

Social Problems

In a Diverse Society

SEVENTH EDITION

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Brief Contents

Preface	xi		
Acknowledgments	xviii		
1 Studying Social Problems in the Twenty-First Century	1	11 The Changing Family	192
2 Wealth and Poverty: U.S. and Global Economic Inequities	18	12 Problems in Education	214
3 Racial and Ethnic Inequality	37	13 Problems in Politics and the Global Economy	234
4 Gender Inequality	57	14 Problems in the Media	254
5 Inequality Based on Age	78	15 Population, Global Inequality, and the Environmental Crisis	269
6 Inequality Based on Sexual Orientation	95	16 Urban Problems	290
7 Prostitution, Pornography, and Sex Trafficking	113	17 Global Social Problems: War and Terrorism	307
8 Alcohol and Other Drugs	130	18 Can Social Problems Be Solved?	323
9 Crime and Criminal Justice	151	Glossary	336
10 Health Care: Problems of Physical and Mental Illness	173	References	341
		Name Index	358
		Subject Index	360



Contents

Preface	xi		
Acknowledgments	xviii		
1 Studying Social Problems in the Twenty-First Century	1		
Using Sociological Insights to Study Social Problems	2		
What Is a Social Problem?	2		
The Sociological Imagination: Bringing Together the Personal and the Social	4		
Box 1.1: Social Problems and Social Policy	5		
Do We Have a Problem? Subjective Awareness and Objective Reality	6		
Box 1.2: Social Media and Social Problems	6		
Using Social Theory to Analyze Social Problems	7		
The Functionalist Perspective	7		
MANIFEST AND LATENT FUNCTIONS 7 • DYSFUNCTIONS AND SOCIAL DISORGANIZATION 8 • APPLYING THE FUNCTIONALIST PERSPECTIVE TO PROBLEMS OF VIOLENCE 8			
The Conflict Perspective	9		
APPLYING THE CONFLICT PERSPECTIVE TO PROBLEMS OF VIOLENCE 10			
The Symbolic Interactionist Perspective	10		
LABELING THEORY AND THE SOCIAL CONSTRUCTION OF REALITY 11 • APPLYING SYMBOLIC INTERACTIONIST PERSPECTIVES TO PROBLEMS OF VIOLENCE 11			
Using Social Research Methods to Study Social Problems	12		
Field Research	12		
Survey Research	12		
Secondary Analysis of Existing Data	13		
Is There a Solution to a Problem Such as Gun Violence?	13		
Functionalist/Conservative Solutions	14		
Conflict/Liberal Solutions	14		
Symbolic Interactionist Solutions	15		
Critique of Our Efforts to Find Solutions	15		
Summary 16 • Key Terms 16 • Questions for Critical Thinking 17			
2 Wealth and Poverty: U.S. and Global Economic Inequities	18		
Wealth and Poverty in Global Perspective	19		
Box 2.1: Social Problems in Global Perspective	21		
Analyzing U.S. Class Inequality	22		
Wealth Versus Income Inequality	23		
Divisions in the U.S. Class Structure	24		
Poverty in the United States	25		
The Poverty Line	25		
Box 2.2: Social Problems and Statistics	25		
Who Are the Poor?	26		
AGE, GENDER, HOUSEHOLD COMPOSITION, AND POVERTY 26 • RACE, ETHNICITY, AND POVERTY 27			
Consequences of Poverty	28		
HEALTH AND NUTRITION 28 • HOUSING 28 • EDUCATION 29			
Social Welfare in the United States	30		
Box 2.3: Social Media and Social Problems	31		
Explanations for Poverty	31		
Is There a Solution to Poverty?	32		
Functionalist/Conservative Solutions to the Problem of Poverty	32		
Conflict/Liberal Solutions to the Problem of Poverty	33		
Symbolic Interactionist Solutions to the Problem of Poverty	33		
Summary 34 • Key Terms 36 • Questions for Critical Thinking 36			
3 Racial and Ethnic Inequality	37		
Racial and Ethnic Inequality as a Social Problem	38		
What Are Race and Ethnicity?	38		
“Official” Racial and Ethnic Classifications	40		
Dominant and Subordinate Groups	40		
Racism, Prejudice, and Discrimination	40		
Box 3.1: Social Problems in Global Perspective	41		
Perspectives on Racial and Ethnic Inequality	42		
Social-Psychological Perspective	43		
Symbolic Interactionist Perspective	43		
Box 3.2: Social Media and Social Problems	43		
Functionalist Perspective	44		
Conflict Perspective	44		
Native Americans (American Indians) and Alaska Natives	45		
Colonized Migration and Genocide	45		
Forced Migration and Americanization	46		
Contemporary Native Americans and Alaska Natives	46		
African Americans	47		
Slavery and the Racial Division of Labor	47		
Segregation and Lynching	47		
Protests and Civil Disobedience	48		
Contemporary African Americans	48		
Latinos/as (Hispanic Americans)	48		
Internal Colonialism and Loss of Land	48		
Migration	49		
Contemporary Latinos/as	49		

vi Contents

Asian Americans, Native Hawaiians, and Pacific Americans	50		
Immigration and Oppression	50		
Internment	51		
Box 3.3: Social Problems and Social Policy	51		
Colonization	52		
Newer Waves of Asian Immigration	52		
Native Hawaiians and Other Pacific Islanders	52		
Contemporary Asian Americans, Native Hawaiians, and Pacific Americans	53		
Is There a Solution to Racial and Ethnic Inequality?	53		
Functionalist/Conservative Solutions to the Problem of Racial and Ethnic Inequality	53		
Conflict/Liberal Solutions to the Problem of Racial and Ethnic Inequality	54		
Symbolic Interactionist Solutions to the Problem of Racial and Ethnic Inequality	54		
Summary 55 • Key Terms 56 • Questions for Critical Thinking 56			
4 Gender Inequality	57		
Gender Inequality as a Social Problem	58		
Defining Sex and Gender	58		
Biological and Social Bases for Gender Roles	58		
Gender Inequality and Socialization	59		
Gender Socialization by Parents	59		
Peers and Gender Socialization	60		
Box 4.1: Critical Thinking and You	61		
Education and Gender Socialization	61		
Sports and Gender Socialization	62		
Box 4.2: Social Problems and Social Policy	63		
Traditional Media, Social Media, and Gender Socialization and Inequality	64		
Box 4.3: Social Media and Social Problems	65		
Contemporary Gender Inequality at Work	65		
The Gendered Division of Paid Work	66		
The Wage Gap	68		
Gender Discrimination and Inequalities in Treatment	69		
Sexual Harassment	69		
The Glass Ceiling	70		
The Double Shift	71		
Perspectives on Gender Inequality	71		
The Symbolic Interactionist Perspective	71		
The Functionalist Perspective	72		
Conflict and Feminist Perspectives	73		
Global Gender Inequality	73		
Is There a Solution to Gender-Related Inequality?	74		
Functionalist/Conservative Solutions to the Problem of Gender Inequality	74		
Conflict/Liberal Solutions to the Problem of Gender Inequality	74		
Symbolic Interactionist Solutions to the Problem of Gender Inequality	75		
			Summary 75 • Key Terms 76 • Questions for Critical Thinking 77
5 Inequality Based on Age		78	
Ageism as a Social Problem		79	
Age-Based Stereotypes		79	
Social Inequality and the Life Course		80	
Childhood		80	
Adolescence and Emerging Adulthood		80	
ADOLESCENCE 81 • EMERGING ADULTHOOD 81			
Box 5.1: Social Media and Social Problems		82	
Young Adulthood		82	
Middle Age		83	
Later Maturity and Old Age		83	
Death and Dying		85	
Problems Associated with Age Stratification		86	
Workplace Discrimination		86	
Retirement and Changing Roles		86	
Health, Illness, and Health Care		87	
Box 5.2: Social Problems and Social Policy		88	
Victimization: Crime and Elder Abuse		89	
Family Problems of Older Persons		89	
Social Isolation		89	
Housing Patterns and Long-Term Care Facilities		90	
Perspectives on Aging and Social Inequality		90	
The Functionalist Perspective		90	
The Symbolic Interactionist Perspective		91	
Conflict and Feminist Perspectives		91	
Is There a Solution to Age-Based Inequality?		92	
Summary 93 • Key Terms 94 • Questions for Critical Thinking 94			
6 Inequality Based on Sexual Orientation		95	
Nature and Extent of Inequality Based on Sexual Orientation		96	
Ideological Bases of Inequality Based on Sexual Orientation		97	
Box 6.1: Social Media and Social Problems		98	
Religion and Sexual Orientation		98	
Law and Sexual Orientation		99	
Discrimination Based on Sexual Orientation		99	
Winning the Fight for Marital Rights		100	
Parental Rights		101	
Discrimination in Housing and Health Care		102	
Housing Discrimination		102	
Discrimination in Medical Care		104	
Discrimination in the Workplace and Military		104	
Workplace Discrimination		104	
Discrimination in the Military		105	
Victimization and Hate Crimes		105	

Box 6.2: Social Problems in Global Perspective	106	Alcohol Consumption, Personal Health, and Family Problems	133
Perspectives on Sexual Orientation and Social Inequality	106	PERSONAL HEALTH PROBLEMS 133 •	
Psychological Perspectives	106	FAMILY PROBLEMS 134	
Symbolic Interactionist Perspectives	107	Alcohol Consumption and Public Problems: Work and Driving Safety	134
Functionalist and Conflict Perspectives	108	Problems in the Workplace	134
Is There a Solution to Inequality Based on Sexual Orientation?	109	Public Safety: Driving and Drinking	135
Functionalist/Conservative Solutions to the Problem	109	Tobacco (Nicotine) Use as a Social Problem	135
Conflict/Liberal Solutions to the Problem	109	Who Is Most Likely to Smoke?	135
Symbolic Interactionist Solutions to the Problem	109	Effects of Smoking	136
Summary 110 • Key Terms 111 • Questions for Critical Thinking 112		Prescription Drugs, Over-the-Counter Drugs, and Caffeine	137
7 Prostitution, Pornography, and Sex Trafficking	113	Prescription Drugs	137
Deviance, the Sex Industry, and Social Problems	114	Over-the-Counter Drugs	137
Prostitution in Global Perspective	115	Caffeine	138
The Global Sex Industry and Human Trafficking	116	Illegal Drug Use and Abuse	138
Box 7.1: Social Problems in Global Perspective	116	Marijuana	139
Health and Safety Aspects of Prostitution	117	Box 8.1: Social Problems and Social Policy	139
Prostitution in the United States	118	Stimulants	140
The Nature of Prostitution	118	COCAINE AND CRACK 140 • AMPHETAMINES AND METHAMPHETAMINES 141	
The Extent of Prostitution	119	Depressants	141
Box 7.2: Social Media and Social Problems	119	Narcotics	142
Prostitution and Age, Class, and Race	120	Box 8.2: Social Media and Social Problems	142
Sociological Perspectives on Prostitution	121	Hallucinogens	143
The Functionalist Perspective	121	Explanations of Drug Abuse	143
The Symbolic Interactionist Perspective	121	Biological Explanations	143
The Conflict Perspective	122	Psychological Explanations	144
Pornography	122	Sociological Explanations	144
The Social Construction of Pornography as a Social Problem	123	THE SYMBOLIC INTERACTIONIST PERSPECTIVE 144 •	
The Nature and Extent of Pornography	123	THE FUNCTIONALIST PERSPECTIVE 144 • THE CONFLICT PERSPECTIVE 145	
Research on Pornography	124	Is There a Solution to Problems Associated with Alcohol and Drug Abuse?	145
Pornography and Age, Gender, Class, and Race	124	Prevention Programs	146
Is There a Solution to Problems Associated with Prostitution, Pornography, and the Sex Industry?	125	Treatment Programs	147
Functionalist/Conservative Solutions	126	The Medical Treatment Model	147
Conflict/Liberal Solutions	126	The Therapeutic Community	147
Symbolic Interactionist Solutions	126	Box 8.3: Critical Thinking and You	148
Summary 127 • Key Terms 129 • Questions for Critical Thinking 129		Summary 148 • Key Terms 150 • Questions for Critical Thinking 150	
8 Alcohol and Other Drugs	130	9 Crime and Criminal Justice	151
Drug Use and Abuse	131	Crime as a Social Problem	152
Defining Drug Abuse	131	Problems with Official Statistics	152
Drug Addiction	131	Defining Crime and Delinquency	153
Alcohol Use and Abuse	132	Juvenile Delinquency	153
Alcohol Consumption and Class, Gender, Age, and Race	132	Violent Crime	154
		MURDER 154 • RAPE 155 • GANG VIOLENCE 156 • AGGRAVATED ASSAULT AND ROBBERY 156	
		Property Crime	157
		Workplace and Occupational (White-Collar) Crime	158

viii Contents

Box 9.1: Social Problems in Global Perspective	159	Are U.S. Families in Decline?	195
Organized Crime	161	Changing Views on Marriage and Families	196
Biological and Psychological Explanations of Crime	161	Diversity in Intimate Relationships and Families	197
Biological Explanations	162	Singlehood	198
Psychological Explanations	162	Postponing Marriage	198
Sociological Explanations of Crime	163	Cohabitation and Domestic Partnerships	198
The Functionalist Perspective	163	Same-Sex Marriages	199
The Conflict Perspective	164	Family Life and Employment in Two-Parent and One-Parent Households	199
The Symbolic Interactionist Perspective	164	Two-Parent Households with Dual or Single Incomes	199
The Criminal Justice System	165	One-Parent Households	200
The Police	165	Child-Related Family Issues	201
The Courts	166	Reproductive Freedom, Contraception, and Abortion	201
Punishment and the Prisons	166	Infertility and Reproductive Technologies	203
The Death Penalty	168	Box 11.2: Social Media and Social Problems	204
Is There a Solution to the Crime Problem?	169	Adoption	204
Functionalist/Conservative Solutions	169	Teen Pregnancies and Unmarried Young Motherhood	205
Conflict/Liberal Solutions	169	Divorce and Remarriage	206
Symbolic Interactionist Solutions	170	Domestic Violence	207
Summary 170 • Key Terms 172 • Questions for Critical Thinking 172		Child Maltreatment	207
10 Health Care: Problems of Physical and Mental Illness	173	Intimate Partner Violence	208
Health Care as a Social Problem	174	Social Responses to Intimate Partner Violence	209
Acute and Chronic Diseases and Disability	176	Sociological Explanations and Solutions	209
The HIV/AIDS Crisis: A Case Study of an Epidemic	176	Functionalist Perspectives	209
Box 10.1: Social Problems in Global Perspective	178	Functionalist/Conservative Solutions	210
Mental Illness as a Social Problem	179	Conflict and Feminist Perspectives	210
Race, Class, Gender, and Mental Disorders	180	Conflict and Feminist Solutions	210
Paying for Health Care in the United States	181	Symbolic Interactionist Perspectives	211
The Affordable Care Act	181	Symbolic Interactionist Solutions	211
Box 10.2: Social Problems and Social Policy	183	Summary 212 • Key Terms 213 • Questions for Critical Thinking 213	
Health Care Organization, Rising Costs, and Unequal Access	183	12 Problems in Education	214
Private Health Insurance	184	Sociological Perspectives on Education	215
Public Health Insurance	184	Functionalist Perspectives	215
Medicaid	185	SOCIALIZATION 216 • TRANSMISSION OF CULTURE 216 • SOCIAL CONTROL 216 • SOCIAL PLACEMENT 216 • CHANGE AND INNOVATION 216	
The Uninsured	185	Conflict Perspectives	217
Race, Class, Gender, and Health Care	186	Symbolic Interactionist Perspectives	218
Sociological Explanations and Solutions	187	Problems in U.S. Education	219
The Functionalist Perspective	187	Functional Illiteracy	219
The Conflict Perspective	188	Immigration and Diversity in Schools in the Trump Era	219
The Symbolic Interactionist Perspective	188	Educational Opportunities and Inequalities Based on Race and Class	220
Summary 189 • Key Terms 191 • Questions for Critical Thinking 191		Box 12.1: Social Problems in Global Perspective	221
11 The Changing Family	192	School Safety and Violence	223
The Nature of Families	193	Problems in School Financing	224
Changing Family Structure and Patterns	193	Voucher Programs	225
Box 11.1: Social Problems in Global Perspective	194		

Charter Schools and For-Profit Schools	225	14 Problems in the Media	254
Problems in Higher Education: Two-Year and Four-Year Colleges and Universities	226	The Importance of the Media in Contemporary Life	255
The Soaring Cost of a College Education	226	Box 14.1: Social Media and Social Problems	256
COMMUNITY COLLEGES 226 • FOUR-YEAR COLLEGES AND UNIVERSITIES 227		The Political Economy of Media Industries	257
Box 12.2: Social Problems and Social Policy	228	Media Ownership, Control, and Concentration	257
The Continuing Debate over Affirmative Action	229	Problems Associated with Convergence	259
Racial and Ethnic Minorities: Underrepresentation and Discrimination	229	Box 14.2: Social Problems in Global Perspective	260
Are There Solutions to Educational Problems?	230	Global Media Issues	260
Functionalist/Conservative Solutions	230	Potential Effects of Aggression and Violence in the Media	260
Conflict/Liberal Solutions	231	Media Stereotyping of Race, Ethnicity, Gender, and Religion	261
Symbolic Interactionist Solutions	231	Racial and Ethnic Stereotyping	261
Summary 232 • Key Terms 233 • Questions for Critical Thinking 233		Gender Stereotyping	263
13 Problems in Politics and the Global Economy	234	Sociological Perspectives on Media-Related Problems	264
Politics, Government, and the Political Economy	235	The Symbolic Interactionist Perspective	264
Economic Systems and the Underground Economy	235	The Functionalist Perspective	264
Capitalism	236	The Conflict Perspective	265
Socialism	236	Are There Solutions to Media-Related Problems?	266
Mixed Economies	236	Summary 266 • Key Terms 267 • Questions for Critical Thinking 268	
The Underground (Informal) Economy	236	15 Population, Global Inequality, and the Environmental Crisis	269
Problems in the Global Economy	237	Global Overpopulation	270
Inequality Based on Uneven Economic Development	238	Fertility	270
Multinational, Transnational, and International Companies, and the Lack of Accountability	239	Mortality	271
Box 13.1: Social Problems in Global Perspective	240	Migration	271
Problems in the U.S. Economy	240	Box 15.1: Social Problems and Statistics	272
Concentration of Wealth	240	The Effects of Population Composition and Growth	273
Corporate Welfare	241	The Malthusian Perspective	273
The National Debt and Consumer Debt	241	The Marxist Perspective	273
Unemployment	242	The Neo-Malthusian Perspective	274
Problems in U.S. Politics	243	Demographic Transition Theory	274
Political Parties, Elections, and Public Discontent	243	Other Perspectives on Population Change	274
Partisanship, Voter Participation, and the Gender Gap	244	World Hunger and Malnutrition	275
Box 13.2: Social Problems and Social Policy	245	The Green Revolution	276
Raising and Spending Money in Political Campaigns	246	The Biotechnological Revolution	276
Box 13.3: Social Media and Social Problems	247	Controlling Fertility	277
Government Power by Special-Interest Groups, Bureaucracy, and the Military-Industrial Complex	248	Family Planning	277
Government by Bureaucracy	249	Zero Population Growth	278
The Military-Industrial Complex	249	Immigration and Its Consequences	278
Sociological Perspectives on the Political Economy	250	Immigration in the United States	278
The Functionalist Perspective	250	LEGAL IMMIGRATION 278 • ILLEGAL IMMIGRATION 279 • CONSEQUENCES OF IMMIGRATION 279	
The Conflict Perspective	250	Immigration Outside of the United States	280
Are There Solutions to Problems in Politics and the Economy?	251	Box 15.2: Social Problems in Global Perspective	280
Summary 251 • Key Terms 253 • Questions for Critical Thinking 253		Population and the Environment	281
		Economic Growth and Environmental Degradation	281
		Air Pollution and Climate Change	282
		DEPLETION OF THE OZONE LAYER 282 • CLIMATE CHANGE 283	

x Contents

Problems with Water, Soil, and Forests	283	Terrorism in the United States	315
WATER SHORTAGES AND POLLUTION 283 • SOIL DEPLETION AND DESERTIFICATION 284		Box 17.3: Social Problems in Global Perspective	316
Solid, Toxic, and Nuclear Wastes	284	Biological and Psychological Perspectives on War and Terrorism	317
SOLID WASTE 284 • TOXIC WASTE 285 • NUCLEAR WASTE 285 • TECHNOLOGICAL DISASTERS 285		Biological Perspectives	317
Sociological Perspectives and Solutions for Population and Environmental Problems	286	Psychological Perspectives	318
The Functionalist Perspective	286	Sociological Perspectives on War and Terrorism	319
The Conflict Perspective	286	The Functionalist Perspective	319
The Symbolic Interactionist Perspective	287	The Conflict Perspective	319
Summary 288 • Key Terms 289 • Questions for Critical Thinking 289		The Symbolic Interactionist Perspective	320
16 Urban Problems	290	Solutions to War and Terrorism	320
Changes in U.S. Cities	291	Summary 321 • Key Terms 322 • Questions for Critical Thinking 322	
Early Urban Growth and Social Problems	291	18 Can Social Problems Be Solved?	323
Contemporary Urban Growth	292	The Problem with Tackling Social Problems	324
Urban Problems in the United States	293	Ideal versus Practical Solutions	324
Fiscal Crises in Cities	293	Defining the Problem versus Fixing It	325
Housing Problems	295	Social Change and Reducing Social Problems	325
THE SHORTAGE OF AFFORDABLE HOUSING 295 • THE HOUSING MELTDOWN OF THE TWENTY-FIRST CENTURY 296 • HOMELESSNESS 297		Microlevel Attempts to Solve Social Problems	326
Box 16.1: Social Media and Social Problems	297	Seeking Individual Solutions to Personal Problems	326
Racial and Ethnic Segregation	299	Limitations of the Microlevel Solutions Approach	326
Box 16.2: Critical Thinking and You	300	Midrange Attempts to Solve Social Problems	327
Problems in Global Cities	301	Groups That Help People Cope with Their Problems	327
Sociological Perspectives and Solutions to Urban Problems	303	Grassroots Groups That Work for Community-Based Change	327
The Functionalist Perspective	303	Limitations of the Midrange Solutions Approach	328
The Conflict Perspective	303	Box 18.1: Social Media and Social Problems	329
The Symbolic Interactionist Perspective	304	Macrolevel Attempts to Solve Social Problems	329
Summary 305 • Key Terms 306 • Questions for Critical Thinking 306		Working Through Special-Interest Groups for Political Change	330
17 Global Social Problems: War and Terrorism	307	Working Through National and International Social Movements to Reduce Problems	330
War as a Social Problem	308	Limitations of the Macrolevel Solutions Approach	331
The Nature of War	308	Box 18.2: Sociology and Social Problems	332
The Persistence of War	309	Final Review of Social Theories and Social Problems	332
The Consequences of War	309	The Functionalist Perspective	332
Casualties and Civilian Deaths	309	The Conflict Perspective	333
Nuclear War and Weapons of Mass Destruction	310	The Symbolic Interactionist Perspective	333
Box 17.1: Social Media and Social Problems	311	Summary 334 • Key Terms 335 • Questions for Critical Thinking 335	
Disability and Trauma	312	Glossary	336
Patriotism	312	References	341
Military Technology and War	312	Name Index	358
Box 17.2: Social Problems and Statistics	314	Subject Index	360
Global Terrorism	314		

Preface

We are living in difficult times: Our social problems are many in number, diverse in their causes and consequences, and often global in their reach. The United States and other countries continue to struggle with social problems that have been present for generations: racial, ethnic, and gender inequality; alcohol and drug abuse; disparities in wealth and income; crime; and the challenges of educating, housing, and providing medical care for a growing population. Since I wrote the previous edition of this textbook, many national and global problems have intensified or become more complex. National and international economic structures continue in a state of upheaval, and political leaders frequently appear unable, or unwilling, to create social policies or laws that will benefit larger segments of the population. The richest individuals have accumulated even greater wealth while a significant portion of middle- and lower-income families have seen employment opportunities dry up and household incomes diminish. Housing has become more expensive, and home ownership is no longer a realistic aspiration for many people. In the United States, political battles are being fought over immigration and the costs of health care and education. We seem to be living in a state of endless war. The two dominant political parties seem to be unable to work together for the common good.

We are constantly bombarded with data, news, and political spin. At the same time, a debate rages over what news is real and what cannot be trusted. In addition, the media do not report comprehensively on all important issues. Some social problems are discussed at length in the media, while others are barely mentioned. Some media sources frame their presentations of the news based on their own political and ideological slants. This kind of slanted media representation, coupled with the unprecedented reliance for news on social media outlets such as Facebook and Twitter, produces a sense of “media overload” in many people. Sometimes it is easy to become discouraged, thinking that social problems can’t be reduced or solved.

However, studying social problems helps us think about ways in which social change might occur because it provides us with new insights on problems in our nation and world. Although we live in challenging times, this social problems course provides us with an excellent opportunity to develop our critical thinking skills and to learn how to use sociological perspectives to analyze concerns ranging from terrorism and war to inequalities rooted in factors such as race, ethnicity, nationality, class, gender, age, and sexual orientation.

My first and foremost goal in writing this book is to make the study of social problems *interesting* and *relevant* to you, the student. To stimulate your interest in reading the chapters and participating in class discussions, I have used lived experiences (personal narratives of *real* people) and statements from a wide variety of analysts to show how social problems affect people at the individual, group, and societal levels. Moreover, I have applied the sociological imagination and relevant sociological perspectives to all the topics in a systematic manner. I think that one of the most important contributions of this new edition is that I have thoroughly revised and updated information throughout the book. In this age of instant communications, it is very important to have the latest data available at the time the text is being written, and I have worked toward this goal throughout all eighteen chapters.

Like previous editions of *Social Problems in a Diverse Society*, the seventh edition focuses on the significance of social inequality and race, class, and gender as key factors in our understanding of problems in the United States and worldwide. Throughout this text, all people—but particularly people of color and white women—are shown not merely as “victims” of social problems but as individuals who resist discrimination and inequality and seek to bring about change in families, schools, workplaces, and the larger society. To place specific social problems within a larger social inequality framework, Chapters 2 through 6 conduct a systematic evaluation of wealth and poverty, racial and ethnic inequality, gender inequality, and inequalities based on age and sexual orientation. Thereafter, concepts and perspectives related to race, class, and gender are intertwined in the discussion of specific social problems in institutions such as education and health care.

Social Problems in a Diverse Society is balanced in its approach to examining social problems. It includes a comprehensive view of current feminist and other contemporary perspectives on a vast array of subjects—including the effect of new technologies on social life and how the media depict social issues. As a sociologist who specializes in social theory, I have been disheartened by the minimal use of sociological theory to analyze social problems in many texts. Similarly, some texts give the impression that social problems can be solved if people reach a consensus on what should be done, but *Social Problems in a Diverse Society*, Seventh Edition, emphasizes that the way people view a social problem is related to how they believe the problem should be reduced or solved. Consider poverty, for example: People who focus on individual causes of poverty typically believe that

individual solutions (such as teaching people to have a good work ethic and reforming welfare) are necessary to reduce the problem, whereas those who focus on structural causes of poverty (such as chronic unemployment and inadequate educational opportunities) typically believe that solutions must come from the larger society. Moreover, what some people perceive as a *problem* is viewed by others as a *solution* for a problem (e.g., the sex industry as a source of income, or abortion to terminate a problematic pregnancy). In the final chapter (Chapter 18), I ask students to more fully explore the question, “Can social problems be solved?”

Finally, I wrote *Social Problems in a Diverse Society*, Seventh Edition, to provide students and instructors with a text that covers all the major social concerns of our day but does not leave them believing that the text—and perhaps the course—is a “depressing litany of social problems that nobody can do anything about anyway,” as one of my students stated about a different text. Each chapter concludes with perspectives from the three major sociological theories on how to solve or reduce that social problem. I believe the sociological perspective has much to add to our national and global dialogues on a host of issues, such as immigration; environmental degradation; terrorism and war; discrimination based on race, class, gender, age, sexual orientation, or other attributes; and problems in health care and education. Welcome to an innovative examination of social problems—one of the most stimulating and engrossing fields of study in sociology!

New to This Edition

Social Problems in a Diverse Society, Seventh Edition, builds on the successful features of the previous edition but adds several new elements to support student learning and engagement, including organization by learning objectives, a focus on the impact of social media on social problems, and exciting new content.

Learning Objectives

Learning objectives at the beginning of each major section guide students through their reading of the chapter. The end-of-chapter summary and questions for consideration are also organized by learning objective.

Learning Objectives

- | | |
|--|--|
| <p>5.1 Define ageism and explain how it perpetuates stereotypes of older people.</p> <p>5.2 Explain how age contributes to social inequality throughout all stages in the life course.</p> <p>5.3 Discuss reasons why people associate death with the process of aging, and outline four frameworks for explaining how people cope with the process of dying.</p> <p>5.4 Describe how age stratification is related to workplace discrimination, retirement, and health care issues.</p> | <p>5.5 Discuss the victimization of older people in regard to crime and elder abuse.</p> <p>5.6 Describe some of the family problems associated with growing older.</p> <p>5.7 Analyze how each of the major sociological perspectives explains issues related to the aging process and to age-related social inequality in society.</p> <p>5.8 Discuss possible solutions to the problem of age-based inequality.</p> |
|--|--|

Social Media and Social Problems

Box 5.1: Social Media and Social Problems

Social Media: A Toxic Mirror for Looking at Teen Body Image?

Journalist Rachel Simmons (2016) describes social media as a “toxic mirror” for many teens. Although most criticism of social media focuses on cyberbullying, other problems are often overlooked, including the impact of social media on one’s body confidence (Simmons, 2016). Let’s look more closely at this issue.

Traditional media sources (such as magazines, television shows, and movies) perpetuate negative body image problems among teens by hyping physical appearance, scanty clothing, and a “thin ideal” that is virtually unattainable. More recently, social media has provided young people with non-stop access to similar images but also added an entirely new dimension where, by “liking” celebrities on Facebook or “following” them on Instagram or Twitter, children and teenagers can believe that they actually have a relationship with persons in the celebrity culture who promote a body image that is not healthy for many teens. However, media representations do not cause young people to have a negative body image. Social media serves as a readily accessible platform where teens can subject themselves to the evaluation of other people, including many whom they have never met. Teens can post selfies (short for self-portraits) and wait for positive feedback from friends and others so that they can compare themselves to other people. Teens who receive “likes” or positive comments gain a feeling of self-worth; those who receive negative comments or no comments at all may develop a negative self-image and lack body confidence. When this occurs, adolescents may decide they need to make self-improvements such as dieting or using amounts of weight or having cosmetic surgery to download an application (app) they can use to alter the appearance of their face and body in photos so that they more closely conform to some unrealistic “ideal” self (Simmons, 2016).

Social media may indeed become a “toxic mirror.” It may contribute to objectification—the process whereby some people treat other individuals as if they were objects or things, not human beings. When teens are judged solely on the basis of their physical appearance, rather than their individual qualities, attributes, or actions, body awareness and self-image become problems that contribute to eating disorders and other harmful behavior. Although many of us believe that social media is a “safe zone” to be enjoyed “just for fun,” we must also consider possible effects these platforms may have on us and on millions of children and teens who are in the process of determining their place in the social world.



Social media may reinforce teens’ positive beliefs about themselves. However, it may also function as a “toxic mirror” in which teens see distorted images of themselves based on comments made by people whom they may have never met.

Questions for Consideration

1. What values in our society contribute to teens, particularly girls and young women, believing that their physical appearance is their most important attribute?
2. When using social media, in what ways are the experiences of boys and young men similar to those of girls and young women? In what ways might the experiences of boys and young men be different?
3. How do you think we might gain the most positive results from using social media sites without becoming vulnerable to the more negative aspects of social media?

Independent Research

Find examples of objectification in both traditional and social media. Identify several key elements that make each of these representations appealing to children or adolescents. Write a blog post discussing ways we could reduce objectification and encourage young people to identify themselves in terms of characteristics and attributes other than their physical appearance or perceived sexual attractiveness.

The Media boxes, introduced in an earlier edition, now focus on the role and impact of social media on our attempts to reduce or solve social problems. New topics include:

- “Cyberbullying, Facebook Depression, and Sexting” (Chapter 1, “Studying Social Problems in the Twenty-First Century”)
- “The Ups and Downs of Twitter as a Tool for Dealing with the Problem of Hunger” (Chapter 2, “Wealth and Poverty: U.S. and Global Economic Inequities”)
- “Speed! And Social Movements about Social Justice” (Chapter 3, “Racial and Ethnic Inequality”)
- “Social Media and Gender Matters” (Chapter 4, “Gender Inequality”)
- “Social Media: A Toxic Mirror for Looking at Teen Body Image?” (Chapter 5, “Inequality Based on Age”)
- “Weighing in on the Transgender Bathroom ‘Crisis’ on Social Media” (Chapter 6, “Inequality Based on Sexual Orientation”)
- “Can Social Media Help Prevent Opioid Abuse, or Does It Perpetuate Stigma?” (Chapter 8, “Alcohol and Other Drugs”)
- “Social Media in the Twenty-First Century: Pregnancy Announcements on Social Media?” (Chapter 11, “The Changing Family”)
- “Winning the Presidential Election with Facebook and Twitter: Problem or Solution?” (Chapter 13, “Problems in Politics and the Global Economy”)

- “‘Is It Real or Is It Fake?’ Media’s Role in Disseminating True and False Information” (Chapter 14, “Problems in the Media”)
- “Media Framing of Stories about Homelessness and the Holidays” (Chapter 16, “Urban Problems”)
- “Political Spin and Media Framing of Wars: From ‘Going in Because of Weapons of Mass Destruction’ to ‘Let Us Out! Let Us Out!’” (Chapter 17, “Global Social Problems: War and Terrorism”)
- “Facebook Brings People Together for the Women’s March...But Does It Build a New Social Movement?” (Chapter 18, “Can Social Problems Be Solved?”)

Updated Content in Every Chapter

Every chapter of *Social Problems in a Diverse Society*, Seventh Edition, has been updated to reflect the significant changes that have occurred in our society and around the world since the last edition. Here’s what’s new or substantially revised in the seventh edition:

Chapter 1

- New Social Media and Social Problems box: “Cyberbullying, Facebook Depression, and Sexting”

Chapter 2

- Revised Social Problems in Global Perspective box: “World Hunger, Food Losses, and Food Waste”
- New Social Media and Social Problems box: “The Ups and Downs of Twitter as a Tool for Dealing with the Problem of Hunger”

Chapter 3

- Revised Social Problems in Global Perspective box: “Comparing Complex Racial and Immigration Issues in the United States and France”
- New Social Media and Social Problems box: “Speed! And Social Movements about Racial Justice” looks at using social media to communicate about racial justice
- Updated content on the racial categories used by the 2010 U.S. Census
- New discussion of Islamophobia
- New discussion of the proposed wall between the United States and Mexico
- New Figure 3.1 on U.S. population by race and Hispanic origin
- New Figure 3.2 on median household income by race and Hispanic origin

Chapter 4

- New coverage of gendered behavior and harassment in school
- New coverage of gender distinctions in sports
- Revised Social Problems and Social Policy box: “Title IX and Gender Equity in Sports”
- New section “Traditional Media, Social Media, and Gender Socialization and Inequality”
- New Social Media and Social Problems box: “Social Media and Gender Matters”
- New Figure 4.1, Women in the U.S. Labor Force, 1970 to 2015

Chapter 5

- Substantially revised coverage on later maturity and old age
- New Social Media and Social Problems box: “Social Media: A Toxic Mirror for Looking at Teen Body Image?”
- New Figure 5.1, U.S. Population Pyramid by Age and Sex, 2015
- New Figure 5.2, Percentage Distribution of 10 Leading Causes of Death in People Ages 25–44 and Ages 65 and Over, 2014

Chapter 6

- New Social Media and Social Problems box: “Weighing in on the Transgender Bathroom ‘Crisis’ on Social Media”
- Updated coverage of LGBTQ persons in the military, same-sex marriage, and the American Psychological Association’s 2017 statement on sexual orientation
- New Map 6.1: States That Prohibit Discrimination Based on Sexual Orientation and Gender Identity

Chapter 7

- New Social Problems in Global Perspective box: “Criminal Gangs and a Thriving International Sex Trafficking Industry in Europe”
- New Social Media and Social Problems box: “Selling Sex and Getting Arrested Online and through Social Media”
- Updated Figure 7.2: Net Porn Stats, 2013

Chapter 8

- Revised Social Problems and Social Policy box: “The Long Process of Legalizing Marijuana: Will It Continue?”

xiv Preface

- New Social Media and Social Problems box: “Can Social Media Help Prevent Opioid Abuse, or Does It Perpetuate Stigma?”
- New Table 8.1: Fatalities, by Role, in Crashes Involving at Least One Driver with a BAC of .08 g/dL or Higher, 2015

Chapter 9

- New Figure 9.4: Profiles of the U.S. Prison Inmate Population, 2016
- Revised Social Problems in Global Perspective box: “Identity Theft: A Persistent Problem in the Global Village”
- New coverage of the Black Lives Matter movement

Chapter 10

- New coverage of health care debates in Congress
- New Figure 10.1: U.S. National Health Expenditures per Person, 1960–2015
- New Figure 10.2: Comparison of Infant Mortality Rates for Selected Countries, 2016 (estimate)
- New Figure 10.3: New HIV Diagnoses by Race/Ethnicity, 2015
- New Figure 10.4: Top 10 Causes of Death in Low-Income Economies, 2015

Chapter 11

- New Figure 11.1: Living Arrangements of Children: 1960 to Present
- New Figure 11.2: Young Adults (Ages 18 to 34) Living in the Parental Home
- New Figure 11.3: Percentage of Adults Living with a Spouse or Other Arrangements
- New coverage of Supreme Court decision on same-sex marriage

Chapter 12

- New coverage of sexual assaults in schools
- New Social Problems and Social Policy box: “What Is It Like to Be a Hungry and Homeless College Student in a World Full of Rules?”
- Extensive updating of affirmative action section
- New Figure 12.1: Population Age 25 and Older by Educational Attainment: 1940–2016
- New Figure 12.2: Average Earnings by Educational Attainment: 1975–2015

- New Figure 12.3: Number of Languages Spoken in the 15 Largest Metropolitan Areas
- Revised Figure 12.4: Percentage Distribution of Total Public Elementary/Secondary School System Revenue, 2014–2015

Chapter 13

- New Social Media and Social Problems box: “Winning the Presidential Election with Facebook and Twitter: Problem or Solution?”
- New Social Problems and Social Policy box: “Is It Time to Do Away with the Electoral College?”
- New coverage of side gigs
- Extensive revisions to sections on unemployment and outsourcing of jobs
- New coverage of UN goals to reduce economic inequality
- New coverage of *Citizens United* and Super PACs

Chapter 14

- Table 14.2 Selected Media Conglomerates and Their Brands
- New Social Media and Social Problems box: “‘Is It Real or Is It Fake?’ Media’s Role in Disseminating True and False Information”
- New Social Problems in Global Perspective box: “North Korea: Does Strict Control of Media Equal Strict Control of All the People?”
- Updated coverage of the effects of watching violence
- Updated coverage of racial, ethnic, and gender stereotyping

Chapter 15

- New coverage of e-waste
- New coverage of ecological footprint
- New coverage of changes to immigration policies in the United States, DACA, and the proposed wall between the United States and Mexico
- New coverage of the refugee crisis
- Enhanced coverage of climate change—effects, carbon tax, climate change deniers
- Revised environmental racism section now covers the Flint, Michigan, water crisis
- New Social Problems and Statistics box: “Immigration: Problem or Solution?”
- New Figure 15.1: U.S. Population by Nativity: 2014 to 2060

- New Table 15.1: Types of Ecosystem Services Provided by the Natural World
- New Social Problems in Global Perspective box: “Coping with a Refugee Crisis”

Chapter 16

- Updated coverage of the economic status of U.S. cities since the Great Recession
- New research on why some cities thrive while others wither
- New coverage of the affordable housing crisis in the United States
- Updated statistics on homelessness
- New Table 16.1: Populations of the World’s Ten Largest Urban Agglomerations, 2010 and 2050 (in millions, estimated)

Chapter 17

- New Table 17.1: U.S. Armed Forces Personnel Casualties and Wounded in Wars
- New coverage of increase in civilian casualties in wars since 1917
- Updated coverage of biological and chemical weapons
- Updated coverage of drones
- Updated coverage of cyberattacks, including the hacking of the Democratic Party in 2016
- Updated coverage of terrorist attacks
- New coverage of the draft and all-volunteer force in the United States
- New coverage of autonomous weapons
- New Social Problems and Statistics box: “Who Serves in the U.S. Military?”
- New Social Problems in Global Perspective box: “Anti-Muslim Political Speech and Hate Crimes”
- Enhanced coverage of psychological and sociological perspectives on terrorism

Chapter 18

- New coverage of the effects of Superstorm Sandy, recent protest events, and recent acts of terrorism
- New Social Media and Social Problems box: “Facebook Brings People Together for the Women’s March...But Does It Build a New Social Movement?”
- Revised Sociology and Social Problems box: “Applying Sociology to the Ordinary and the Extraordinary in Everyday Life”

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Special Features

A number of special features have been designed to incorporate race, class, and gender into our analysis of social problems and to provide fresh insights on the social problems that we hear about in the news.

Lived Experiences Introduce Chapters

In many chapters, authentic, first-person accounts are used as chapter-opening vignettes—“real words from real people”—to create interest and show how the problems being discussed affect people as they go about their daily lives. Lived experiences provide opportunities for instructors to systematically incorporate into lectures and class discussions examples of relevant, contemporary issues that have recently been on the evening news and in newspaper headlines, and for you to examine social life beyond your own experiences (“to live vicariously,” as one student noted). For example, Chapter 7 relates the experience of a survivor of sex trafficking, and Chapter 8 describes how one person started a substance use disorder recovery group after her daughter became addicted to heroin.

Relevant and Engaging Topics Inform Boxed Features

In addition to the new Social Media and Social Problems boxes, four other types of boxes—Social Problems and Social Policy, Social Problems in Global Perspective, Social Problems and Statistics, and Critical Thinking and You—highlight important aspects of current social problems:

- *Social Problems and Social Policy:* These features examine efforts to solve social problems through legislation, regulation, or other means. For example, in Chapter 13, we explore the question, “Is It Time to Do Away with the Electoral College?”

Box 13.2: Social Problems and Social Policy

Is It Time to Do Away with the Electoral College?

"For most reasonable people, it's hard to understand why the loser of the popular vote [in the U.S. presidential election] should wind up running the country."

—This statement in a *New York Times* (2016) editorial raises an interesting social policy question about how the winner of the U.S. presidential election is determined and whether a constitutional amendment (which would require a two-thirds vote in both houses of Congress and approval by at least 38 of the 50 states) should be passed to abolish the Electoral College and switch to a popular vote system.

In the aftermath of the 2016 presidential election, many people were left wondering: "How in the world did Hillary Clinton win the popular vote but lose the election?" Numerous polls had shown for weeks before the election that she was the favored candidate to win. What happened? Trump gained votes from rural and blue-collar white voters, but Clinton did not gain as many votes as had been expected from younger voters and African Americans. According to some political analysts, Clinton gained the highest number of popular votes in a number of states, but they were states that did not matter as much for the Electoral College because they had fewer votes allocated to them. Meanwhile, Donald Trump won solidly in states, including Wisconsin, Michigan, and Pennsylvania, that had a relatively large number of Electoral College delegates despite their overall population size. (Nasaw, 2016).

Briefly, what are the pros of the Electoral College? Those who defend the Electoral College argue that if an election is very close, the Electoral College eliminates the need for a nationwide recount of votes, which would be extremely expensive and time-consuming (Mahler and Eder, 2016). Those in favor of the Electoral College point out that there have only been four times in history when candidates who have lost the popular vote have won the presidential election. Two of these occurred in the twenty-first century: George W. Bush defeated Al Gore in 2000 and Donald J. Trump defeated Hillary Clinton in 2016. They state that the founders created the Electoral College to balance the interests of high-population and low-population states by apportioning a

fixed number of votes to each state that corresponded to that state's delegation in the House of Representatives (Amar, 2016).

What are some cons regarding the Electoral College? People opposed to the Electoral College argue that the system is antiquated. They claim the roots of the Electoral College can be traced to slavery; the American electoral process was established in 1788 by Article II of the U.S. Constitution. A Three-Fifths Compromise was reached in drawing up that article that allowed slaveholding states to count each slave as three-fifths of a person for purposes of apportioning the members of the House of Representatives and establishing the number of electors that state had in the Electoral College (Mahler and Eder, 2016). This compromise increased the number of electoral votes the South had because this area of the country had a lower overall population count (Amar, 2016). However, today, presidential candidates put most of their time and campaign spending into a few "swing states," also referred to as "battleground states," because these are the states that matter in the Electoral College. Critics argue the Trump campaign figured out the appropriate strategies to capture these important swing states in 2016 and thus won the Electoral College while still losing the popular vote.

If this seems confusing to you, you are not alone. It is confusing to many people who have analyzed the U.S. presidential election process. But the important questions to consider today are these: Are we using the best system to choose our nation's most important leader? Does the Electoral College system violate the "one person, one vote" rule and produce partisanship and gridlock in twenty-first century politics? Or, is this the most equitable way to choose the president of the United States?

Questions for Consideration

1. Polls show that the majority of U.S. people would prefer to elect the president by direct popular vote rather than having the Electoral College involved in the process. Do you agree or disagree with this opinion? Why or why not?
2. What social problems can you identify that might be linked to how the U.S. president is chosen?

- **Social Problems in Global Perspective:** Each of these boxes explores a social problem that has global scope or ramifications. Students are invited to think beyond our borders to how social problems occur and are addressed in other countries and regions. The "cram school" and its recent popularity in the United States is explored in Chapter 12's "Cramming for Success in South Korea, Japan, and the United States;" in Chapter 17, we take a look at how what our politicians say affects the behavior of citizens in "Anti-Muslim Political Speech and Hate Crimes."
- **Social Problems and Statistics:** These boxes focus on how data is used to understand and solve social problems. In this edition, we look at the real impact of immigration on populations in Chapter 15 in "Immigration: Problem or Solution?" and in Chapter 17, we examine the geographic breakdown of military enlistees in "Who Serves in the U.S. Military?"
- **Critical Thinking and You:** These boxes invite students to take a critical look at social problems and proposed solutions. For example, in Chapter 4, the box asks students the question, "Does Class Position Influence How We Think about Gender?"

Built-in Study Features

These pedagogical aids promote students' mastery of sociological concepts and perspectives.

- **Chapter Summary in Question-and-Answer Format.** Each chapter concludes with a concise summary in a convenient question-and-answer format to help students master the key concepts and main ideas in each chapter.

- **Key Terms.** Major concepts and key terms are defined and highlighted in bold print within the text. Definitions are provided the first time a concept is introduced; they are also listed at the end of each chapter and in the glossary at the back of the text.

Organization of This Text

Social Problems in a Diverse Society, Seventh Edition, has been organized with the specific plan of introducing disparities in wealth and poverty, race and ethnicity, gender, age, and sexual orientation early on, so that the concepts and perspectives developed in these chapters may be applied throughout the text. Chapter 1 explains the *sociological perspective* and highlights the issue of violence to draw students into an examination of such debates as whether "guns kill people" or "people kill people."

Chapter 2 looks at *wealth and poverty* in the United States and around the world. The chapter provides new insights on wealth compared with income inequality and on problems such as homelessness, low-income and poverty-level neighborhoods, and the relationship between "cheap labor" and the global economy. Chapter 3 integrates the previous discussion of class-based inequalities with an examination of *racial and ethnic inequality*. Chapter 4 discusses *gender inequality* and highlights factors such as mainstream gender socialization and social barriers that contribute to the unequal treatment of women in the workplace and family and at school and other social institutions. Ageism and *inequality based on age* are discussed in Chapter 5. *Inequality based on sexual orientation* is examined in Chapter 6, which includes a discussion of how LGBTQ people are portrayed in the media. Chapter 7 links previous discussions of race, class, and gender to an analysis of *prostitution, pornography, and the sex industry*. In Chapter 8, *alcohol and other drugs* are discussed in depth, including coverage of the trend toward legalizing marijuana and the opioid crisis. Chapter 9 discusses *crime and criminal justice* and takes an incisive look at sociological explanations of crime.

Beginning with Chapter 10, a look at *health care and its problems*, we examine some of the major social institutions in our society and note aspects of each that constitute a social problem for large numbers of people. Chapter 10 discusses the Affordable Care Act and Congressional efforts to repeal it and replace it with a new plan. The chapter also explores global enemies of health in low-income nations. Chapter 11 analyzes *the changing family*, emphasizing diversity in intimate relationships and families, and child-related family issues such as problems with day care. Chapter 12 presents contemporary *problems in education*, tracing the problems to such issues as what schools are supposed to accomplish, how

they are financed, and why higher education is not widely accessible. Chapter 13 focuses on *problems in politics and the global economy* and provides a variety of perspectives on political power and the role of the military-industrial complex in U.S. politics and the economy. Chapter 14, a discussion of *problems in the media*, looks at how newer social media and concentration in existing mainstream media affect the news and entertainment that people receive. Chapter 15 provides a survey of problems associated with *population and the environmental crisis*, particularly focusing on the causes and consequences of overpopulation and high rates of global migration. Chapter 16, a look at *urban problems*, details the powerful impact of urbanization on both high-income and low-income nations. Chapter 17 discusses *global social problems related to war and terrorism*, including militarism, military technology, war in historical context, and current issues of war and terrorism. Chapter 18 asks, “*Can social problems be solved?*” and includes a review of the sociological theories used to explain social problems, plus an analysis of attempts at problem solving at the microlevel, midrange, and macrolevel of society.

Supplements

Instructor’s Manual and Test Bank Each chapter in the Instructor’s Manual offers a variety of the following types of resources: Chapter Summary, New to This Chapter,

Chapter Outline, Learning Objectives, Critical Thinking Questions, Activities for Classroom Participation, Key Terms, Weblinks, Suggested Readings, and Suggested Films/Videos. Designed to make your lectures more effective and to save preparation time, this extensive resource gathers useful activities and strategies for teaching your course. Also included in this manual is a Test Bank offering multiple-choice, true/false, fill-in-the-blank, and/or essay questions for each chapter. The Instructor’s Manual with Test Bank is available to adopters at www.pearsonhighered.com.

MyTest This computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions, and to add new questions. Other special features of this program include random generation of test questions, creation of alternate versions of the same test, scrambling question sequence, and test preview before printing. For easy access, this software is available via www.pearsonhighered.com.

PowerPoint Presentations The PowerPoint presentations for *Social Problems in a Diverse Society*, Seventh Edition, are informed by instructional and design theory. The Lecture PowerPoint slides follow the chapter outline and feature images from the textbook integrated with the text. The PowerPoints are uniquely designed to present concepts in a clear and succinct manner. They are available to adopters at www.pearsonhighered.com.

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I wish to thank personally the many people who have made this Seventh Edition a reality. First, I offer my profound thanks to the following reviewers who provided valuable comments and suggestions on how to make this text outstanding. Whenever possible, I have incorporated their suggestions into the text. The reviewers are:

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To each of you reading this preface, I wish you the best in teaching or studying social problems, and I hope that you will share with me any comments or suggestions you have about *Social Problems in a Diverse Society*, Seventh Edition. The text was written with you in mind. Let's hope that our enthusiasm for "taking a new look at social problems" will spread to others so that together we may seek to reduce or solve some of the pressing social problems we encounter during our lifetime.

Diana Kendall

Social Problems

In a Diverse Society

