around the world.
- Updated data visualizations showing numbers of people in absolute poverty and share of the world living in absolute poverty, by region.
- Updated discussion with more recent Gini Index numbers for select countries.
- Updated data visualizations showing global infant mortality and life expectancy rates.
- Updated, explorable world map showing percentages of population experiencing hunger.

**Chapter 10: Race and Ethnicity**

- Updated discussion of ethnic groups as the target of hate groups to include mention of Tree of Life mass shooting in a Pittsburgh synagogue.
- Updated data on hate group membership in the United States.
- Updated discussion and examples surrounding color-blind racism.
- Updated data and discussion of racial stratification in the United States by income, poverty, and wealth.

**Chapter 11: Gender and Sexuality**

- Expanded coverage of the risks of intersex surgeries.
- Updated data visualizations showing the gender distribution of bachelor's degrees in STEM fields and the percentage of overall degrees earned by gender.
- Expanded and updated narrative discussion of mass media and gender socialization.
- Updated narrative discussion of Title IX and girls' participation in sports.
- Updated data visualization showing select occupations by gender.
- Updated discussion of gender and unpaid labor in the home.
- Discussion of gender and politics updated to reflect 2018 midterm elections.
- Expanded and updated discussion of Trump administration ban on transgender individuals in the military.
- Updated explorable map showing housing discrimination laws by state based on sexual orientation.
- Updated discussion of the challenges LGBTQ+ people encounter when seeking healthcare.

**Chapter 12: Family and Intimate Relationships**

- Updated data visualization on age of first marriage.
- Updated data on rates of cohabitation in the United States.

- Updated data visualizations showing births to unmarried women over time in the United States and teen pregnancies by race and ethnicity.
- Updated data visualization showing crude divorce rates in selected countries.

### Chapter 13: Education

- Updated discussion of student loan debt in the United States.
- New research on gender differences in standardized testing performance.
- Updated discussion and data on public school funding per student, by state.
- Updated discussion and data on school dropout rates by gender, race, and ethnicity.
- Updated discussion and data visualization on racial segregation in public schools.
- Updated discussion of school vouchers.
- Updated data visualization on costs of higher education.

### Chapter 15: The Economy and Work

- New discussion of 2019 renegotiation of NAFTA.
- Updated data visualizations on U.S. unemployment rates and median weekly earnings by race, ethnicity, and gender.
- Updated discussion of workforce discrimination faced by transgender individuals.

### Chapter 16: Politics and Government

- Narrative updates and revised images to reflect 2018 midterm elections throughout chapter.
- New chapter introduction focusing on the historic number of women who ran in the 2018 midterms and the many “firsts” resulting from these elections.
- Updated data visualizations on political party identification by different variables.
- Updated interactive map showing efforts to make voter registration accessible around the United States.
- Revised and updated discussion of racial and gender inequality in government.

### Chapter 17: Health, Medicine, and Aging

- Updated data on obesity rates by race and ethnicity.
- Updated data visualizations on leading causes of death for men and women.
- Updated data visualization on life expectancy at birth by sex, race, and Hispanic origin.
- Updated data visualization on infant mortality rates by race and ethnicity.
- Revised and updated discussion of the Affordable Care Act (ACA).
- Updated data visualization on rate of disability by race, ethnicity, and gender.
- Updated data visualization on poverty rates of adults aged 65 and older, by gender, race, and ethnicity.

### Chapter 18: Population, Urbanization, and the Environment

- Updated data visualizations showing the global crude birth rate and global mortality rates over time.
- Revised and updated discussion of natural resource depletion worldwide.

### Chapter 19: Collective Behavior and Social Movements

- Revised and updated chapter opening discussion of recent social movements, to include 2018 and 2019 protests of President Trump’s immigration policies.
- Revised and updated coverage of Time’s Up and #MeToo movements.

## Supplements

- **Test Bank** Evaluate learning at every level. Reviewed by the author for clarity and accuracy, the Test Bank measures this book's learning objectives with 50 multiple choice questions and five essay questions per chapter. You can easily customize the assessment to work in any major learning management system and to match what is covered in your course. Word, PDF, and BlackBoard versions available on the IRC and Respondus versions available upon request from [www.respondus.com](http://www.respondus.com).
- **Pearson MyTEST** This powerful assessment generation program includes all of the questions in the Test Bank. Quizzes and exams can be easily authored and saved online and then printed for classroom use, giving you ultimate flexibility to manage assessments anytime and anywhere. To learn more, visit [www.pearsonhighered.com/mytest](http://www.pearsonhighered.com/mytest).
- **Instructor's Manual** Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor's Manual includes a sample syllabus, dynamic lecture and discussion suggestions, three homework assignments that relate to the content, a list of publisher created videos and links featured in Revel or otherwise pertinent to the topics covered in each chapter, and activities for in or out of class. Available at the Instructor's Resource Center ([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc)).
- **Powerpoint® Slides** In order to support varied teaching styles while making it easy to incorporate dynamic Revel features in class, four sets of PowerPoint presentations are available for this edition: (1) A set of ADA-compliant lecture PowerPoint slides outline each chapter of the text. (2) A set of "art-only" PowerPoint slides feature all static images, figures, graphs, and maps from each chapter of the text. (3) An additional set of the lecture PowerPoint slides includes LiveSlides, which link to each Social Explorer data visualization and interactive map within the Revel product. (4) Finally, a LiveSlides-only PowerPoint deck includes every Social Explorer data visualization and interactive map within the Revel product.

These presentations are available to adopters in electronic formats at the Instructor's Resource Center ([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc)) or in the instructor's Resources folder within the Revel product.



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