CHAPTER 3

Socialization

Listen to Chapter 3 on MySocLab

Learning Objectives

After you have read this chapter, you should be able to:

- **3.1** Explain how feral, isolated, and institutionalized children help us understand that "society makes us human." (p. 66)
- **3.2** Use the ideas and research of Cooley (looking-glass self), Mead (role taking), and Piaget (reasoning) to explain socialization into the self and mind. (p. 71)
- **3.3** Explain how the development of personality and morality and socialization into emotions are part of how "society makes us human." (p. 74)
- **3.4** Discuss how gender messages from the family, peers, and the mass media teach us society's gender map. (p. 78)
- **3.5** Explain why the family, the neighborhood, religion, day care, school, peer groups, and the workplace are called agents of socialization. (p. 83)
- **3.6** Explain what total institutions are and how they resocialize people. (p. 88)
- **3.7** Identify major divisions of the life course and discuss the sociological significance of the life course. (p. 90)
- **3.8** Understand why we are not prisoners of socialization. (p. 94)

The old man was horrified when he found out. *Life never had been good since his daughter lost her hearing when she was just 2 years old. She couldn't even talk—just fluttered her hands around trying to tell him things.*

Over the years, he had gotten used to this. But now . . . he shuddered at the thought of her being pregnant. No one would be willing to marry her; he knew that. And the neighbors, their tongues would never stop wagging. Everywhere he went, he could hear people talking behind his back.

If only his wife were still alive, maybe she could come up with something. What should he do? He couldn't just kick his daughter out into the street.

After the baby was born, the old man tried to shake his feelings, but they wouldn't let loose. Isabelle was a pretty name, but every time he looked at the baby he felt sick to his stomach.

He hated doing it, but there was no way out. His daughter and her baby would have to live in the attic.

Unfortunately, this is a true story. Isabelle was discovered in Ohio in 1938 when she was about 6½ years old, living in a dark room with her deaf-mute mother. Isabelle couldn't talk, but she did use gestures to communicate with her mother. An inadequate diet and lack of sunshine had given Isabelle a disease called rickets.

> "Her behavior toward strangers, especially men, was almost that of a wild animal, manifesting much fear and hostility."

> *[Her legs] were so bowed that as she stood erect the soles of her shoes came nearly flat together, and she got about with a skittering gait. Her behavior toward strangers, especially men, was almost that of a wild animal, manifesting much fear and hostility. In lieu of speech she made only a strange croaking sound. (Davis 1940/2014:156–157)*

When the newspapers reported this case, sociologist Kingsley Davis decided to find out what had happened to Isabelle after her discovery. We'll come back to that later, but first let's use the case of Isabelle to gain insight into human nature.

Society Makes Us Human

"What do you mean, society makes us human?" is probably what you are asking. "That sounds ridiculous. I was born a human." The meaning of this statement will become more apparent as we get into the chapter. Let's start by considering what is human about human nature. How much of a person's characteristics comes from "nature" (heredity) and how much from "nurture" (the **social environment**, contact with others)? Experts are trying to answer the nature–nurture question by studying identical twins who were separated at birth and were reared in different environments, such as those discussed in the Down-to-Earth Sociology box on the next page.

Another way is to examine children who have had little human contact. Let's consider such children.

Feral Children

The naked child was found in the forest, walking on all fours, eating grass and lapping water from the river. When he saw a small animal, he pounced on it. Growling, he ripped at it with his teeth. Tearing chunks from the body, he chewed them ravenously.

This is an apt description of reports that have come in over the centuries. Supposedly, these **feral** (wild) **children** could not speak; they bit, scratched, growled, and walked on

3.1 Explain how feral, isolated, and institutionalized children help us understand that "society makes us human."

Down-to-Earth Sociology

Heredity or Environment? The Case of Jack and Oskar, Identical Twins

Identical twins are almost identical in their genetic makeup. They are the result of one fertilized egg dividing to produce two embryos. (Some differences can occur as genetic codes are copied.) If heredity determines personality—or attitudes, temperament, skills, and intelligence—then identical twins should be identical, or almost so, not only in their looks but also in these characteristics.

The fascinating case of Jack and Oskar helps us unravel this mystery. From their experience, we can see the far-reaching effects of the environment—how social experiences override biology.

Jack Yufe and Oskar Stohr are identical twins. Born in 1932 to a Roman Catholic mother and a Jewish father, they were separated as babies after their parents divorced. Jack was reared in Trinidad by his father. There, he learned loyalty to Jews and hatred of Hitler and the Nazis. After the war, Jack and his father moved to Israel. When he was 17, Jack joined a kibbutz and later served in the Israeli army.

Oskar's upbringing was a mirror image of Jack's. Oskar was reared in Czechoslovakia by his mother's mother, who was a strict Catholic. When Oskar was a toddler, Hitler annexed this area of Czechoslovakia, and Oskar learned to love Hitler and to hate Jews. He joined the Hitler Youth. Like the Boy Scouts, this organization was designed to instill healthy living, love of the outdoors, friendships, and patriotism—but this one added loyalty to Hitler and hatred for Jews.

In 1954, the two brothers met. It was a short meeting, and Jack had been warned not to tell Oskar that they were Jews. Twenty-five years later, in 1979, when they were 47 years old, social scientists at the University of Minnesota brought them together again. These researchers figured that because Jack and Oskar had the same genes, any differences they showed would have to be the result of their environment—their different social experiences.

Not only did Jack and Oskar hold different attitudes toward the war, Hitler, and Jews, but their basic orientations to life were also different. In their politics, Jack was liberal, while Oskar was more conservative. Jack was a workaholic, while Oskar enjoyed leisure. And, as you can predict, Jack was proud of being a Jew. Oskar, who by this time knew that he was a Jew, wouldn't even mention it.

That would seem to settle the matter. But there were other things. As children, Jack and Oskar had both excelled at sports but had difficulty with math. They also had the same rate of speech, and both liked sweet liqueur and spicy foods. Strangely, each flushed the toilet both before and after using it, and they each enjoyed startling people by sneezing in crowded elevators.

The relative influence of heredity and the environment in human behavior has fascinated and plagued researchers. Twins intrigue researchers, especially those twins who were separated at birth.

For Your Consideration

➤ Heredity or environment? How much influence does each have? The question is far from settled, but at this point it seems fair to conclude that the *limits* of certain physical and mental abilities are established by heredity (such as ability at sports and aptitude for mathematics), while attitudes are the result of the environment. Basic temperament, though, seems to be inherited. Although the answer is still fuzzy, we can put it this way: For some parts of life, the blueprint is drawn by heredity; but even here the environment can redraw those lines. For other parts, the individual is a blank slate, and it is up to the environment to determine what is written on that slate.

Sources: Based on Begley 1979; Chen 1979; Wright 1995; Segal and Hershberger 2005; Ledger 2009; Johnson et al. 2009; Segal 2011.

all fours. They drank by lapping water, ate grass, tore eagerly at raw meat, and showed insensitivity to pain and cold.

Why am I even mentioning stories that sound so exaggerated? Consider what happened in 1798. In that year, such a child was found in the forests of Aveyron, France. "The wild boy of Aveyron," as he became known, would have been written off as another folk myth, except that French scientists took the child to a laboratory and studied him. Like the feral children in the earlier informal reports, this child gave no indication of feeling the cold. Most startling, though, when he saw a small animal, the boy would growl, pounce on it, and devour it uncooked. Even today, the scientists' detailed reports make fascinating reading (Itard 1962).

social environment the entire human environment, including interaction with others

One of the reasons I went to Cambodia was to interview a feral child—the boy shown here—who supposedly had been raised by monkeys. When I arrived at the remote location where the boy was living, I was disappointed to find that the story was only partially true. When the boy was about two months old, the Khmer Rouge killed his parents and abandoned him. Months later, villagers shot the female monkey who was carrying the baby. Not quite a feral child—but Mathay is the closest I'll ever come to one.

Ever since I read Itard's account of this boy, I've been fascinated by the seemingly fantastic possibility that animals could rear human children. In 2002, I received a report from a contact in Cambodia that a feral child had been found in the jungles. When I had the opportunity the following year to visit the child and interview his caregivers, I grabbed it. The boy's photo is to the left.

If we were untouched by society, would we be like feral children? By nature, would our behavior be like that of wild animals? This is the sociological question. Unable to study feral children, sociologists have studied isolated children, like Isabelle in our opening vignette. Let's see what we can learn from them.

Isolated Children

What can isolated children tell us about human nature? We can first conclude that humans have no natural language, for Isabelle in our opening vignette and others like her are unable to speak.

But maybe Isabelle was mentally impaired. Perhaps she simply was unable to progress through the usual stages of development. It certainly looked that way—she scored practically zero on her first intelligence test. But after a few months of language training, Isabelle was able to speak in short sentences. In just a year, she could write a few words, do simple addition, and retell stories after hearing them. Seven months later, she had a vocabulary of almost 2,000 words. In just two years, Isabelle reached the intellectual level that is normal for her age. She then went on to school, where she was "bright, cheerful, energetic . . . and participated in all school activities as normally as other children" (Davis 1940/2014).

Read on **MySocLab**
Document: Kingslely Davis, Final Note on a Case of Extreme Isolation

As discussed in the previous chapter, language is the key to human development. Without language, people have no mechanism for developing thought and communicating their experiences. Unlike animals, humans have no instincts that take the place of language. If an individual lacks language, he or she lives in a world of internal silence, without shared ideas, lacking connections to others.

Without language, there can be no culture—no shared way of life—and culture is the key to what people become. Each of us possesses a biological heritage, but this heritage does not determine specific behaviors, attitudes, or values. It is our culture that superimposes the specifics of what we become onto our biological heritage.

Institutionalized Children

Other than language, what else is required for a child to develop into what we consider a healthy, balanced, intelligent human being? We find part of the answer in an intriguing experiment.

The Skeels/Dye Experiment. Back in the 1930s, orphanages were common because parents were more likely than now to die before their children were grown. Children reared in orphanages tended to have low IQs. "Common sense" (which we noted in Chapter 1 is unreliable) made it seem obvious that their low intelligence was because of poor brains ("They're just born that way"). But two psychologists, H. M. Skeels and H. B. Dye (1939), began to suspect a social cause.

Skeels (1966) provided this account of a "good" orphanage in Iowa, one where he and Dye were consultants:

> *Until about six months, they were cared for in the infant nursery. The babies were kept in standard hospital cribs that often had protective sheeting on the sides, thus effectively limiting visual stimulation; no toys or other objects were hung in the infants' line of vision. Human interactions were limited to busy nurses who, with the speed born of practice and necessity, changed diapers or bedding, bathed and medicated the infants, and fed them efficiently with propped bottles.*

Perhaps, thought Skeels and Dye, the problem was the absence of stimulating social interaction, not the children's brains. To test their controversial idea, they selected thirteen infants who were so slow mentally that no one wanted to adopt them. They placed them in an institution for mentally retarded women. They assigned each infant, then about 19 months old, to a separate ward of women who ranged in mental age from 5 to 12 and in chronological age from 18 to 50. The women were pleased. They enjoyed taking care of the infants' physical needs—diapering, feeding, and so on. And they also loved to play with the children. They cuddled them and showered them with attention. They even competed to see which ward would have "its baby" walking or talking first. In each ward, one woman became particularly attached to the child and figuratively adopted him or her:

> *As a consequence, an intense one-to-one adult–child relationship developed, which was supplemented by the less intense but frequent interactions with the other adults in the environment. Each child had some one person with whom he [or she] was identified and who was particularly interested in him [or her] and his [or her] achievements. (Skeels 1966)*

A child in an orphanage in Juba, Sudan. The treatment of this child is likely to affect his ability to reason and to function as an adult.

The researchers left a control group of twelve infants at the orphanage. These infants received the usual care. They also had low IQs, but they were considered somewhat higher in intelligence than the thirteen in the experimental group. Two and a half years later, Skeels and Dye tested all the children's intelligence. Their findings are startling: Those who were cared for by the women in the institution gained an average of 28 IQ points while those who remained in the orphanage lost 30 points.

What happened after these children were grown? Did these initial differences matter? Twenty-one years later, Skeels and Dye did a follow-up study. The twelve in the control group, those who had remained in the orphanage, averaged less than a third-grade education. Four still lived in state institutions, and the others held low-level jobs. Only two had married. The thirteen in the experimental group, those cared for by the institutionalized women, had an average education of twelve grades (about normal for that period). Five had completed one or more years of college. One had even gone to graduate school. Eleven had married. All thirteen were self-supporting or were homemakers (Skeels 1966). Apparently, "high intelligence" depends on early, close relations with other humans.

Orphanage Research in India. The Skeels/Dye findings have been confirmed by research in India, where some orphanages are like those that Skeels and Dye studied—dismal places where unattended children lie in bed all day. When researchers added stimulating play and interaction to the children's activities, not only did the children's motor skills improve, but so did their IQs (Taneja et al. 2002).

The longer that children lack stimulating interaction, though, the more difficulty they have intellectually (Meese 2005). From another heart-wrenching case, that of Genie, you can see how important timing is in the development of "human" characteristics.

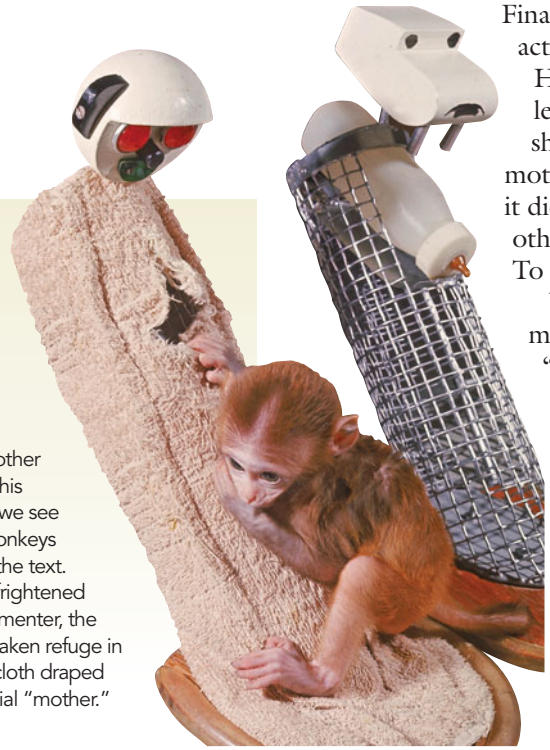
Timing and Human Development. Genie, a child in California, was discovered when she was 13 years old. She had been locked in a small room and tied to a potty chair since she was 20 months old:

> *Apparently, Genie's father (70 years old when Genie was discovered in 1970) hated children. He probably had caused the death of two of Genie's siblings. Her 50-year-old mother was partially blind and frightened of her husband. Genie could not speak, did not know how to chew, was unable to stand upright, and could not straighten her hands and legs. On intelligence tests, she scored at the level of a 1-year-old. After intensive training,*

Genie learned to walk and to put garbled, three-word sentences together. Genie's language remained primitive as she grew up. She would take anyone's property if it appealed to her, and she went to the bathroom wherever she wanted. At the age of 21, she was sent to a home for adults who cannot live alone. (Pines 1981)

In Sum: From Genie's pathetic story and from the research on institutionalized children, we can conclude that the basic human traits of intelligence and the ability to establish close bonds with others depend on early interaction with other humans. In addition, there seems to be a period prior to age 13 in which children must learn language and experience human bonding if they are to develop normal intelligence and the ability to be sociable and follow social norms.

Deprived Animals



Like humans, monkeys need interaction to thrive. Those raised in isolation are unable to interact with other monkeys. In this photograph, we see one of the monkeys described in the text. Purposefully frightened by the experimenter, the monkey has taken refuge in the soft terrycloth draped over an artificial "mother."

Finally, let's consider animals that have been deprived of normal interaction. In a series of experiments with rhesus monkeys, psychologists Harry and Margaret Harlow demonstrated the importance of early learning. The Harlows (1962) raised baby monkeys in isolation. As shown in the photo to the left, they gave each monkey two artificial mothers. One "mother" was only a wire frame with a wooden head, but it did have a nipple from which the baby could nurse. The frame of the other "mother," which had no bottle, was covered with soft terrycloth. To obtain food, the baby monkeys nursed at the wire frame.

When the Harlows (1965) frightened the baby monkeys with a mechanical bear or dog, the babies did not run to the wire frame "mother." Instead, they would cling pathetically to their terrycloth "mother." The Harlows concluded that infant–mother bonding is not the result of feeding but, rather, of what they termed "intimate physical contact." To most of us, this phrase means cuddling.

The monkeys raised in isolation could not adjust to monkey life. Placed with other monkeys when they were grown, they didn't know how to participate in "monkey interaction"—to play and to engage in pretend fights—and the other monkeys rejected them. Despite their futile attempts, they didn't even know how to have sexual intercourse. The experimenters designed a special device that allowed some females to become pregnant. Their isolation, however, made them "ineffective, inadequate, and brutal mothers." They "struck their babies, kicked them, or crushed the babies against the cage floor."

In one of their many experiments, the Harlows isolated baby monkeys for different lengths of time and then put them in with the other monkeys. Monkeys that had been isolated for shorter periods (about three months) were able to adjust to normal monkey life. They learned to play and engage in pretend fights. Those isolated for six months or more, however, couldn't make the adjustment, and the other monkeys rejected them. In other words, the longer the period of isolation, the more difficult its effects are to overcome. In addition, there seems to be a critical learning stage: If this stage is missed, it may be impossible to compensate for what has been lost. This may have been the case with Genie.

Because humans are not monkeys, we must be careful about extrapolating from animal studies to human behavior. The Harlow experiments, however, support what we know about children who are reared in isolation.

In Sum: Society Makes Us Human Babies do not develop "naturally" into social adults. If children are reared in isolation, their bodies grow, but they become little more than big animals. Without the concepts that language provides, they can't grasp

relationships between people (the "connections" we call brother, sister, parent, friend, teacher, and so on). And without warm, friendly interactions, they can't bond with others. They don't become "friendly" or cooperate with others. In short, it is through human contact that people learn to be members of the human community. This process by which we learn the ways of society (or of particular groups), called **socialization**, is what sociologists have in mind when they say, "Society makes us human."

To add to our understanding of how society makes us human, let's look at how we develop our self-concept, our ability to "take the role of others," and our ability to reason.

Socialization into the Self and Mind

3.2 Use the ideas and research of Cooley (looking-glass self), Mead (role taking), and Piaget (reasoning) to explain socialization into the self and mind.

When you were born, you had no ideas. You didn't know that you were a son or daughter. You didn't even know that you were a he or she. How did you develop a **self**, your image of who you are? And how did you develop your ability to reason? Let's find out.

Cooley and the Looking-Glass Self

About a hundred years ago, Charles Horton Cooley (1864–1929), a symbolic interactionist who taught at the University of Michigan, concluded that producing a self is an essential part of how *society* makes us human. He said that *our sense of self develops from interaction with others.* To describe the process by which this unique aspect of "humanness" develops, Cooley (1902) coined the term **looking-glass self**. He summarized this idea in the following couplet:

Each to each a looking-glass
Reflects the other that doth pass.

The looking-glass self contains three elements:

1. *We imagine how we appear to those around us.* For example, we may think that others perceive us as witty or dull.
2. *We interpret others' reactions.* We come to conclusions about how others evaluate us. Do they like us for being witty? Do they dislike us for being dull?
3. *We develop a self-concept.* How we interpret others' reactions to us frames our feelings and ideas about ourselves. A favorable reflection in this *social mirror* leads to a positive self-concept; a negative reflection leads to a negative self-concept.

Note that the development of the self does *not* depend on accurate evaluations. Even if we grossly misinterpret how others think about us, those misjudgments become part of our self-concept. Note also that *although the self-concept begins in childhood, its development is an ongoing, lifelong process.* During our everyday lives, we monitor how others react to us. As we do so, we continually modify the self. The self, then, is never a finished product—it is always in process, even into our old age.

Mead and Role Taking

Another symbolic interactionist, George Herbert Mead (1863–1931), who taught at the University of Chicago, pointed out how important play is in developing a self. As we play with others, we learn to **take the role of the other**. That is, we learn to put ourselves in someone else's shoes—to understand how someone else feels and thinks and to anticipate how that person will act.

This doesn't happen overnight. We develop this ability over a period of years (Mead 1934; Denzin 2007). Psychologist John Flavel (1968) asked 8- and 14-year-olds to explain a board game to children who were blindfolded and also to others who were not. The 14-year-olds gave more detailed instructions to those who were blindfolded, but the 8-year-olds gave the same instructions to everyone. The younger children could not yet take the role of the other, while the older children could.

Watch on **MySocLab**
Video: Socialization: The Basics

Read on **MySocLab**
Document: Charles Horton Cooley, The Looking-Glass Self

Watch on **MySocLab**
Video: Melissa Milkie, The Looking Glass Self

socialization the process by which people learn the characteristics of their group—the knowledge, skills, attitudes, values, norms, and actions thought appropriate for them

self the unique human capacity of being able to see ourselves "from the outside"; the views we internalize of how others see us

looking-glass self a term coined by Charles Horton Cooley to refer to the process by which our self develops through internalizing others' reactions to us

taking the role of the other putting yourself in someone else's shoes; understanding how someone else feels and thinks, so you anticipate how that person will act

Mead analyzed *taking the role of the other* as an essential part of learning to be a full-fledged member of society. At first, we are able to take the role only of *significant others*, as this child is doing. Later we develop the capacity to take the role of the *generalized other*, which is essential not only for cooperation but also for the control of antisocial desires.

As we develop this ability, at first we can take only the roles of **significant others**, individuals who significantly influence our lives, such as parents or siblings. By assuming their roles during play, such as dressing up in our parents' clothing, we cultivate the ability to put ourselves in the place of significant others.

As our self gradually develops, we internalize the expectations of more and more people. Our ability to take the role of others eventually extends to being able to take the role of "the group as a whole." Mead used the term **generalized other** to refer to our perception of how people in general think of us.

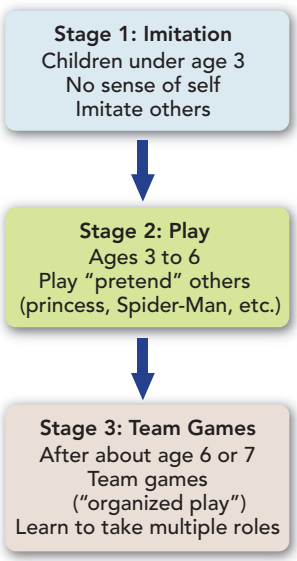
Taking the role of others is essential if we are to become cooperative members of human groups—whether they are family, friends, or co-workers. This ability allows us to modify our behavior by anticipating how others will react—something Genie never learned.

As Figure 3.1 illustrates, we go through three stages as we learn to take the role of the other:

1. *Imitation.* Under the age of 3, we can only mimic others. We do not yet have a sense of self separate from others, and we can only imitate people's gestures and words. (This stage is actually not role taking, but it prepares us for it.)
2. *Play.* During the second stage, from the ages of about 3 to 6, we pretend to take the roles of specific people. We might pretend that we are a firefighter, a wrestler, a nurse, Supergirl, Spider-Man, a princess, and so on. We like costumes at this stage and enjoy dressing up in our parents' clothing or tying a towel around our neck to "become" Superman or Wonder Woman.
3. *Team Games.* This third stage, organized play, or team games, begins roughly when we enter school. The significance for the self is that to play these games, we must be able to take multiple roles. Baseball was one of Mead's favorite examples. To play baseball, each player must be able to take the role of any other player. It isn't enough that players know their own role; they also must be able to anticipate what everyone else on the field will do when the ball is hit or thrown.

FIGURE 3.1

How We Learn to Take the Role of the Other: Mead's Three Stages



Source: By the author.

significant other an individual who significantly influences someone else

Mead also said that the self has two parts, the "I" and the "me." The "I" is *the self as subject*, the active, spontaneous, creative part of the self. In contrast, the "me" is *the self as object*. It is made up of attitudes we internalize from our interactions with others. Mead chose these pronouns because in English, "I" is the active agent, as in "I shoved him," while "me" is the object of action, as in "He shoved me." Mead stressed that we are not passive in the socialization process. We are not like robots, with programmed software shoved into us. Rather, our "I" actively evaluates the reactions of others and organizes them into a unified whole. Mead added that the "I" even monitors the "me," fine-tuning our ideas and attitudes to help us better meet what others expect of us.

In Sum: In studying these details, be careful not to miss the main point, which some find startling: *Both our self and our mind are social products.* Mead stressed that we cannot think without symbols. But where do these symbols come from? Only from society, which gives us our symbols by giving us language. If society did not provide the symbols, we would not be able to think and so would not possess a self-concept or that entity we call the mind. The self and mind, then, like language, are products of society.

Piaget and the Development of Reasoning

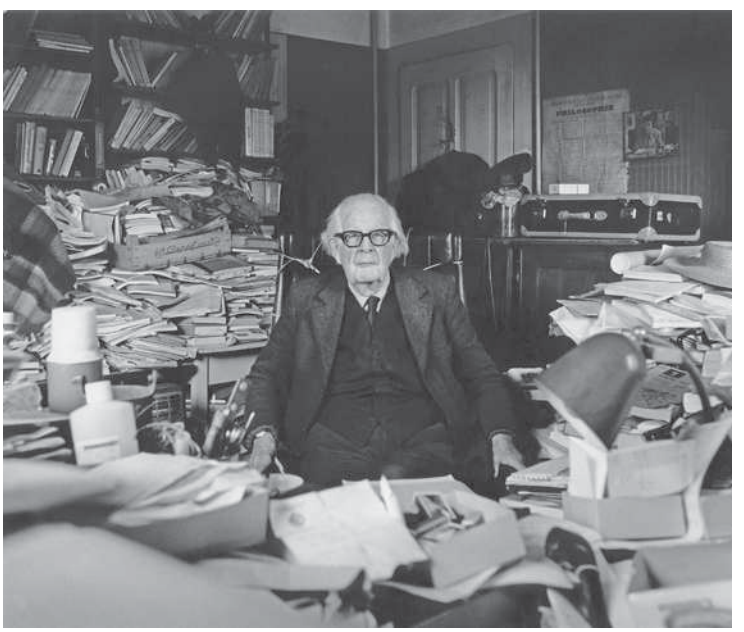
The development of the mind—specifically, how we learn to reason—was studied in detail by Jean Piaget (1896–1980). This Swiss psychologist noticed that when young children take intelligence tests, they often give similar wrong answers. This set him to thinking that the children might be using some consistent, but incorrect, reasoning. It might even indicate that children go through some natural process as they learn how to reason.

To help his students understand the term *generalized other*, Mead used baseball as an illustration. Why are team sports and organized games excellent examples to use in explaining this concept?

Stimulated by this intriguing possibility, Piaget set up a laboratory where he could give children of different ages problems to solve (Piaget 1950, 1954; Flavel et al. 2002). After years of testing, Piaget concluded that children go through a natural process as they develop their ability to reason. This process has four stages. (If you mentally substitute "reasoning" or "reasoning skills" for the term *operational* as you review these stages, Piaget's findings will be easier to understand.)

generalized other the norms, values, attitudes, and expectations of people "in general"; the child's ability to take the role of the generalized other is a significant step in the development of a self

1. **The sensorimotor stage** (from birth to about age 2). During this stage, our understanding is limited to direct contact—sucking, touching, listening, looking. We aren't able to "think." During the first part of this stage, we do not even know that our bodies are separate from the environment. Indeed, we have yet to discover that we have toes. Neither can we recognize cause and effect. That is, we do not know that our actions cause something to happen.
2. **The preoperational stage** (from about age 2 to age 7). During this stage, we *develop the ability to use symbols.* However, we do not yet understand common concepts such as size, speed, or causation. Although we are learning to count, we do not really understand what numbers mean.
3. **The concrete operational stage** (from about age 7 to age 12). Although our reasoning abilities are more developed, they remain *concrete.* We can now understand numbers, size, causation, and speed, and we are able to take the role of the other. We can even play team games. Unless we have concrete examples, however, we are unable to talk about concepts such as truth, honesty, or justice. We can explain why Jane's answer was a lie, but we cannot describe what truth itself is.
4. **The formal operational stage** (after the age of about 12). We now are capable of abstract thinking. We can talk about concepts, come to conclusions based on general principles, and use rules to solve abstract problems. During this stage, we are likely to become young philosophers (Kagan 1984). If we were shown a photo of a slave during our concrete operational stage, we might have said, "That's wrong!" Now at the formal operational stage we are likely to add, "If our country was founded on equality, how could anyone own slaves?"



Jean Piaget in his office.

id Freud's term for our inborn basic drives

ego Freud's term for a balancing force between the id and the demands of society

superego Freud's term for the conscience; the internalized norms and values of our social groups

Global Aspects of the Self and Reasoning

Cooley's conclusions about the looking-glass self appear to be true for everyone around the world. So do Mead's conclusions about role taking and the mind and self as social products, although researchers are finding that the self may develop earlier than Mead indicated. Piaget's theory is also being refined (Burman 2013). Although children everywhere begin with the concrete and move to the abstract, researchers have found that the stages are not as distinct as Piaget concluded. The ages at which individuals enter the stages also differ from one person to another (Flavel et al. 2002). Even during the sensorimotor stage, for example, children show early signs of reasoning, which may indicate an innate ability that is wired into the brain.

Interestingly, some people seem to get stuck in the concreteness of the third stage and never reach the fourth stage of abstract thinking (Kohlberg and Gilligan 1971; Suizzo 2000). College, for example, nurtures the fourth stage, and people with this experience apparently have more ability for abstract thought. Social experiences, then, can modify these stages.

3.3 Explain how the development of personality and morality and socialization into emotions are part of how "society makes us human."

Learning Personality, Morality, and Emotions

Our personality, emotions, and internal control are also vital aspects of who we are. Let's look at how we learn these essential aspects of our being.

Watch on **MySocLab**
Video: Socialization: The Big Picture

Freud and the Development of Personality

As the mind and the self develop, so does the personality. Sigmund Freud (1856–1939) developed a theory of the origin of personality that had a major impact on Western thought. Freud, a physician in Vienna in the early 1900s, founded *psychoanalysis*, a technique for treating emotional problems through long-term exploration of the subconscious mind. Let's look at his theory.

Freud believed that personality consists of three elements. Each child is born with the first element, an **id**, Freud's term for inborn drives that cause us to seek self-gratification. The id of the newborn is evident in its cries of hunger or pain. The pleasure-seeking id operates throughout life. It demands the immediate fulfillment of basic needs: food, safety, attention, sex, and so on.

The id's drive for immediate gratification, however, runs into a roadblock: primarily the needs of other people, especially those of the parents. To adapt to these constraints, a second component of the personality emerges, which Freud called the ego. The **ego** is the balancing force between the id and the demands of society that suppress it. The ego also serves to balance the id and the **superego**, the third component of the personality, more commonly called the *conscience*.

Shown here is Sigmund Freud in 1931 as he poses for a sculptor in Vienna, Austria. Although Freud was one of the most influential theorists of the twentieth century, most of his ideas have been discarded.

The superego represents *culture within us*, the norms and values we internalize from our social groups. As the *moral* component of the personality, the superego provokes feelings of guilt or shame when we break social rules, or pride and self-satisfaction when we follow them.

According to Freud, when the id gets out of hand, we follow our desires for pleasure and break society's norms. When the superego gets out of hand, we become overly rigid in following those norms and end up wearing a straitjacket of rules that can make our lives miserable. The ego, the balancing force, tries to prevent either the superego or the id from dominating. In the emotionally healthy individual, the ego succeeds

in balancing these conflicting demands of the id and the superego. In the maladjusted individual, the ego fails to control the conflict between the id and the superego. Either the id or the superego dominates this person, leading to internal confusion and problem behaviors.

Sociological Evaluation. Sociologists appreciate Freud's emphasis on socialization—his assertion that the social group into which we are born transmits norms and values that restrain our biological drives. Sociologists, however, object to the view that inborn and subconscious motivations are the primary reasons for human behavior. *This denies the central principle of sociology:* that factors such as social class (income, education, and occupation) and people's roles in groups underlie their behavior (Epstein 1988; Bush and Simmons 1990).

Feminist sociologists have been especially critical of Freud. Although what I just summarized applies to both females and males, Freud assumed that "male" is "normal." He even referred to females as inferior, castrated males (Chodorow 1990; Gerhard 2000). It is obvious that sociologists need to continue to research how we develop personality.

Kohlberg and the Development of Morality

If you have observed young children, you know that they want immediate gratification and show little or no concern for others. ("Mine!" a 2-year-old will shout, as she grabs a toy from another child.) Yet, at a later age, this same child will be considerate of others and try to be fair in her play. How does this change happen?

Kohlberg's Theory. Psychologist Lawrence Kohlberg (1975, 1984, 1986; Reed 2008) concluded that we go through a sequence of stages as we develop morality. Building on Piaget's work, he found that children start in the *amoral stage* I just described. For them, there is no right or wrong, just personal needs to be satisfied. From about ages 7 to 10, children are in what Kohlberg called a *preconventional stage*. They have learned rules, and they follow them to stay out of trouble. They view right and wrong as what pleases or displeases their parents, friends, and teachers. Their concern is to get rewards and to avoid punishment. At about age 10, they enter the *conventional stage*. During this period, morality means following the norms and values they have learned. This is followed by a *postconventional stage* in which individuals reflect on abstract principles of right and wrong and judge people's behavior according to these principles.

Criticisms of Kohlberg. Carol Gilligan, another psychologist, was one of the first to criticize Kohlberg. She noticed that Kohlberg had studied only boys. When she interviewed men and women, she concluded that women are more likely to evaluate morality in terms of personal relationships—how an act affects others and the harm it might bring to loved ones. Other researchers followed up, finding that both men and women use personal relationships and abstract principles when they make moral judgments (Wark and Krebs 1996).

To test Kohlberg's theory, researchers checked how it applies in different cultures. They found that the preconventional and conventional stages apply around the world. Most societies, though, do not have the postconventional stage of universal reasoning. This stage appears to be mostly a Western concept (Jensen 2009). Apparently, there is no universal, abstract way of figuring what is moral. Instead, different cultures have their own ways to determine morality, and each teaches its members to use its norms in deciding what is moral.

Research with Babies. Researchers have developed ingenious experiments to see if babies have a morality (Bloom 2010; Hamlin and Wynn 2011). In one experiment, they showed babies a puppet that helps another puppet and one that interferes with that puppet. They found that babies—even under 1 year of age—prefer the "good" puppet and want the "bad" puppet punished. From these experiments, some draw the intriguing conclusion that we are born with a basic morality and a desire to punish those who break our moral codes. Others suggest that the experiments are flawed (Scarf et al. 2012). More research should eventually settle the question.

The Cultural Relativity of Morality. If babies do have an inborn sense of fairness, it indicates that, like language, morality is a "capacity hardwired" in the brain. Just as society lays a particular language onto the child's linguistic capacity, so society lays its particular ideas of what is moral onto the child's moral capacity. As languages differ around the world, so do moralities. When people violate whatever morality they have learned, it arouses the emotions of guilt and shame. Sociologists are studying how people's sense of identity is connected to morality and these emotions (Stets and Carter 2012).

Let's turn to how we learn emotions, another essential element of who we are as humans.

Socialization into Emotions

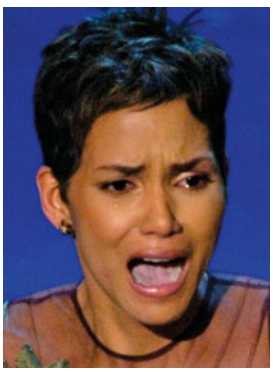
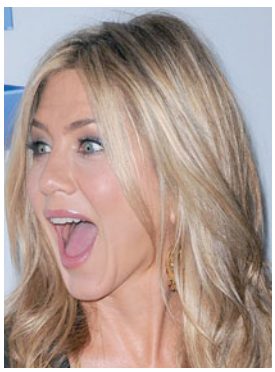
Sociologists have found that our emotions are not simply the results of our biology (Hochschild 2008; Stets 2012). Like the mind, our emotions also depend on socialization. This may sound strange. Don't all people get angry? Doesn't everyone cry? Don't we all feel guilt, shame, sadness, happiness, fear? What has socialization to do with our emotions?

Global Emotions. At first, it may look as though socialization is not relevant to our emotions, that we simply express universal feelings. The research of Paul Ekman, a psychologist, seems to support this idea. After studying emotions in several countries, Ekman (1980) found that everyone experiences six basic emotions: anger, disgust, fear, happiness, sadness, and surprise. Ekman also found that people show the same facial expressions when they feel these emotions. A person from Peru, for example, can tell from just the look on an American's face that she is angry, disgusted, or fearful, and she can tell from the Peruvian's face that he is happy, sad, or surprised. Because we all show the same facial expressions when we experience these six emotions, Ekman concluded that they are hardwired into our biology.

A study of facial expressions at the Paralympics supports this observation (Matsumoto and Willingham 2009). Upon learning if they had won or lost, people who were blind from birth showed the same facial expressions as those of sighted people, something they could not have learned.

Expressing Emotions: Following "Feeling Rules." What, then, does sociology have to do with emotions? If we have universal facial expressions to express our emotions, then this is biology, something that Darwin noted back in the 1800s (Horwitz and Wakefield 2007:41). Facial expressions, however, are only one way by which we show our feelings. We also use our bodies, voices, and gestures.

> *Jane and Sushana have been best friends since high school. They were hardly ever apart until Sushana married and moved to another state a year ago. Jane has been waiting eagerly at the arrival gate for Sushana's flight, which has been delayed. When Sushana exits, she and Jane hug one another, giving out squeals of glee" and even jumping a bit.*


What emotions are these people expressing? Are these emotions global? Is their way of expressing them universal?

If you couldn't tell from their names that these were women, you could tell from their behavior. To express delight, U.S. women are allowed to give "out squeals of glee" in public places and to jump as they hug. In contrast, in the same circumstances, U.S. men are expected to shake hands or to give a brief hug. If they gave "squeals of glee," they would be violating fundamental "gender rules."

Not only do we have "gender rules" for expressing emotions, but we also have "feeling rules" based on culture, social class, relationships, and settings. Consider *culture*. Two close Japanese friends who meet after a long separation don't shake hands or hug—they bow. Two Arab men will kiss. *Social class* is so significant that it, too, cuts across other lines, even gender. Upon seeing a friend after a long absence, upper-class women and men are likely to be more reserved in expressing their delight than are lower-class women and men. *Relationships* also make a big difference. We express our feelings more openly if we are with close friends, more guardedly if we are at a staff meeting with the corporate CEO. The *setting,* then, is also important, with different settings having different "rules" about emotions. As you know, the emotions you can express at a rock concert differ considerably from those you express in a classroom. If you think about your childhood, you will realize that a good part of your early socialization centered on learning your culture's feeling rules.

What We Feel

> *Joan, a U.S. woman who had been married for seven years, had no children. When she finally gave birth and the doctor handed her a healthy girl, she was almost overcome with joy. Tafadzwa, in Zimbabwe, had been married for seven years and had no children. When the doctor handed her a healthy girl, she was almost overcome with sadness.*

You can easily understand why the U.S. woman felt happy, but why did the woman in Zimbabwe feel sad? The effects of socialization on our emotions go much deeper than guiding how, where, and when we express our feelings. Socialization also affects *what* we feel (Clark 1997). In Zimbabwe culture, to not give birth to a male child lowers a woman's social status and is even considered a good reason for her husband to divorce her (Horwitz and Wakefield 2007:43).

Research Needed. Ekman identified only six emotions as universal in facial expression, but I suspect that there are more. Around the world, the emotions of confusion, despair, disgust, helplessness, and shock are also likely to produce similar facial expressions. To find out, we need cross-cultural research. We also need more research into how culture guides people in how they express their feelings, even in what they feel—and how these might differ by age, gender, social class, and race–ethnicity.

Society within Us: The Self and Emotions as Social Control

Much of our socialization is intended to turn us into conforming members of society. Socialization into the self and emotions is essential in this process, for *both the self and our emotions mold our behavior.* Although we like to think that we are "free," consider for a moment some of the factors that influence how you act: the expectations of your friends and parents; of neighbors and teachers; classroom norms and college rules; city, state, and federal laws. For example, if in a moment of intense frustration, or out of a devilish desire to shock people, you wanted to tear off your clothes and run naked down the street, what would stop you?

The answer is your socialization—*society within you.* Your experiences in society have resulted in a self that thinks along certain lines and feels particular emotions. This helps to keep you in line. Thoughts such as "Would I get kicked out of school?" and "What would my friends (parents) think if they found out?" represent an awareness of the self in relationship to others. So does the desire to avoid feelings of shame and embarrassment.

gender the behaviors and attitudes that a society considers proper for its males and females; masculinity or femininity

gender socialization learning society's "gender map," the paths in life set out for us because we are male or female

Your *social mirror*, then—the result of your being socialized into a self and emotions—sets up effective internal controls over your behavior. In fact, socialization into self and emotions is so effective that some people feel embarrassed just thinking about running naked in public!

In Sum: Socialization is essential for our development as human beings. From our interaction with others, we learn how to think, reason, and feel. The net result is the shaping of our behavior—including our thinking and emotions—according to cultural standards. This is what sociologists mean when they refer to *society within us*.

And remember how we began this chapter—that society makes us human? Socialization into emotions is part of this process.

3.4 Discuss how gender messages from the family, peers, and the mass media teach us society's gender map.

Socialization into Gender

Socialization into gender is also part of the way that society turns us into certain types of people—and sets up heavy controls over us. Let's get a glimpse of how this happens.

Learning the Gender Map

Watch on **MySocLab**
Video: Florence Denmark, Gender vs. Sex

For a child, society is unexplored territory. A major signpost on society's map is **gender**, the attitudes and behaviors that are expected of us because we are a male or a female. In learning the *gender map* (called **gender socialization**), we are nudged into different lanes in life—into contrasting attitudes and behaviors. We take direction so well that, as adults, most of us act, think, and even feel according to our culture's guidelines regarding what is appropriate for our sex.

The significance of gender is emphasized throughout this book, and we focus on gender in Chapter 10. For now, though, let's briefly consider some of the *gender messages* that we get from our family and the mass media.

Gender Messages in the Family

Parents. Our parents are the first to introduce us to the gender map. Sometimes they do this consciously, perhaps by bringing into play pink and blue, colors that have no meaning in themselves but that are now associated with gender. Our parents' own gender orientations are embedded so firmly that they do most of their gender teaching without being aware of what they are doing.

This is illustrated in a classic study by psychologists Susan Goldberg and Michael Lewis (1969), whose results have been confirmed by other researchers (Connors 1996; Clearfield and Nelson 2006; Best 2010).

Goldberg and Lewis asked mothers to bring their 6-month-old infants into their laboratory, supposedly to observe the infants' development. Covertly, however, they also observed the mothers. They found that the mothers kept their daughters closer to them. They also touched their daughters more and spoke to them more frequently than they did to their sons. By the time the children were 13 months old, the girls stayed closer to their mothers during play, and they returned to their mothers sooner and more often than the boys did.

Then Goldberg and Lewis did a little experiment. They set up a barrier to separate the children from their mothers, who were holding toys. The girls were more likely to cry and motion for help; the boys, to try to climb over the barrier.

Goldberg and Lewis concluded that the mothers had subconsciously rewarded their daughters for being passive and dependent, their sons for being active and independent.

It is in the family that we first learn how to do gender, how to match our ideas, attitudes, and behaviors to those expected of us because of our sex. This photo is from Papua New Guinea.

Toys and Play. Our family's gender lessons are thorough. On the basis of our sex, our parents give us different kinds of toys.

The *gender roles* that we learn during childhood become part of our basic orientations to life. Although we refine these roles as we grow older, they remain built around the framework established during childhood.

Boys are more likely to get guns and "action figures" that destroy enemies. Girls are more likely to be given dolls and jewelry. Some parents try to choose "gender neutral" toys, but kids know what is popular, and they feel left out if they don't have what the other kids have. The significance of toys in gender socialization can be summarized this way: Most parents would be upset if someone gave their son Barbie dolls.

We also learn gender through play. Parents subtly "signal" to their sons that it is okay for them to participate in more rough-and-tumble play. In general, parents expect their sons to get dirtier and to be more defiant, their daughters to be daintier and more compliant (Gilman 1911/1971; Nordberg 2010). And in large part, parents get what they expect.

Our experiences in socialization lie at the heart of the sociological explanation of male–female differences. For a fascinating account of how socialization can trump biology, read the Cultural Diversity box on the next page.

Explore on **MySocLab**
Activity: Single Parent Households

Gay and Lesbian Parents. Do the gender messages that homosexual parents give their children differ from those of heterosexual parents? The initial findings indicate that there are differences. In their play, the children of lesbian couples and gay male couples show less gender stereotyping. That is, the boys show more behaviors that are traditionally considered feminine, and the girls more behaviors that are traditionally considered masculine (Goldberg et al. 2012). This research is in its infancy, though, and this particular study is limited. It was based not on observation of the children but on reports from the parents, which can be quite biased.

If these initial findings hold up, an area of research will be how the parents give their gender messages. It is likely that these parents show less stereotypical masculine and feminine behaviors and are more tolerant of their children's behavior that does not conform to traditional ideas of masculinity and femininity.

Gender Messages from Peers

Sociologists stress how this sorting process into gender that begins in the family is reinforced as children are exposed to other aspects of society. Of those other influences, one of the most powerful is the **peer group**, individuals of roughly the same age who are linked by common interests. Examples of peer groups are friends, classmates, and "the kids in the neighborhood."

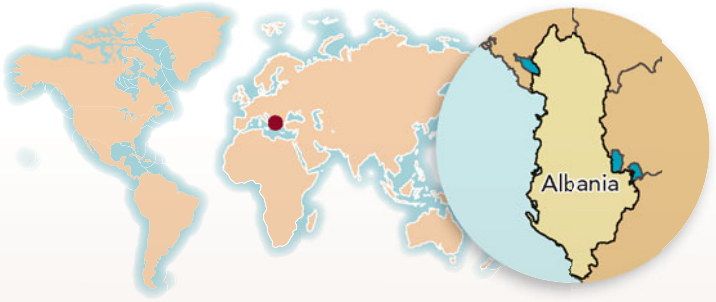
As you grew up, you saw girls and boys teach one another what it means to be female or male. You might not have recognized what was happening, however, so let's eavesdrop on a conversation between two eighth-grade girls studied by sociologist Donna Eder (2007).

CINDY: The only thing that makes her look anything is all the makeup . . .
PENNY: She had a picture, and she's standing like this. (Poses with one hand on her hip and one by her head)
CINDY: Her face is probably this skinny, but it looks that big 'cause of all the makeup she has on it.
PENNY: She's ugly, ugly, ugly.

peer group a group of individuals, often of roughly the same age, who are linked by common interests and orientations

Cultural Diversity around the World

When Women Become Men: The Sworn Virgins



"I will become a man," said Pashe. "I will do it."

The decision was final. Taking a pair of scissors, she soon had her long, black curls lying at her feet. She took off her dress—never to wear one again in her life—and put on her father's baggy trousers. She armed herself with her father's rifle. She would need it.

Going before the village elders, she swore to never marry, to never have children, and to never have sex.

Pashe had become a sworn virgin—and a man.

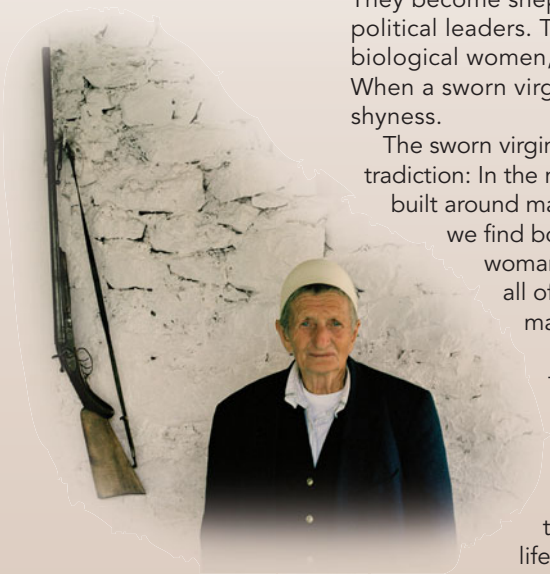
There was no turning back. The penalty for violating the oath was death.

In northern Albania, where Pashe Keqi lives, and in parts of Bosnia and Serbia, some women become men. They are neither transsexuals nor lesbians. Nor do they have a sex-change operation, something which is unknown in those parts.

This custom, which goes back centuries, is a practical matter, a way to protect and support the family. In these traditional societies, women stay home and take care of the children and household. They can go hardly anywhere except to the market and mosque. Women depend on men for survival.

And when there is no man? This is the problem.

Pashe's father was killed in a blood feud. In these traditional groups, when the family patriarch (male head) dies and there are no male heirs, how are the women to survive? In the fifteenth century, people in this area hit upon a solution: One of the women gives an oath of lifelong virginity and takes over the man's role. She then becomes a social he—she wears male clothing, carries a gun, owns property, and moves freely throughout the society.



Sokol (Zhire) Zmajli, aged 80, changed her name from Zhire to the male name Sokol when she was young. She heads the family household consisting of her nephew, his wife, their sons, and their wives.

She drinks in the tavern with the men. She sits with the men at weddings. She prays with the men at the mosque. When a man wants to marry a girl of the family, she is the one who approves or disapproves of the suitor.

In short, the woman really becomes a man. Actually, a social man, sociologists would add. Her biology does not change, but her gender does. Pashe had become the man of the house, a status she occupied her entire life.

Taking this position at the age of 11—Pashe is in her 70s now—also made her responsible for avenging her father's murder. But when his killer was released from prison, her 15-year-old nephew (she is his uncle) rushed in and did the deed instead.

Sworn virgins walk like men, they talk like men, and they hunt with the men. They also take up manly occupations. They become shepherds, security guards, truck drivers, and political leaders. Those around them know that they are biological women, but in all ways they treat them as men. When a sworn virgin talks to women, the women recoil in shyness.

The sworn virgins of Albania are a fascinating cultural contradiction: In the midst of a highly traditional group, one built around male superiority that severely limits women, we find both the belief and practice that a biological woman can do the work of a man and function in all of a man's social roles. The sole exception is marriage.

Under communist rule until 1985, with travel restricted by law and custom, mountainous northern Albania had been cut off from the rest of the world. Now there is a democratic government, and the region is connected to the world by better roads, telephones, and even television. As modern life trickles into these villages, few women want to become men. "Why should we?" they ask. "Now we have freedom. We can go to the city and work and support our families."

For Your Consideration

➤ How do the sworn virgins of Albania help to explain what gender is? Apply functionalism: How was the custom and practice of sworn virgins functional for this society? Apply symbolic interactionism: How do symbols underlie and maintain a woman's shift to becoming a man in this society? Apply conflict theory: How do power relations between men and women underlie this practice?

Sources: Based on Zumbrun 2007; Bilefsky 2008; Young and Twigg 2009.

Do you see how these girls were giving gender lessons? They were reinforcing images of appearance and behavior that they thought were appropriate for females.

It isn't only girls who reinforce cultural expectations of gender. Boys do the same thing. Sociologist Melissa Milkie (1994), who studied junior high school boys, found that much of their talk centered on movies and TV programs. Of the many images they saw, the boys would single out those associated with sex and violence. They would amuse one another by repeating lines, acting out parts, and joking and laughing at what they had seen.

If you know boys in their early teens, you've probably seen a lot of behavior like this. You may have been amused, or even have shaken your head in disapproval. But did you peer beneath the surface? Milkie did. What is really going on? The boys, she concluded, were using media images to develop their identity as males. They had gotten the message: "Real" males are obsessed with sex and violence. Not to joke and laugh about murder and promiscuous sex would have marked a boy as a "weenie" or a "nerd," labels to be avoided at all costs.

Gender Messages in the Mass Media

Watch on **MySocLab**
Video: Socialization in Focus: Socialization

As you can see with the boys Milkie studied, a major guide to the gender map is the **mass media**, forms of communication that are directed to large audiences. Let's look further at how media images help teach us **gender**, the behaviors and attitudes considered appropriate for our sex.

Television, Movies, and Cartoons. If you've watched youngsters while they are watching children's videos or television, you've probably noticed how engrossed they are. They can hardly lift their eyes from "the action" when you try to get their attention. What are children learning through these powerful media that transmit ideas through words and moving images? One major lesson is that males are more important than females, as male characters outnumber female characters two to one (S. Smith et al. 2012a).

In children's cartoons, females used to be portrayed as less brave and more dependent. Reflecting women's changing position in society, more dominant, aggressive females are now being featured. Kim Possible divides her time between cheerleading practice and saving the world from evil. With tongue in cheek, the Powerpuff Girls are touted as "the most elite kindergarten crime-fighting force ever assembled." This changed gender portrayal is especially evident in the violent females who play lead characters in action movies, from the assassin in *Kill Bill* to *Katnis Everdeen*, whose athletic, archery, and fighting skills are nothing short of amazing.

A key part of gender is body image, and the mass media are effective in teaching us what we "should" look like. While girls are presented as more powerful than they used to be, they have to be skinny and gorgeous and wear the latest fashions. Such messages present a dilemma for girls: Continuously thrust before them is a model that is almost impossible to replicate in real life.

Video Games. The movement, color, virtual dangers, unexpected dilemmas, and ability to control the action make video games highly appealing. High school and college students find them a seductive way of escaping from the demands of life. The first members of the "Nintendo Generation," now in their 30s, are still playing video games—with babies on their laps.

Sociologists have begun to study how video games portray the sexes, but we know little about their influence on the players' ideas of gender. The message of male dominance continues, as females are even more underrepresented in video games than on television: 90 percent of the main characters are male (Williams et al. 2009). Some video games, though, reflect cutting-edge changes in sex roles, the topic of the Mass Media in Social Life box on the next page.

mass media forms of communication, such as radio, newspapers, and television that are directed to mass audiences

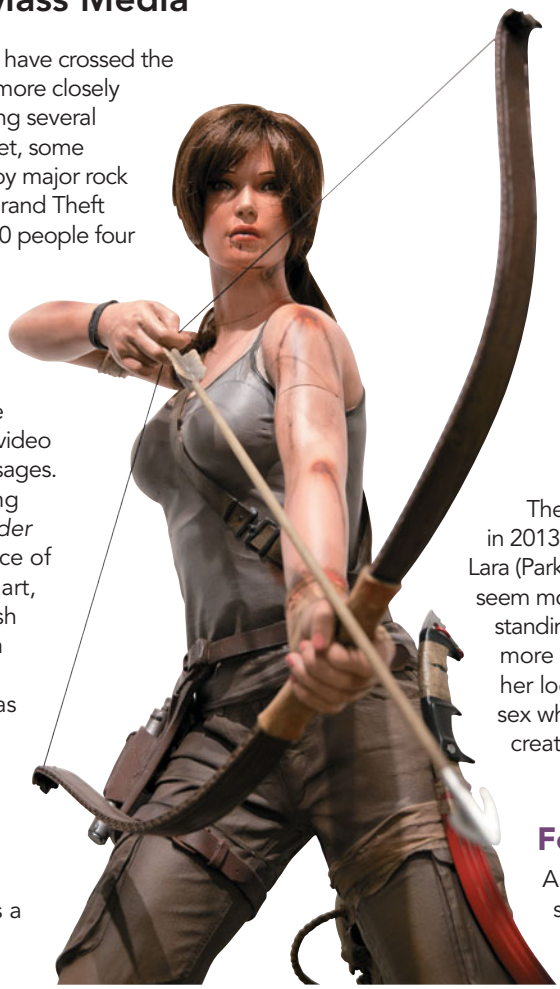
Mass Media in Social Life

Lara Croft, Tomb Raider: Changing Images of Women in the Mass Media

With digital advances, video games have crossed the line from games to something that more closely resembles interactive movies. Costing several million dollars to produce and market, some video games introduce new songs by major rock groups (Levine 2008). One game (Grand Theft Auto V) cost $250 million. It took 250 people four years to develop (Farnham 2013). Sociologically, what is significant is the *content* of video games. They expose gamers not only to action but also to ideas and images. Just as in other forms of the mass media, the gender images of video games communicate powerful messages.

Lara Croft, an adventure-seeking archeologist and star of *Tomb Raider* and its many sequels, is the essence of this new gender image. Lara is smart, strong, and able to utterly vanquish foes. With both guns blazing, Lara breaks stereotypical gender roles and dominates what previously was the domain of men. She was the first female protagonist in a field of muscle-rippling, gun-toting macho caricatures (Taylor 1999).

Yet the old remains powerfully encapsulated in the new. As the photo here makes evident, Lara is a fantasy girl for young men of the digital generation. No matter her foe, no matter her predicament, Lara oozes sex. Her form-fitting outfits, which flatter her voluptuous figure, reflect the mental images of the men who created this digital character.



The mass media not only reflect gender stereotypes but they also play a role in changing them. Sometimes they do both simultaneously. The image of the "new" Lara Croft not only reflect women's changing role in society, but also, by exaggerating the change, it molds new stereotypes.

These men decided to give Lara a makeover, and in 2013 they presented a "more vulnerable and realistic" Lara (Parker 2012). The new Lara, shown here, doesn't seem more vulnerable. Her weapon is huge, she is outstandingly accurate, and she kills a lot of men. She is more realistic in the sense that the new graphics make her look almost human, but she still manages to ooze sex whenever she moves. My best guess is that her creators have not had a mental makeover.

For Your Consideration

A sociologist who reviewed this text said, "It seems that for women to be defined as equal, we have to become symbolic males—warriors with breasts." Why is gender change mostly one-way—females adopting traditional male characteristics? These two questions should help: Who is moving into the traditional territory of the other? Do people prefer to imitate power or weakness?

Advertising. From an early age, you have been bombarded with stereotypical images of gender. If you are average, you are exposed to a blistering 200,000 commercials a year (Kacen 2011). In commercials geared toward children, boys are more likely to be shown as competing in outdoor settings, while girls are more likely to be portrayed as cooperating in indoor settings. Action figures are pitched to boys, and dolls to girls (Kahlenberg and Hein 2010).

As adults, we are still peppered with ads. Although their purpose is to sell products—from booze and bras to cigarettes and cell phones—these ads continue our gender lessons. The stereotypical images—from cowboys who roam the wide-open spaces to scantily clad women whose physical assets couldn't possibly be real—become part of our own images of the sexes. So does advertising's occasional attention-grabbing stereotype-breaking images.

In Sum: "Male" and "female" are powerful symbols. When we learn that different behaviors and attitudes are expected of us because we are a girl or a boy, we learn to

interpret the world in terms of gender. Whether overt and exaggerated or subtle and below our awareness, the mass media continue the gender lessons begun at home and reinforced by our peers. Gender serves as a primary basis for **social inequality**—giving privileges and obligations to one group of people while denying them to another, something we will analyze in following chapters.

social inequality a social condition in which privileges and obligations are given to some but denied to others

agents of socialization people or groups that affect our self concept, attitudes, behaviors, or other orientations toward life

Agents of Socialization

Individuals and groups that influence our orientations to life—our self-concept, emotions, attitudes, and behavior—are called **agents of socialization**. We have already considered how three of these agents—the family, our peers, and the mass media—influence our ideas of gender. Now we'll look more closely at how agents of socialization prepare us in ways other than gender to take our place in society. We will consider the family, then the neighborhood, religion, day care, school and peers, and the workplace.

3.5 Explain why the family, the neighborhood, religion, day care, school, peer groups, and the workplace are called agents of socialization.

The Family

As you know, the first group to have a major impact on who you become is your family. Your experiences in the family are so intense that they last a lifetime. These experiences establish your initial motivations, values, and beliefs. In your family, you receive your basic sense of self, ideas about who you are and what you deserve out of life. It is here that you began to think of yourself as strong or weak, smart or dumb, good-looking or ugly—or more likely, somewhere in between.

Not all families are the same, of course. Let's look at the difference that social class makes in how families socialize their children.

Watch on **MySocLab**
Video: Socialization: Thinking Like a Sociologist

Read on **MySocLab**
Document: D. Terri Heath, Parents' Socialization of Children

Social Class and Type of Work. Sociologist Melvin Kohn (1959, 1963, 1977, 2006) found that the main concern of working-class parents is that their children stay out of trouble. To keep them in line, they tend to use physical punishment. Middle-class parents, in contrast, focus more on developing their children's curiosity, self-expression, and self-control. They are more likely to reason with their children than to punish them physically.

Why should there be such differences? Kohn wondered. As a sociologist, he knew that the reason was life experiences of some sort, and he found the answer in the world of work. Blue-collar workers are usually told exactly what to do. Since they expect their children's lives to be like theirs, they stress obedience. The work of middle-class parents, in contrast, requires more initiative, and they socialize their children into the qualities they find valuable.

Kohn was still puzzled. Some working-class parents act more like middle-class parents, and vice versa. As Kohn probed further, the pieces fell into place. The key turned out to be the parents' types of jobs. Middle-class office workers are supervised closely, and Kohn found that they follow the working-class pattern of child rearing, emphasizing conformity. And some blue-collar workers, such as those who do home repairs, have a good deal of freedom. These workers follow the middle-class model in rearing their children (Pearlin and Kohn 1966; Kohn and Schooler 1969).

Social Class and Play. Working-class and middle-class parents also have different ideas of how children develop, ideas that have fascinating consequences for children's play (Lareau 2002; Bodovski and Farkas 2008). Working-class parents see their children as being like wildflowers—they develop naturally. Since the child's development will take care of itself, good parenting primarily means providing food, shelter, and comfort. These parents set limits on their children's play ("Don't go near the railroad tracks") and let them play as they wish. To middle-class parents, in contrast, children are like tender

This photo captures an extreme form of family socialization. The father seems to be more emotionally involved in the goal—and in more pain—than his daughter, as he pushes her toward the finish line in the Teen Tours of America Kid's Triathlon.

houseplants—they need a lot of guidance to develop correctly. These parents want their children's play to accomplish something. They may want them to play baseball, for example, not for the enjoyment of the sport but to help them learn how to be team players.

Read on MySocLab
Document: Ferdinand Tonnies, Gemeinschaft and Gesellschaft

The Neighborhood

As all parents know, some neighborhoods are better than others for children. Parents try to move to the better neighborhoods—if they can afford them. Their common-sense evaluations are borne out by sociological research. Children from poor neighborhoods are more likely to get in trouble with the law, to become pregnant, to drop out of school, and even to have worse mental health (Levanthal and Brooks-Gunn 2000; Wheaton and Clarke 2003; DeLuca and Dayton 2009; Clarke et al. 2013).

Sociologists have found that parenting is easier in the more affluent neighborhoods. Among the major advantages these parents have are less crime, stronger ties among the neighbors, more support groups, and being able to rely more on one another in times of need (Byrnes and Miller 2012). There are also fewer families in transition, so the adults are more likely to know the local children and their parents. This better equips them to help keep the children safe and out of trouble.

Religion

How important is religion in your life? Most Americans belong to a local congregation, but what if you are among the 16 percent who do not identify with a religion (Newport 2010)? We would miss the point if we were to assume that religion influences only people who are "religious." Religion plays a powerful role even for people who wouldn't be caught dead near a church, synagogue, or mosque. How? Religious ideas so pervade U.S. society that they provide the foundation of morality for both the religious and the nonreligious.

For many Americans, the influence of religion is more direct. This is especially true for the two of every five Americans who report that during a typical week they attend a religious service (Gallup Poll 2010). On the obvious level, through their participation in religious services, they learn doctrines, values, and morality, but the effects of religion on their lives go far beyond this. As they learn beliefs about the hereafter, for example, they also learn what kinds of clothing, speech, and manners are appropriate for formal occasions. Life in congregations also provides them a sense of identity, a feeling of belonging. Religious participation also helps to integrate immigrants into their new society, offers an avenue of social mobility for the poor, provides social contacts for jobs, and, for African Americans, has been a powerful influence in social change.

Read on MySocLab
Document: Dan Clawson, et al. Caring for Our Young: Child Care in Europe and the United States

Day Care

It is rare for social science research to make national news, but occasionally it does. This is what happened when researchers published their findings on 1,200 kindergarten children they had studied since they were a month old. They observed the children multiple times both at home and at day care. They also videotaped the children's interactions with their mothers (National Institute of Child Health and Human Development 1999; Guensburg 2001). What caught the media's attention? Children who spend more time in day care have weaker bonds with their mothers and are less affectionate toward them. They are also less cooperative with others and more likely to fight and to be "mean." By the time they get to kindergarten, they are more likely to talk back to teachers and to disrupt the classroom. This holds true regardless of the quality of the day care, the family's social class, or whether the child is a girl or a boy (Belsky 2006). On the positive side, the children scored higher on language tests.

Are we producing a generation of "smart but mean" children? This is not an unreasonable question, since the study was well designed and an even larger study of children in England has come up with similar findings (Belsky 2006). Some point out that the differences between children who spend a lot of time in day care and those who spend

less time are slight. Others stress that with 5 million children in day care (*Statistical Abstract* 2013:Table 589), slight differences can be significant for society.

The researchers continued to test these children as they went through school, and the surprise is how these initial effects of day care have continued. At age 15, the children who had lower-quality care and those who spent more time in child care did slightly worse academically and had slightly more behavioral problems than the children who had higher-quality care or who spent less time in child care (Vandell et al. 2010).

manifest functions the intended beneficial consequences of people's actions

latent functions unintended beneficial consequences of people's actions

The School

Part of the **manifest function**, or *intended* purpose, of formal education is to teach knowledge and skills, such as reading, writing, and arithmetic. Schools also have **latent functions**, *unintended consequences* that help the social system. Let's look at this less obvious aspect of education. At home, children learn attitudes and values that match their family's situation in life. At school, they learn a broader perspective that helps prepare them to take a role in the world beyond the family. At home, a child may have been the almost exclusive focus of doting parents, but in school, the child learns *universality*—that the same rules apply to everyone, regardless of who their parents are or how special they may be at home. The Cultural Diversity box on the next page explores how these new values and ways of looking at the world sometimes even replace those the child learns at home.

Sociologists have also identified a *hidden curriculum* in our schools. This term refers to values that, although not taught explicitly, are part of a school's "cultural message." For example, the stories and examples that are used to teach math and English may bring with them lessons in patriotism, democracy, justice, and honesty. There is also a *corridor curriculum*, what students teach one another outside the classroom. Unfortunately, the corridor curriculum seems to emphasize racism, sexism, illicit ways to make money, and coolness (Hemmings 1999). You can determine for yourself how each of these is functional and dysfunctional.

Conflict theorists point out that social class separates children into different educational worlds. Children born to wealthy parents go to private schools, where they learn skills and values that match their higher position. Children born to middle-class parents go to public schools, where they learn that good jobs, even the professions, beckon, while children from blue-collar families learn that not many of "their kind" will become professionals or leaders. This is one of the many reasons that children from blue-collar families are less likely to take college prep courses or to go to college. In short, our schools reflect and reinforce our social class divisions. We will return to this topic in Chapter 13.

Schools are a primary agent of socialization. One of their functions is to teach children the attitudes and skills they are thought to need as adults.

Peer Groups

As a child's experiences with agents of socialization broaden, the influence of the family decreases. Entry into school marks only one of many steps in this transfer of allegiance. One of the most significant aspects of education is that it exposes children to peer groups that help children resist the efforts of parents and schools to socialize them.

When sociologists Patricia and Peter Adler (1998) observed children at two elementary schools in Colorado, they saw how children separate themselves by sex and develop separate gender worlds. The norms that made boys popular were athletic ability, coolness, and toughness. For girls, popularity came from family background, physical appearance (clothing and use of makeup), and the ability to attract popular boys. In this children's subculture, academic achievement pulled in opposite directions: High grades lowered the popularity of boys, but for girls, good grades increased their standing among peers.

You know from your own experience how compelling peer groups are. It is almost impossible to go against a peer group, whose cardinal rule seems to be "conformity or rejection." Anyone who doesn't do what the others want becomes an "outsider,"

Cultural Diversity in the United States

Immigrants and Their Children: Caught between Two Worlds

It is a struggle to adapt to a new culture, to learn behaviors and ways of thinking that are at odds with ones already learned. This exposure to two worlds can lead to inner turmoil. One way to handle the conflict is to cut ties with your first culture. Doing so, however, can create a sense of loss, one that is perhaps recognized only later in life.

Richard Rodriguez, a literature professor and essayist, was born to working-class Mexican immigrants. Wanting their son to be successful in their adopted land, his parents named him Richard instead of Ricardo. Although his English–Spanish hybrid name indicates his parents' aspirations for their son, it was also an omen of the conflict that Richard would experience.

Like other children of Mexican immigrants, Richard first spoke Spanish—a rich mother tongue that introduced him to the world. Until the age of 5, when he began school, Richard knew only fifty words in English. He describes what happened when he began school:

> *The change came gradually but early. When I was beginning grade school, I noted to myself the fact that the classroom environment was so different in its styles and assumptions from my own family environment that survival would essentially entail a choice between both worlds. When I became a student, I was literally "remade"; neither I nor my teachers considered anything I had known before as relevant. I had to forget most of what my culture had provided, because to remember it was a disadvantage. The past and its cultural values became detachable, like a piece of clothing grown heavy on a warm day and finally put away.*

As happened to millions of immigrants before him, whose parents spoke German, Polish, Italian, and so on, learning English eroded family and class ties and ate away at his ethnic roots. For Rodriguez, language and education were not simply devices that eased the transition to the dominant culture. They also slashed at the roots that had given him life.

To face conflicting cultures is to confront a fork in the road. Some turn one way and withdraw from the new culture—a clue that helps to explain why so many Latinos drop out of U.S. schools. Others turn the other way. Cutting ties with their family and cultural roots, they embrace the new culture.

Rodriguez took the second road. He excelled in his new language—so much, in fact, that he graduated from Stanford University and then became a graduate student in English at the University of California at Berkeley. He was even awarded a Fulbright fellowship to study English Renaissance literature at the University of London.

But the past shadowed Rodriguez. Prospective employers were impressed with his knowledge of Renaissance literature. At job interviews, however, they would skip over the Renaissance training and ask him if he would teach the Mexican novel and be an adviser to Latino students. Rodriguez was also haunted by the image of his grandmother, the warmth of the culture he had left behind, and the language and ways of thinking to which he had become a stranger.

Richard Rodriguez represents millions of immigrants—not just those of Latino origin but those from other cultures, too—who want to integrate into U.S. culture yet not betray their past. Fearing loss of their roots, they are caught between two cultures, each beckoning, each offering rich rewards.

Sources: Based on Richard Rodriguez 1975, 1982, 1990, 1991, 1995.

For Your Consideration

➔ I saw this conflict firsthand with my father, who did not learn English until after the seventh grade (his last in school). He left German behind, eventually coming to the point that he could no longer speak it, but broken English and awkward expressions remained for a lifetime. Then, too, there were the lingering emotional connections to old ways, as well as the haughtiness and slights of more assimilated Americans. He longed for security by grasping the past, its ways of thinking and feeling, but at the same time he wanted to succeed in the everyday reality of the new culture. Have you seen similar conflicts?

a "nonmember," an "outcast." For preteens and teens just learning their way around in the world, it is not surprising that the peer group rules. As you know, peer groups can be vicious in enforcing their norms, the focus of the Down-to-Earth Sociology box below.

As a result, the standards of our peer groups tend to dominate our lives. If your peers, for example, listen to rap, Nortec, death metal, rock and roll, country, or gospel, it is almost inevitable that you also prefer that kind of music. In high school, if your friends take math courses, you probably do, too (Crosnoe et al. 2008). It is the same for clothing styles and dating standards. Peer influences also extend to behaviors that violate social norms. If your peers are college-bound and upwardly striving, this is most likely what you will be; but if they use drugs, cheat, and steal, you are likely to do so, too.

Down-to-Earth Sociology

Gossip and Ridicule to Enforce Adolescent Norms

Adolescence is not known as the turbulent years for nothing. During this period of our lives, the security of a self-identity rooted in parental relations and family life is being ripped from us as we attempt to piece together a strong sense of individual identity. This sense of who we are apart from our parents and siblings does not come easily. At this stage of life, we simply don't know who we are yet, and seldom do we have a good sense of whom we will become. The process of developing a sense of self by evaluating the reflections we receive from others is not new, but its severity at this point of life grows acute. Here is what sociologist Donna Eder said about her research on adolescent girls.

I became concerned while reading studies on adolescent girls. Many of these studies reported a drop in girls' self-esteem and self-image when they entered junior high school. I hired both female and male assistants to observe lunchtime interaction along with me as I wanted to study both girls and boys from different social class backgrounds. We also attended after-school sports events and cheerleading practices. All of us took field notes after we left the setting and tape-recorded lunchtime conversations.

Some of the things we observed were painful to watch. Through our recordings of gossip and ridicule, we learned a lot about what might make girls so insecure. For one thing, much of the gossip involved negative comments on other girls' appearances as well as their "stuck up" behavior. The only time that anyone disagreed with someone's negative evaluation was if they did so early on, right after the remark was made. Once even one other person agreed with it, no one seemed willing to challenge the "group" view. So in order to participate in the gossip, you pretty much needed to join in with the negative comments or else be sure to speak up quickly.

Gossip and ridicule increase the status insecurity of this time of life.

When we studied teasing, we also saw the power of a response to shape the meaning of an exchange. One day during volleyball practice, a girl said that another girl was showing off her new bra through her white tee-shirt. The girl responded by saying, "If I want to show off my bra, I'll do it like this," lifting her shirt up. By responding playfully, she disarmed the insulter, and her teammates all joined in on the laughter.

In this large middle school, status hierarchies were based on appearance, social class, and intelligence. Those at the bottom of the status rankings were isolates, eating lunch by themselves or with other low status students. As isolates, they were frequent targets of ridicule from students trying to build themselves up by putting others down. Both boys and girls picked on the isolates, most of whom lacked the skills to turn the exchanges into playful ones.

For Your Consideration

➤ What was school like for you at this age? Did you observe anything like this? Why do you think peer groups at this stage in life are so critical, even vicious? Why do peer groups, at all stages of life, produce isolates?

Source: Redacted from Eder 2014.

The Workplace

Another agent of socialization that comes into play somewhat later in life is the workplace. Those initial jobs that we take in high school and college are much more than just a way to earn a few dollars. From the people we rub shoulders with at work, we learn not only a set of skills but also perspectives on the world.

Most of us eventually become committed to some particular type of work, often after trying out many jobs. This may involve **anticipatory socialization**, learning to play a role before entering it. Anticipatory socialization is a sort of mental rehearsal for some future activity. We may talk to people who work in a particular career, read novels about that type of work, or take a summer internship in that field. Such activities allow us to become aware of what would be expected of us. Sometimes this helps people avoid committing themselves to an empty career, as with some of my students who tried student teaching, found that they couldn't stand it, and then moved on to other fields more to their liking.

An intriguing aspect of work as a socializing agent is that the more you participate in a line of work, the more this work becomes part of your self-concept. Eventually, you come to think of yourself so much in terms of the job that if someone asks you to describe yourself, you are likely to include the job in your self-description. You might say, "I'm a teacher," "I'm a nurse," or "I'm a sociologist."

Resocialization

3.6 Explain what total institutions are and how they resocialize people.

What does a woman who has just become a nun have in common with a man who has just divorced? The answer is that they both are undergoing **resocialization**; that is, they are learning new norms, values, attitudes, and behaviors to match their new situation in life. In its most common form, resocialization occurs each time we learn something contrary to our previous experiences. A new boss who insists on a different way of doing things is resocializing you. Most resocialization is mild—only a slight modification of things we have already learned.

Resocialization can also be intense. People who join Alcoholics Anonymous (AA), for example, are surrounded by reformed drinkers who affirm the destructive consequences of excessive drinking. Some students experience an intense period of resocialization when they leave high school and start college—especially during those initially scary days before they find companions, start to fit in, and feel comfortable. The experiences of people who join a cult or begin psychotherapy are even more profound: They learn views that conflict with their earlier socialization. If these ideas "take," not only does the individual's behavior change but he or she also learns a fundamentally different way of looking at life.

Total Institutions

anticipatory socialization the process of learning in advance an anticipated future role or status

resocialization the process of learning new norms, values, attitudes, and behaviors

total institution a place that is almost totally controlled by those who run it, in which people are cut off from the rest of society and the society is mostly cut off from them

degradation ceremony a term coined by Harold Garfinkel to refer to a ritual whose goal is to remake someone's self by stripping away that individual's self-identity and stamping a new identity in its place

Relatively few of us experience the powerful agent of socialization that sociologist Erving Goffman (1961) called the **total institution**. He coined this term to refer to a place in which people are cut off from the rest of society and where they come under almost total control of the officials who are in charge. Boot camps, prisons, concentration camps, convents, some religious cults, and some military schools, such as West Point, are total institutions.

A person entering a total institution is greeted with a **degradation ceremony** (Garfinkel 1956), an attempt to remake the self by stripping away the individual's current identity and stamping a new one in its place. This unwelcome greeting may involve fingerprinting, photographing, or shaving the head. Newcomers may be ordered to strip, undergo an examination (often in a humiliating, semipublic setting), and then put on a uniform that designates their new status. Officials also take away the individual's *personal identity kit*, items such as jewelry, hairstyles, clothing, and other body decorations used to express individuality.

Total institutions are isolated from the public. The bars, walls, gates, and guards not only keep the inmates in but also keep outsiders out. Staff members supervise the

day-to-day lives of the residents. Eating, sleeping, showering, recreation—all are standardized. Inmates learn that their previous statuses—student, worker, spouse, parent—mean nothing. The only thing that counts is their current status.

No one leaves a total institution unscathed: The experience brands an indelible mark on the individual's self and colors the way he or she sees the world. Boot camp, as described in the Down-to-Earth Sociology box below, is brutal but swift. Prison, in contrast, is brutal and prolonged. Neither recruit nor prisoner, however, has difficulty in knowing that the institution has had profound effects on attitudes and orientations to life.

Down-to-Earth Sociology

Boot Camp as a Total Institution

The bus arrives at Parris Island, South Carolina, at 3 A.M. The early hour is no accident. The recruits are groggy, confused. Up to a few hours ago, the young men were ordinary civilians. Now, as a sergeant sneeringly calls them "maggots," their heads are buzzed (25 seconds per recruit), and they are quickly thrust into the harsh world of Marine boot camp.

Buzzing the boys' hair is just the first step in stripping away their identity so that the Marines can stamp a new one in its place. The uniform serves the same purpose. There is a ban on using the first person "I." Even a simple request must be made in precise Marine style or it will not be acknowledged. ("Sir, Recruit Jones requests permission to make a head call, Sir.")

A recruit with a drill instructor.

Every intense moment of the next eleven weeks reminds the recruits, men and women, that they are joining a subculture of self-discipline. Here, pleasure is suspect and sacrifice is good. As they learn the Marine way of talking, walking, and thinking, they are denied the diversions they once took for granted: television, cigarettes, cars, candy, soft drinks, video games, music, alcohol, drugs, and sex.

Lessons are taught with fierce intensity. When Sergeant Carey checks brass belt buckles, Recruit Robert Shelton nervously blurts, "I don't have one." Sergeant Carey's face grows red as his neck cords bulge. "I?" he says, his face just inches from the recruit. With spittle flying from his mouth, he screams, "'I' is gone!"

"Nobody's an individual" is the lesson that is driven home again and again. "You are a team, a Marine. Not a civilian. Not black or white, not Hispanic or Indian or some hyphenated American—but a Marine. You will live like a Marine, fight like a Marine, and, if necessary, die like a Marine."

Each day begins before dawn with close-order formations. The rest of the day is filled with training in hand-to-hand combat, marching, running, calisthenics, Marine history, and—always—following orders.

"An M-16 can blow someone's head off at 500 meters," Sergeant Norman says. "That's beautiful, isn't it?"

"Yes, sir!" shout the platoon's fifty-nine voices.

"Pick your nose!" Simultaneously fifty-nine index fingers shoot into nostrils.

The pressure to conform is intense. Those who are sent packing for insubordination or suicidal tendencies are mocked in cadence during drills. ("Hope you like the sights you see/ Parris Island casualty.") As lights go out at 9 P.M., the exhausted recruits perform the day's last task: The entire platoon, in unison, chants the virtues of the Marines.

Recruits are constantly scrutinized. Subpar performance is not accepted, whether a dirty rifle or a loose thread on a uniform. The underperformer is shouted at, derided, humiliated. The group suffers for the individual. If one recruit is slow, the entire platoon is punished.

The system works.

One of the new Marines (until graduation, they are recruits, not Marines) says, "I feel like I've joined a new society or religion."

He has.

For Your Consideration

➔ Of what significance is the recruits' degradation ceremony? Why are recruits not allowed video games, cigarettes, or calls home? Why are the Marines so unfair as to punish an entire platoon for the failure of an individual? Use concepts in this chapter to explain why the system works.

Sources: Based on Garfinkel 1956; Goffman 1961; Ricks 1995; Dyer 2007.

3.7 Identify major divisions of the life course and discuss the sociological significance of the life course.

Socialization through the Life Course

You are at a particular stage in your life now, and college is a good part of it. You know that you have more stages ahead as you go through life. These stages, from birth to death, are called the **life course** (Elder 1975, 1999). The sociological significance of the life course is twofold. First, as you pass through a stage, it affects your behavior and orientations. You simply don't think about life in the same way when you are 35, are married, and have a baby and a mortgage as you do when you are 18 or 20, single, and in college. (Actually, you don't even see life the same way as a freshman and as a senior.) Second, your life course differs by social location. Your social class, race–ethnicity, and gender, for example, map out distinctive worlds of experience.

This means that the typical life course differs for males and females, the rich and the poor, and so on. To emphasize this major sociological point, in the sketch that follows, I will stress the *historical* setting of people's lives. Because of your particular social location, your own life course may differ from this sketch, which is a composite of stages that others have suggested (Levinson 1978; Carr et al. 1995; Quadagno 2010).

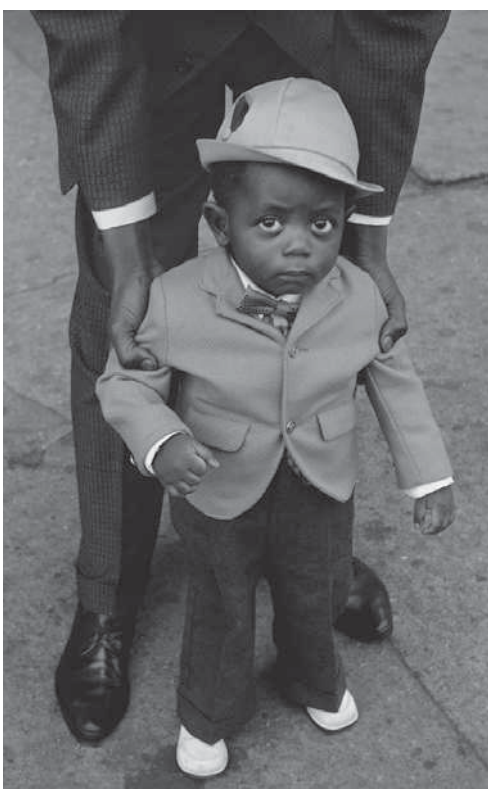
Watch on **MySocLab**
Video: Socialization on the Job

Childhood (from birth to about age 12)

Consider how remarkably different your childhood would have been if you had grown up in Europe a few hundred years ago. Historian Philippe Ariès (1965) noticed that in European paintings from about A.D. 1000 to 1800, children were always dressed in adult clothing. If they were not depicted stiffly posed, as in a family portrait, they were shown doing adult activities.

From this, Ariès drew a conclusion that sparked a debate among historians. He said that Europeans of this era did not regard childhood as a special time of life. They viewed children as miniature adults and put them to work at an early age. At the age of 7, for example, a boy might leave home for good to learn to be a jeweler

life course the stages of our life as we go from birth to death



From paintings, such as this one of Sir Walter Raleigh from 1602, some historians conclude that Europeans once viewed children as miniature adults who assumed adult roles early in life. From the 1959 photo taken in Harlem, New York, you can see why this conclusion is now being challenged, if not ridiculed.

or a stonecutter. A girl, in contrast, stayed home until she married, but by the age of 7, she assumed her share of the household tasks. Historians do not deny that these were the customs of that time, but some say that Ariès' conclusion is ridiculous, that other evidence indicates that these people viewed childhood as a special time of life (Orme 2002).

Until about 1900, having children work like adults was common around the world. Even today, children in the Least Industrialized Nations work in many occupations—from blacksmiths to waiters. As tourists are shocked to discover, children in these nations also work as street peddlers, hawking everything from shoelaces to chewing gum.

Child rearing, too, used to be remarkably different. Three hundred years ago, parents and teachers considered it their *moral* duty to *terrorize* children. To keep children from "going bad," they would frighten them with bedtime stories of death and hellfire, lock them in dark closets, and force them to witness events like this:

> *A common moral lesson involved taking children to visit the gibbet [an upraised post on which executed bodies were left hanging], where they were forced to inspect the rotting corpses as an example of what happens to bad children when they grow up. Whole classes were taken out of school to witness hangings, and parents would often whip their children afterwards to make them remember what they had seen. (DeMause 1975)*

Industrialization transformed the way we perceive children. When children had the leisure to go to school and postpone taking on adult roles, parents and officials came to think of them as tender and innocent, as needing more care, comfort, and protection. Such attitudes of dependency grew, and today we view children as needing gentle guidance if they are to develop emotionally, intellectually, morally, even physically. We take our view for granted—after all, it is only "common sense." Yet, as you can see, our view is not "natural." It is, instead, rooted in society—in geography, history, and economic development.

In Sum: Childhood is more than biology. Everyone's childhood occurs at some point in history and is embedded in specific social locations, especially social class and gender. *These social factors are as vital as our biology, for they determine what our childhood will be like.* Although a child's *biological* characteristics (such as being small and dependent) are universal, the child's *social* experiences (the kind of life the child lives) are not. Because of this, sociologists say that childhood varies from culture to culture.

In many societies, manhood is not bestowed upon males simply because they reach a certain age. Manhood, rather, signifies a standing in the community that must be achieved. Shown here is an initiation ceremony in Indonesia, where boys, to lay claim to the status of manhood, must jump over this barrier.

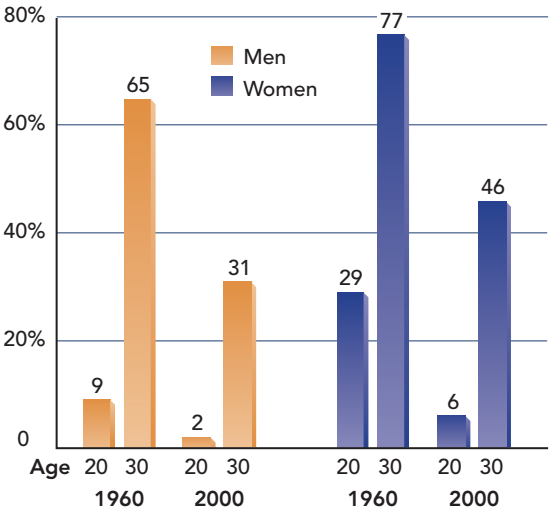
Adolescence (ages 13–17)

It might seem strange to you, but adolescence is a *social invention,* not a "natural" age division. In earlier centuries, people simply moved from childhood to young adulthood, with no stopover in between. The Industrial Revolution allowed adolescence to be invented. It brought such an abundance of material surpluses that for the first time in history people in their teens were not needed as workers. At the same time, education became more important for achieving success. As these two forces in industrialized societies converged, they created a gap between childhood and adulthood. The term *adolescence* was coined to indicate this new stage in life (Hall 1904), one that has become renowned for uncertainty, rebellion, and inner turmoil.

To mark the passage of children into adulthood, tribal societies hold *initiation rites.* This grounds the self-identity, showing these young people how they fit in the society. In the industrialized world, however, adolescents must "find" themselves. They grapple with the dilemma of "I am neither a child nor an adult. Who am I?" As they attempt to carve out an identity that is distinct from both the "younger" world being left behind and the "older"

FIGURE 3.2 Transitional Adulthood: A New Stage in the Life Course

Who has completed the transition?



The bars show the percentage who have completed the transition to adulthood, as measured by leaving home, finishing school, getting married, having a child, and being financially independent.

Source: Furstenberg et al. 2004.

world that still lingers out of reach, adolescents develop their own subcultures, with distinctive clothing, hairstyles, language, gestures, and music. We usually fail to realize that contemporary society, not biology, created this period of inner turmoil that we call *adolescence*.

Transitional Adulthood (ages 18–29)

If society invented adolescence, can it also invent other periods of life? As Figure 3.2 illustrates, this is actually happening now. Postindustrial societies are adding another period of extended youth to the life course, which sociologists call **transitional adulthood** (also known as *adultolescence*).

After high school, millions of young adults postpone adult responsibilities by going to college. They are mostly freed from the control of their parents, yet they don't have to support themselves. After college, many live at home, so they can live cheaply while they establish themselves in a career—and, of course, continue to "find themselves." During this time, people are "neither psychological adolescents nor sociological adults" (Keniston 1971). At some point during this period of extended youth, young adults ease into adult responsibilities. They take full-time jobs, become serious about a career, engage in courtship rituals, get married—and go into debt.

transitional adulthood a term that refers to a period following high school when young adults have not yet taken on the responsibilities ordinarily associated with adulthood; also called *adultolescence*

The Middle Years (ages 30–65)

The Early Middle Years (ages 30–49). During their early middle years, most people are more sure of themselves and of their goals in life. As with any point in the life course, however, the self can receive severe jolts. Common upheavals during this period are divorce and losing jobs. It may take years for the self to stabilize after such ruptures.

The early middle years pose a special challenge for many U.S. women, who have been given the message, especially by the media, that they can "have it all." They can be superworkers, superwives, and supermoms—all rolled into one superwoman. Reality, however, hits them in the face: too little time, too many demands, even too little sleep. Something has to give, and attempts to resolve this dilemma are anything but easy.

The Later Middle Years (ages 50–62 or so). During the later middle years, health issues and mortality begin to loom large as people feel their bodies change, especially if they watch their parents become frail, fall ill, and die. The consequence is a fundamental reorientation in thinking—*from time since birth to time left to live* (Neugarten 1976). With this changed orientation, people attempt to evaluate the past and come to terms with what lies ahead. They compare what they have accomplished with what they had hoped to achieve. Many people also find themselves caring not only for their own children but also for their aging parents. Because of this double burden, which is often crushing, people in the later middle years are sometimes called the "sandwich generation."

In contrast, many people experience few of these stresses and find late middle age to be the most comfortable period of their lives. They enjoy job security or secure marriages and a standard of living higher than ever before. They live in a bigger house (one that may even be paid for), drive newer cars, and take longer and more exotic vacations. The children are grown, the self is firmly planted, and fewer upheavals are likely to occur.

As they anticipate the next stage of life, however, most people do not like what they see.

The Older Years (about age 63 on)

The Transitional Older Years (ages 63–74). In agricultural societies, when most people died early, old age was thought to begin at around age 40. As industrialization brought improved nutrition, medicine, and public health, allowing more people to live longer, the beginning of "old age" gradually receded. Today, people who enjoy good health don't think of their 60s as old age but as an extension of their middle years. This change is so recent that a *new stage of life* seems to be evolving, the period between retirement (averaging about 63) and old age—which people are increasingly coming to see as beginning around age 75 ("Schwab Study" 2008). We can call this stage the **transitional older years**. Increasingly during this stage of the life course, people are more aware of death and feel that "time is closing in" on them.

Researchers who are focusing on this transitional stage of life have found that social isolation harms both the body and brain, that people who are more integrated into social networks stay mentally sharper (Ertel et al. 2008). With improved health, two-thirds of the men and two-fifths of the women between their late 60s and age 75 continue to be sexually active (Lindau et al. 2007). Not only are people in this stage of life having more sex but they also are enjoying it more (Beckman et al. 2008).

Because we have a self and can reason abstractly, we can contemplate death. In our early years, we regard death as a vague notion, a remote possibility. As people see their parents and friends die and observe their own bodies no longer functioning as before, however, the thought of death becomes less abstract. Increasingly during this stage in the life course, people feel that "time is closing in" on them.

This January 1937 photo from Sneedville, Tennessee, shows Eunice Johns, age 9, and her husband, Charlie Johns, age 22. The groom gave his wife a doll as a wedding gift. The new husband and wife planned to build a cabin, and, as Charlie Johns phrased it, "go to housekeepin'." This couple illustrates the cultural relativity of life stages, which we sometimes mistake as fixed. It also is interesting from a symbolic interactionist perspective—that of changing definitions.

The marriage lasted. The couple had 7 children, 5 boys and 2 girls. Charlie died in 1997 at age 83, and Eunice in 2006 at age 78. The two were buried in the Johns Family Cemetery.

The Later Older Years (age 75 or so on). As with the preceding periods of life, except the first one, there is no precise beginning point to this last stage. For some, the 75th birthday may mark entry into this period of life. For others, that marker may be the 80th or even the 85th birthday. For most, this stage is marked by growing frailty and illness. For all who reach this stage, it is ended by death. For some, the physical decline is slow, and a rare few manage to see their 100th birthday mentally alert and in good physical health.

Applying the Sociological Perspective to the Life Course

In Chapter 1, you learned about the sociological perspective, especially how your *social location* is vitally important for what you experience in life. Your social location, such as your social class, gender, and race–ethnicity, is also highly significant for your life course. If you are poor, for example, you likely will feel older sooner than most wealthy people, for whom life is less harsh. Individual factors—such as your health or marrying early or entering college late—can also throw your life course "out of sequence."

As you learned, the sociological perspective stresses not just social location but also the broad streams of history. These, too drastically affect your life course. As sociologist C. Wright Mills (1959) would say, if employers are beating a path to your door, or failing to do so, you will be more inclined to marry, to buy a house, and to start a family—or to postpone these life course events.

This takes us to the sociological significance of the life course. Our life course does not merely reflect biology, things that occur naturally to all of us as we add years to our lives. Rather, *social* factors influence our life course. Since you live in a period of rapid social change, you can expect changes that will send your life course in unexpected directions.

transitional older years an emerging stage of the life course between retirement and when people are considered old; about age 63 to 74

3.8 Understand why we are not prisoners of socialization.

Are We Prisoners of Socialization?

From our discussion of socialization, you might conclude that sociologists think of people as robots: The socialization goes in, and the behavior comes out. People cannot help what they do, think, or feel, as everything is a result of their exposure to socializing agents.

Sociologists do *not* think of people in this way. Although socialization is powerful, and affects all of us profoundly, we have a self. Established in childhood and continually modified by later experience, our self is dynamic. Our self is not a sponge that passively absorbs influences from the environment, but, rather, it is a vigorous, essential part of our being that allows us to act on our environment.

Precisely because people are not robots, individual behavior is hard to predict. The countless reactions of others merge in each of us. As the self develops, we each internalize or "put together" these innumerable reactions, which become the basis for how we reason, react to others, and make choices in life. The result is a unique whole called the *individual.*

Rather than being passive sponges in this process, *each of us is actively involved in the construction of the self.* Our experiences in the family and other groups during childhood lay down our basic orientations to life, but we are not doomed to keep these orientations if we do not like them. We can purposely expose ourselves to other groups and ideas. Those experiences, in turn, have their own effects on our self. In short, we influence our socialization as we make choices. We can change even the self within the limitations of the framework laid down by our social locations. And that self—along with the options available within society—is the key to our behavior.

feral children children assumed to have been raised by animals, in the wilderness, isolated from humans

CHAPTER 3

Summary and Review

Society Makes Us Human

3.1 Explain how feral, isolated, and institutionalized children help us understand that "society makes us human."

How much of our human characteristics come from "nature" (heredity) and how much from "nurture" (the social environment)?

Observations of isolated, institutionalized, and **feral children** help to answer the nature–nurture question, as do experiments with monkeys that were raised in isolation. Language and intimate social interaction—aspects of "nurture"—are essential to the development of what we consider to be human characteristics. Pp. 66–71.

Socialization into the Self and Mind

3.2 Use the ideas and research of Cooley (looking-glass self), Mead (role taking), and Piaget (reasoning) to explain socialization into the self and mind.

How do we acquire a self?

Humans are born with the *capacity* to develop a **self**, but the self must be socially constructed; that is, its contents depend on social interaction. According to Charles Horton Cooley's concept of the **looking-glass self**, our self develops as we internalize others' reactions to us. George Herbert Mead identified the ability to **take the role of the other** as essential to the development of the self. Mead concluded that even the mind is a social product. Pp. 71–72.

How do children develop reasoning skills?

Jean Piaget identified four stages that children go through as they develop the ability to reason: (1) *sensorimotor*, in which understanding is limited to sensory stimuli such as touch and sight; (2) *preoperational*, the ability to use symbols; (3) *concrete operational*, in which reasoning ability is more complex but not yet capable of complex abstractions; and (4) *formal operational*, or abstract thinking. Pp. 72–74.

Learning Personality, Morality, and Emotions

3.3 Explain how the development of personality and morality and socialization into emotions are part of how "society makes us human."

How do sociologists evaluate Freud's psychoanalytic theory of personality development?

Sigmund Freud viewed personality development as the result of our **id** (inborn, self-centered desires) clashing with the demands of society. The **ego** develops to balance the id and the **superego**, the conscience. Sociologists, in contrast, do not examine inborn or subconscious motivations but, instead, consider how *social* factors—social class, gender, religion, education, and so forth—underlie personality. Pp. 74–75.

How do people develop morality?

That even babies exhibit a sense of morality seems to indicate that a basic morality could be inborn. Lawrence Kohlberg identified four stages children go through as they learn morality: amoral, preconventional, conventional, and postconventional. As they make moral decisions, both men and women use personal relationships and abstract principles. The answer to "What is moral?" differs from society to society. Pp. 75–76.

How does socialization influence emotions?

Socialization influences not only *how we express our emotions* but also *what emotions we feel*. Socialization into emotions is one of the means by which society produces conformity. Pp. 76–78.

Socialization into Gender

3.4 Discuss how gender messages from the family, peers, and the mass media teach us society's gender map.

How does gender socialization affect our sense of self?

Gender socialization—sorting males and females into different roles—is a primary way that groups control human behavior. Children receive messages about **gender** even in infancy. A society's ideals of sex-linked behaviors are reinforced by its social institutions. Pp. 78–83.

Agents of Socialization

3.5 Explain why the family, the neighborhood, religion, day care, school, peer groups, and the workplace are called agents of socialization.

What are the main agents of socialization?

The **agents of socialization** include the family, neighborhood, religion, day care, school, **peer groups**, the **mass media**, and the workplace. Each has its particular influences in socializing us into becoming full-fledged members of society. Pp. 83–88.

Resocialization

3.6 Explain what total institutions are and how they resocialize people.

What is resocialization?

Resocialization is the process of learning new norms, values, attitudes, and behavior. Most resocialization is voluntary, but some, as with the resocialization of residents of **total institutions**, is involuntary. Pp. 88–89.

Socialization through the Life Course

3.7 Identify major divisions of the life course and discuss the sociological significance of the life course.

Does socialization end when we enter adulthood?

Socialization occurs throughout the life course. In industrialized societies, the **life course** can be divided into childhood, adolescence, young adulthood, the middle years, and the older years. The West is adding two new stages, **transitional adulthood** and **transitional older years**. Using the sociological perspective, we can see how both the streams of history and social location—geography, gender, race–ethnicity, social class—influence the life course. Pp. 90–93.

Are We Prisoners of Socialization?

Although socialization is powerful, we are not merely the sum of our socialization experiences. Just as socialization influences our behavior, so we act on our environment and influence even our self-concept. Pp. 93–94.

Thinking Critically about Chapter 3

1. What two agents of socialization have influenced you the most? Can you pinpoint their influence on your attitudes, beliefs, values, or other orientations to life?
2. Summarize your views of the "proper" relationships of women and men. What in your socialization has led you to have these views?
3. How does the text's summary of the life course compare with your experiences? Use the sociological perspective to explain both the similarities and the differences.

Glossary

achieved statuses positions that are earned, accomplished, or involve at least some effort or activity on the individual's part

acid rain rain containing sulfuric and nitric acids (burning fossil fuels release sulfur dioxide and nitrogen oxide that become sulfuric and nitric acids when they react with moisture in the air)

activity theory the view that satisfaction during old age is related to a person's amount and quality of activity

age cohort people born at roughly the same time who pass through the life course together

ageism prejudice and discrimination directed against people because of their age; can be directed against any age group, including youth

agents of socialization people or groups that affect our self concept, attitudes, behaviors, or other orientations toward life

aggregate individuals who temporarily share the same physical space but who do not see themselves as belonging together

agricultural society a society based on large-scale agriculture

alienation Marx's term for workers' lack of connection to the product of their labor; caused by workers being assigned repetitive tasks on a small part of a product—this leads to a sense of powerlessness and normlessness; others use the term in the general sense of not feeling a part of something

alterative social movement a social movement that seeks to alter only some specific aspects of people and institutions

anarchy a condition of lawlessness or political disorder caused by the absence or collapse of governmental authority

anomie Durkheim's term for a condition of society in which people become detached from the usual norms that guide their behavior

anticipatory socialization the process of learning in advance an anticipated future role or status

apartheid the separation of racial–ethnic groups as was practiced in South Africa

applied sociology the use of sociology to solve problems—from the micro level of classroom interaction and family relationships to the macro level of crime and pollution

ascribed status a position an individual either inherits at birth or receives involuntarily later in life

assimilation the process of being absorbed into the mainstream culture

authoritarian leader an individual who leads by giving orders

authoritarian personality Theodor Adorno's term for people who are prejudiced and rank high on scales of conformity, intolerance, insecurity, respect for authority, and submissiveness to superiors

authority power that people consider legitimate, as rightly exercised over them; also called *legitimate power*

back stages places where people rest from their performances in everyday life, discuss their presentations, and plan future performances

background assumption a deeply embedded, common understanding of how the world operates and of how people ought to act

basic (or **pure) sociology** sociology in everyday life logical research for the purpose of making discoveries about life in human groups, not for making changes in those groups

basic demographic equation the growth rate equals births minus deaths plus net migration

bilineal system (of descent) a system of reckoning descent that counts both the mother's and the father's side

biotech society a society whose economy increasingly centers on modifying genetics to produce food, medicine, and materials

blended family a family whose members were once part of other families

body language the ways in which people use their bodies to give messages to others

bonded labor (indentured service) a contractual system in which someone sells his or her body (services) for a specified period of time in an arrangement very close to slavery, except that it is entered into voluntarily

born again a term describing Christians who have undergone a religious experience so life-transforming that they feel they have become new persons

bourgeoisie Marx's term for capitalists, those who own the means of production

bureaucracy a formal organization with a hierarchy of authority and a clear division of labor; emphasis on impersonality of positions and written rules, communications, and records

capital punishment the death penalty

capitalism an economic system built around the private ownership of the means of production, the pursuit of profit, and market competition

case study an intensive analysis of a single event, situation, or individual

caste system a form of social stratification in which people's statuses are lifelong conditions determined by birth

category people, objects, and events that have similar characteristics and are classified together

charisma literally, an extraordinary gift from God; more commonly, an outstanding, "magnetic" personality

charismatic authority authority based on an individual's outstanding traits, which attract followers

charismatic leader literally, someone to whom God has given a gift; in its extended sense, someone who exudes extraordinary appeal to a group of followers

checks and balances the separation of powers among the three branches of U.S. government—legislative, executive, and judicial—so that each is able to nullify the actions of the other two, thus preventing any single branch from dominating the government

church according to Durkheim, one of the three essential elements of religion—a moral community of believers; also refers to a large, highly organized religious group that has formal, sedate worship services with little emphasis on evangelism, intense religious experience, or personal conversion

citizenship the concept that birth (and residence or naturalization) in a country imparts basic rights

city a place in which a large number of people are permanently based and do not produce their own food

city-state an independent city whose power radiates outward, bringing the adjacent area under its rule

class conflict Marx's term for the struggle between capitalists and workers

class consciousness Marx's term for awareness of a common identity based on one's position in the means of production

class system a form of social stratification based primarily on the possession of money or material possessions

clique (cleek) a cluster of people within a larger group who choose to interact with one another

coalition the alignment of some members of a group against others

coercion power that people do not accept as rightly exercised over them; also called *illegitimate power*

cohabitation unmarried couples living together in a sexual relationship

colonialism the process by which one nation takes over another nation, usually for the purpose of exploiting its labor and natural resources

compartmentalize to separate acts from feelings or attitudes

conflict theory a theoretical framework in which society is viewed as composed of groups that are competing for scarce resources

conspicuous consumption Thorstein Veblen's term for a change from the thrift, saving, and investing of the Protestant ethic to showing off wealth through spending and the display of possessions

contact theory the idea that prejudice and negative stereotypes decrease and racial-ethnic relations improve when people from different racial-ethnic backgrounds, who are of equal status, interact frequently

continuity theory a theory focusing on how people adjust to retirement by continuing aspects of their earlier lives

contradictory class locations Erik Wright's term for a position in the class structure that generates contradictory interests

control group the subjects in an experiment who are not exposed to the independent variable

control theory the idea that two control systems—inner controls and outer controls—work against our tendencies to deviate

convergence theory the view that as capitalist and socialist economic systems each adopt features of the other, a hybrid (or mixed) economic system will emerge

core values the values that are central to a group, those around which people build a common identity

corporate crime crimes committed by executives in order to benefit their corporation

corporate culture the values, norms, and other orientations that characterize corporate work settings

cosmology teachings or ideas that provide a unified picture of the world

counterculture a group whose values, beliefs, norms, and related behaviors place its members in opposition to the broader culture

credential society the use of diplomas and degrees to determine who is eligible for jobs, even though the diploma or degree may be irrelevant to the actual work

crime the violation of norms written into law

criminal justice system the system of police, courts, and prisons set up to deal with people who are accused of having committed a crime

crude birth rate the annual number of live births per 1,000 population

crude death rate the annual number of deaths per 1,000 population

cult a new religion with few followers, whose teachings and practices put it at odds with the dominant culture and religion

cultural capital privileges accompanying a social location that help someone in life; included are more highly educated parents, from grade school through high school being pushed to bring home high grades, and enjoying cultural experiences that translate into higher test scores, better jobs, and higher earnings

cultural diffusion the spread of cultural traits from one group to another; includes both material and nonmaterial cultural traits

cultural goals the objectives held out as legitimate or desirable for the members of a society to achieve

cultural lag Ogburn's term for human behavior lagging behind technological innovations

cultural leveling the process by which cultures become similar to one another; refers especially to the process by which Western culture is being exported and diffused into other nations

cultural relativism not judging a culture but trying to understand it on its own terms

cultural transmission of values the process of transmitting values from one group to another; often refers to how cultural traits are transmitted across generations; in education, the ways in which schools transmit a society's culture, especially its core values

cultural universal a value, norm, or other cultural trait that is found in every group

culture the language, beliefs, values, norms, behaviors, and even material objects that characterize a group and are passed from one generation to the next

culture of poverty the assumption that the values and behaviors of the poor make them fundamentally different from other people, that these factors are largely responsible for their poverty, and that parents perpetuate poverty across generations by passing these characteristics to their children

culture shock the disorientation that people experience when they come in contact with a fundamentally different culture and can no longer depend on their taken-for-granted assumptions about life

currency paper money

deferred gratification going without something in the present in the hope of achieving greater gains in the future

degradation ceremony a term coined by Harold Garfinkel to refer to a ritual whose goal is to remake someone's self by stripping away that individual's self-identity and stamping a new identity in its place

deindustrialization the process of industries moving out of a country or region

democracy a government whose authority comes from the people; the term, based on two Greek words, translates literally as "power to the people"

democratic leader an individual who leads by trying to reach a consensus

democratic socialism a hybrid economic system in which the individual ownership of businesses is mixed with the state ownership of industries thought essential to the public welfare, such as the postal service, natural resources, the medical delivery system, and mass transportation

demographic transition a three-stage historical process of change in the size of populations: first, high birth rates and high death rates; second, high birth rates and low death rates; and third, low birth rates and low death rates; a fourth stage of population shrinkage in which deaths outnumber births has made its appearance in the Most Industrialized Nations

demographic variables the three factors that change the size of a population: fertility, mortality, and net migration

demography the study of the size, composition, (growth or shrinkage), and distribution of human populations

denomination a "brand name" within a major religion; for example, Methodist or Baptist

deviance the violation of norms (or rules or expectations)

dialectical process (of history) each arrangement of power (a thesis) contains contradictions (antitheses) which make the arrangement unstable and which must be resolved; the new arrangement of power (a synthesis) contains its own contradictions; this process of balancing and unbalancing continues throughout history as groups struggle for power and other resources

dictatorship a form of government in which an individual has seized power

differential association Edwin Sutherland's term to indicate that people who associate with some groups learn an "excess of definitions" of deviance, increasing the likelihood that they will become deviant

diffusion the spread of an invention or a discovery from one area to another; identified by William Ogburn as one of three processes of social change

direct democracy a form of democracy in which the eligible voters meet together to discuss issues and make their decisions

disabling environment an environment that is harmful to health

discovery a new way of seeing reality; identified by William Ogburn as one of three processes of social change

discrimination an act of unfair treatment directed against an individual or a group

disengagement theory the view that society is stabilized by having the elderly retire (disengage from) their positions of responsibility so the younger generation can step into their shoes

disinvestment the withdrawal of investments by financial institutions, which seals the fate of an urban area

divine right of kings the idea that the king's authority comes from God; in an interesting gender bender, also applies to queens

division of labor the splitting of a group's or a society's tasks into specialties

documents in its narrow sense, written sources that provide data; in its extended sense, archival material of any sort, including photographs, movies, CDs, DVDs, and so on

dominant group the group with the most power, greatest privileges, and highest social status

downward social mobility movement down the social class ladder

dramaturgy an approach, pioneered by Erving Goffman, in which social life is analyzed in terms of drama or the stage; also called *dramaturgical analysis*

dyad the smallest possible group, consisting of two persons

ecclesia a religious group so integrated into the dominant culture that it is difficult to tell where the one begins and the other leaves off; also called a *state religion*

economy a system of producing and distributing goods and services

ecosabotage actions taken to sabotage the efforts of people who are thought to be legally harming the environment

edge city a large clustering of service facilities and residential areas near highway intersections that provides a sense of place to people who live, shop, and work there

egalitarian authority more or less equally divided between people or groups (in heterosexual marriage, for example, between husband and wife

ego Freud's term for a balancing force between the id and the demands of society

endogamy the practice of marrying within one's own group

enterprise zone the use of economic incentives in a designated area to encourage investment

environmental injustice refers to how minorities and the poor are harmed the most by environmental pollution

environmental sociology a specialty within sociology whose focus is how humans affect the environment and how the environment affects humans

estate stratification system the stratification system of medieval Europe, consisting of three groups or estates: the nobility, clergy, and commoners

ethnic cleansing a policy of eliminating a population; includes forcible expulsion and genocide

ethnic work activities designed to discover, enhance, maintain, or transmit an ethnic or racial identity

ethnicity (and **ethnic)** having distinctive cultural characteristics

ethnocentrism the use of one's own culture as a yardstick for judging the ways of other individuals or societies, generally leading to a negative evaluation of their values, norms, and behaviors

ethnomethodology the study of how people use background assumptions to make sense out of life

exchange mobility a large number of people moving up the social class ladder, while a large number move down; it is as though they have *exchanged* places, and the social class system shows little change

exogamy the practice of marrying outside of one's group

experiment the use of control and experimental groups and dependent and independent variables to test causation

experimental group the group of subjects in an experiment who are exposed to the independent variable

exponential growth curve a pattern of growth in which numbers double during approximately equal intervals, showing a steep acceleration in the later stages

expressive leader an individual who increases harmony and minimizes conflict in a group; also known as a *socioemotional leader*

extended family a family in which relatives, such as the "older generation" or unmarried aunts and uncles, live with the partents and their children

face-saving behavior techniques used to salvage a performance (interaction) that is going sour

false class consciousness Marx's term to refer to workers identifying with the interests of capitalists

family two or more people who consider themselves related by blood, marriage, or adoption

family of orientation the family in which a person grows up

family of procreation the family formed when a couple's first child is born

fecundity the number of children that women are capable of bearing

feminism the philosophy that men and women should be politically, economically, and socially equal; organized activities on behalf of this principle

feminization of poverty a condition of U.S. poverty in which most poor families are headed by women

feral children children assumed to have been raised by animals, in the wilderness, isolated from humans

fertility rate the number of children that the average woman bears

folkways norms that are not strictly enforced

formal organization a secondary group designed to achieve explicit objectives

front stage a place where people give their performances in everyday life

functional analysis a theoretical framework in which society is viewed as composed of various parts, each with a function that, when fulfilled, contributes to society's equilibrium; also *known as functionalism* and *structural functionalism*

functional illiterate a high school graduate who has difficulty with basic reading and math

gatekeeping the process by which education opens and closes doors of opportunity; another term for the *social placement* function of education

Gemeinschaft a type of society in which life is intimate; a community in which everyone knows everyone else and people share a sense of togetherness

gender the behaviors and attitudes that a society considers proper for its males and females; masculinity or femininity

gender socialization learning society's "gender map," the paths in life set out for us because we are male or female

gender stratification males' and females' unequal access to property, power, and prestige

generalized other the norms, values, attitudes, and expectations of people "in general"; the child's ability to take the role of the generalized other is a significant step in the development of a self

genetic predisposition inborn tendencies (for example, a tendency to commit deviant acts)

genocide the annihilation or attempted annihilation of a people because of their presumed race or ethnicity

gentrification middle-class people moving into a rundown area of a city, displacing the poor as they buy and restore homes

Gesellschaft a type of society that is dominated by short-term impersonal relationships, individual accomplishments, and self-interest

gestures the ways in which people use their bodies to communicate with one another

glass ceiling the mostly invisible barrier that keeps women from advancing to the top levels at work

global superclass the top members of the capitalist class, who, through their worldwide interconnections, make the major decisions that affect the world

globalization the growing interconnections among nations due to the expansion of capitalism

globalization of capitalism capitalism (investing to make profits within a rational system) becoming the globe's dominant economic system

goal displacement an organization replacing old goals with new ones; also known as *goal replacement*

grade inflation higher grades given for the same work; a general rise in student grades without a corresponding increase in learning

graying of America the growing percentage of older people in the U.S. population

group people who have something in common and who believe that what they have in common is significant; also called a *social group*

group dynamics the ways in which individuals affect groups and the ways in which groups influence individuals

groupthink a narrowing of thought by a group of people, leading to the perception that there is only one correct answer and that to even suggest alternatives is a sign of disloyalty

growth rate the net change in a population after adding births, subtracting deaths, and either adding or subtracting net migration; can result in a negative number

hidden curriculum the unwritten goals of schools, such as teaching obedience to authority and conformity to cultural norms

homogamy the tendency of people with similar characteristics to marry one another

Horatio Alger myth the belief that due to limitless possibilities anyone can get ahead if he or she tries hard enough

household people who occupy the same housing unit

human ecology Robert Park's term for the relationship between people and their environment (such as land and structures); also known as *urban ecology*

humanizing the work setting organizing a workplace in such a way that it develops rather than impedes human potential

hunting and gathering society a human group that depends on hunting and gathering for its survival

hypothesis a statement of how variables are expected to be related to one another, often according to predictions from a theory

id Freud's term for our inborn basic drives

ideal culture a people's ideal values and norms; the goals held out for them

ideology beliefs about the way things ought to be that justify social arrangements

illegitimate opportunity structure opportunities for crimes that are woven into the texture of life

impression management people's efforts to control the impressions that others receive of them

incest sexual relations between specified relatives, such as brothers and sisters or parents and children

incest taboo the rule that prohibits sex and marriage among designated relatives

inclusion helping people to become part of the mainstream of society; also called *mainstreaming*

income money received, usually from a job, business, or assets

independent variable a factor that causes a change in another variable, called the *dependent variable*

individual discrimination person-to-person or face-to-face discrimination; the negative treatment of people by other individuals

Industrial Revolution the third social revolution, occurring when machines powered by fuels replaced most animal and human power

industrial society a society based on the harnessing of machines powered by fuels

in-group a group toward which one feels loyalty

institutional discrimination negative treatment of a minority group that is built into a society's institutions; also called *systemic discrimination*

institutionalized means approved ways of reaching cultural goals

instrumental leader an individual who tries to keep the group moving toward its goals; also known as a *task-oriented leader*

intergenerational mobility the change that family members make in social class from one generation to the next

internal colonialism the policy of exploiting minority groups for economic gain

interview direct questioning of respondents

interviewer bias effects of interviewers on respondents that lead to biased answers

invasion–succession cycle the process of one group of people displacing a group whose racial–ethnic or social class characteristics differ from their own

invention the combination of existing elements and materials to form new ones; identified by William Ogburn as one of three processes of social change

iron law of oligarchy Robert Michels' term for the tendency of formal organizations to be dominated by a small, self perpetuating elite

labeling theory the view that the labels people are given affect their own and others' perceptions of them, thus channeling their behavior into either deviance or conformity

laissez-faire capitalism literally "hands off" capitalism, meaning that the government doesn't interfere in the market

laissez-faire leader an individual who leads by being highly permissive

language a system of symbols that can be combined in an infinite number of ways and can represent not only objects but also abstract thought

latent functions unintended beneficial consequences of people's actions

leader someone who influences other people

leadership styles ways in which people express their leadership

life course the stages of our life as we go from birth to death

life expectancy the number of years that an average person at any age, including newborns, can expect to live

life span the maximum length of life of a species; for humans, the longest that a human has lived

lobbyists people who influence legislation on behalf of their clients

looking-glass self a term coined by Charles Horton Cooley to refer to the process by which our self develops through internalizing others' reactions to us

machismo an emphasis on male strength and dominance

macro-level analysis an examination of large-scale patterns of society; such as how Wall Street and the political establishment are interrelated

macrosociology analysis of social life that focuses on broad features of society, such as social class and the relationships of groups to one another; usually used by functionalists and conflict theorists

Malthus theorem an observation by Thomas Malthus that although the food supply increases arithmetically (from 1 to 2 to 3 to 4 and so on), population grows geometrically (from 2 to 4 to 8 to 16 and so forth)

mandatory education laws laws that require all children to attend school until a specified age or until they complete a minimum grade in school

manifest functions the intended beneficial consequences of people's actions

market forces the law of supply and demand

marriage a group's approved mating arrangements, usually marked by a ritual of some sort

mass hysteria an imagined threat that causes physical symptoms among a large number of people

mass media forms of communication, such as radio, newspapers, and television that are directed to mass audiences

master status a status that cuts across the other statuses that an individual occupies

material culture the material objects that distinguish a group of people, such as their art, buildings, weapons, utensils, machines, hairstyles, clothing, and jewelry

matriarchy a society in which women-as-a-group dominate men-as-a-group; authority is vested in females

matrilineal system (of **descent)** a system of reckoning descent that counts only the mother's side

McDonaldization of society the process by which ordinary aspects of life are rationalized and efficiency comes to rule them, including such things as food preparation

means of production the tools, factories, land, and investment capital used to produce wealth

mechanical solidarity Durkheim's term for the unity (a shared consciousness) that people feel as a result of performing the same or similar tasks

medicalization the transformation of a human condition into a medical matter to be treated by physicians

medicalization of deviance to make deviance a medical matter, a symptom of some underlying illness that needs to be treated by physicians

megacity a city of 10 million or more residents

megalopolis an urban area consisting of at least two metropolises and their many suburbs

meritocracy a form of social stratification in which all positions are awarded on the basis of merit

metaformative social movement a social movement that has the goal to change the social order not just of a country or two, but of a civilization, or even of the entire world

metropolis a central city surrounded by smaller cities and their suburbs

metropolitan statistical area (MSA) a central city and the urbanized counties adjacent to it

micro-level analysis an examination of small-scale patterns of society; such as how the members of a group interact

microsociology analysis of social life that focuses on social interaction; typically used by symbolic interactionists

minority group people who are singled out for unequal treatment and who regard themselves as objects of collective discrimination

modernization the transformation of traditional societies into industrial societies

monarchy a form of government headed by a king or queen

monopoly the control of an entire industry by a single company

monotheism the belief that there is only one God

moral panic a fear gripping a large number of people that some evil threatens the wellbeing of society; followed by hostility, sometimes violence, toward those thought responsible

mores norms that are strictly enforced because they are thought essential to core values or the well-being of the group

multiculturalism (or **pluralism)** a policy that permits or encourages ethnic differences

multinational corporations companies that operate across national boundaries; also called *transnational corporations*

negative sanction an expression of disapproval for breaking a norm, ranging from a mild, informal reaction such as a frown to a formal reaction such as a prize or a prison sentence

neocolonialism the economic and political dominance of the Most Industrialized Nations over the Least Industrialized Nations

net migration rate the difference between the number of immigrants and emigrants per 1,000 population

new technology the emerging technologies of an era that have a significant impact on social life

nonmaterial culture a group's ways of thinking (including its beliefs, values, and other assumptions about the world) and doing (its common patterns of behavior, including language and other forms of interaction); also called *symbolic culture*

nonverbal interaction communication without words through gestures, use of space, silence, and so on

norms expectations of "right" behavior

nuclear family a family consisting of a husband, wife, and child(ren)

oligarchy a form of government in which a small group of individuals holds power; the rule of the many by the few

operational definition the way in which a researcher measures a variable

organic solidarity Durkheim's term for the interdependence that results from the division of labor; as part of the same unit, we all depend on others to fulfill their jobs

out-group a group toward which one feels antagonism

pan-Indianism an attempt to develop an identity that goes beyond the tribe by emphasizing the common elements that run through Native American cultures

participant observation (or **fieldwork)** research in which the researcher participates in a research setting while observing what is happening in that setting

patriarchy men-as-a-group dominating women-as-a-group; authority is vested in males

patrilineal system (of **descent)** a system of reckoning descent that counts only the father's side

patterns of behavior recurring behaviors or events

peer group a group of individuals, often of roughly the same age, who are linked by common interests and orientations

personality disorders the view that a personality disturbance of some sort causes an individual to violate social norms

Peter Principle a tongue in-cheek observation that the members of an organization are promoted for their accomplishments until they reach their level of incompetence; there they cease to be promoted, remaining at the level at which they can no longer do good work

pluralism the diffusion of power among many interest groups that prevents any single group from gaining control of the government

pluralistic society a society made up of many different groups

police discretion the practice of the police, in the normal course of their duties, to either arrest or ticket someone for an offense or to overlook the matter

political action committee (PAC) an organization formed by one or more special-interest groups to solicit and spend funds for the purpose of influencing legislation

polyandry a form of marriage in which women have more than one husband

polygyny a form of marriage in which men have more than one wife

population a target group to be studied

population pyramid a graph that represents the age and sex of a population (see Figure 20.7)

population shrinkage the process by which a country's population becomes smaller because its birth rate and immigration are too low to replace those who die and emigrate

population transfer the forced transfer of a minority group

positive sanction an expression of approval for following a norm, ranging from a smile or a good grade in a class to a material reward such as a prize

positivism the application of the scientific approach to the social world

postindustrial (information) society a society based on information, services, and high technology, rather than on raw materials and manufacturing

postmodern society another term for postindustrial society

poverty line the official measure of poverty; calculated to include incomes that are less than three times a low-cost food budget

power the ability to carry out one's will, even over the resistance of others

power elite C. Wright Mills' term for the top people in U.S. corporations, military, and politics who make the nation's major decisions

prejudice an attitude or prejudging, usually in a negative way

prestige respect or regard

primary group a small group characterized by cooperative intimate, longterm, face-to-face associations

proactive social movement a social movement that promotes some social change

profane Durkheim's term for common elements of everyday life

proletariat Marx's term for the exploited class, the mass of workers who do not own the means of production

propaganda in its broad sense, the presentation of information in an attempt to influence people; in its narrow sense, one-sided information used to try to influence people

property material possessions: animals, bank accounts, bonds, buildings, businesses, cars, cash, commodities, copyrights, furniture, jewelry, land, and stocks

Protestant ethic Weber's term to describe the ideal of a self–denying, highly moral life accompanied by thrift and hard work

public in this context, a dispersed group of people relevant to a social movement; the sympathetic and hostile publics have an interest in the issues on which a social movement focuses; there is also an unaware or indifferent public

public opinion how people think about some issue

public sociology applying sociology for the public good; especially the use of the sociological perspective (how things are related to one another) to guide politicians and policy makers

race a group whose inherited physical characteristics distinguish it from other groups

racism prejudice and discrimination on the basis of race

random sample a sample in which everyone in the target population has the same chance of being included in the study

rapport (ruh-POUR) a feeling of trust between researchers and the people they are studying

rationality using rules, efficiency, and practical results to determine human affairs

rationalization of society a widespread acceptance of rationality and social organizations that are built largely around this idea

rational–legal authority authority based on law or written rules and regulations; also called *bureaucratic authority*

reactive social movement a social movement that resists some social change

real culture the norms and values that people actually follow; as opposed to *ideal culture*

recidivism rate the percentage of released convicts who are rearrested

redemptive social movement a social movement that seeks to change people and institutions totally, to redeem them

redlining a decision by the officers of a financial institution not to make loans in a particular area

reference group a group whose standards we refer to as we evaluate ourselves

reformative social movement a social movement that seeks to reform some specific aspect of society

reliability the extent to which research produces consistent or dependable results

religion according to Durkheim, beliefs and practices that separate the profane from the sacred and unite its adherents into a moral community

religious experience a sudden awareness of the supernatural or a feeling of coming in contact with God

replication the repetition of a study in order to test its findings

representative democracy a form of democracy in which voters elect representatives to meet together to discuss issues and make decisions on their behalf

research method (or **research design)** one of seven procedures that sociologists use to collect data: surveys, participant observation, case studies, secondary analysis, documents, experiments, and unobtrusive measures

reserve labor force the unemployed; unemployed workers are thought of as being "in reserve"—capitalists take them "out of reserve" (put them back to work) during times of high production and then put them "back in reserve" (lay them off) when they are no longer needed

resocialization the process of learning new norms, values, attitudes, and behaviors

resource mobilization a theory that social movements succeed or fail based on their ability to mobilize resources such as time, money, and people's skills

respondents people who respond to a survey, either in interviews or by self-administered questionnaires

revolution armed resistance designed to overthrow and replace a government

rising expectations the sense that better conditions are soon to follow, which, if unfulfilled, increases frustration

rituals ceremonies or repetitive practices; in religion, observances or rites often intended to evoke a sense of awe of the sacred

role the behaviors, obligations, and privileges attached to a status

role conflict conflicts that someone feels *between* roles because the expectations are at odds with one another

role performance the ways in which someone performs a role; showing a particular "style" or "personality"

role strain conflicts that someone feels within a role

romantic love feelings of erotic attraction accompanied by an idealization of the other

routinization of charisma the transfer of authority from a charismatic figure to either a traditional or a rational–legal form of authority

ruling class another term for the power elite

sacred Durkheim's term for things set apart or forbidden that inspire fear, awe, reverence, or deep respect

sample the individuals intended to represent the population to be studied

sanctions either expressions of approval given to people for upholding norms or expressions of disapproval for violating them

Sapir-Whorf hypothesis Edward Sapir and Benjamin Whorf's hypothesis that language creates ways of thinking and perceiving

scapegoat an individual or group unfairly blamed for someone else's troubles

science the application of systematic methods to obtain knowledge and the knowledge obtained by those methods

scientific method the use of objective, systematic observations to test theories

secondary analysis the analysis of data that have been collected by other researchers

secondary group compared with a primary group, a larger, relatively temporary, more anonymous, formal, and impersonal group based on some interest or activity

sect a religious group larger than a cult that still feels substantial hostility from and toward society

segregation the policy of keeping racial–ethnic groups apart

selective perception seeing certain features of an object or situation, but remaining blind to others

self the unique human capacity of being able to see ourselves "from the outside"; the views we internalize of how others see us

self-fulfilling prophecy Robert Merton's term for an originally false assertion that becomes true simply because it was predicted

self-fulfilling stereotype preconceived ideas of what someone is like that lead to the person's behaving in ways that match the stereotype

serial murder the killing of several victims in three or more separate events

sex biological characteristics that distinguish females and males, consisting of primary and secondary sex characteristics

sexual harassment the abuse of one's position of authority to force unwanted sexual demands on someone

significant other an individual who significantly influences someone else

sign-vehicle the term used by Goffman to refer to how people use social setting, appearance, and manner to communicate information about the self

slavery a form of social stratification in which some people own other people

small group a group small enough for everyone to interact directly with all the other members

social change the alteration of culture and societies over time

social class according to Weber, a large group of people who rank close to one another in property, power, and prestige; according to Marx, one of two groups: capitalists who own the means of production or workers who sell their labor

social construction of reality the use of background assumptions and life experiences to define what is real

social control a group's formal and informal means of enforcing its norms

social environment the entire human environment, including interaction with others

social facts Durkheim's term for a group's patterns of behavior

social inequality a social condition in which privileges and obligations are given to some but denied to others

social institution the organized, usual, or standard ways by which society meets its basic needs

social integration the degree to which members of a group or a society are united by shared values and other social bonds; also known as *social cohesion*

social interaction one person's actions influencing someone else; usually refers to what people do when they are in one another's presence, but also includes communications at a distance

social location the group memberships that people have because of their location in history and society

social mobility movement up or down the social class ladder

social movement a large group of people who are organized to promote or resist some social change

social movement organization an organization to promote the goals of a social movement

social network the social ties radiating outward from the self that link people together

social order a group's usual and customary social arrangements, on which its members depend and on which they base their lives

social placement a function of education—funneling people into a society's various positions

social promotion passing students on to the next level even though they have not mastered basic materials

social stratification the division of large numbers of people into layers according to their relative property, power, and prestige; applies to both nations and to people within a nation, society, or other group

social structure the framework of society that surrounds us; consists of the ways that people and groups are related to one another; this framework gives direction to and sets limits on our behavior

socialism an economic system built around the public ownership of the means of production, central planning, and the distribution of goods without a profit motive

socialization the process by which people learn the characteristics of their group—the knowledge, skills, attitudes, values, norms, and actions thought appropriate for them

society people who share a culture and a territory

sociobiology a framework of thought in which human behavior is considered to be the result of natural selection and biological factors

sociological perspective understanding human behavior by placing it within its broader social context

sociology the scientific study of society and human behavior

special-interest group a group of people who support a particular issue and who can be mobilized for political action

spirit of capitalism Weber's term for the desire to accumulate capital—not to spend it, but as an end in itself—and to constantly reinvest it

split labor market workers split along racial–ethnic, gender, age, or any other lines; this split is exploited by owners to weaken the bargaining power of workers

state a political entity that claims monopoly on the use of violence in some particular territory; commonly known as a country

status the position that someone occupies in a social group; also called *social status*

status consistency ranking high or low on all three dimensions of social class

status inconsistency ranking high on some dimensions of social class and low on others; also called *status discrepancy*

status set all the statuses or positions that an individual occupies

status symbols indicators of a status, especially items in that display prestige

stereotype assumptions of what people are like, whether true or false

stigma "blemishes" that discredit a person's claim to a "normal" identity

strain theory Robert Merton's term for the strain engendered when a society socializes large numbers of people to desire a cultural goal (such as success), but withholds from some the approved means of reaching that goal; one adaptation to the strain is crime, the choice of an innovative means (one outside the approved system) to attain the cultural goal

stratified random sample a sample from selected subgroups of the target population in which everyone in those subgroups has an equal chance of being included in the research

street crime crimes such as mugging, rape, and burglary

structural mobility movement up or down the social class ladder that is due more to changes in the *structure* of society than to the actions of individuals

subculture the values and related behaviors of a group that distinguish its members from the larger culture; a world within a world

subsistence economy a type of economy in which human groups live off the land and have little or no surplus

suburb a community adjacent to a city

suburbanization the migration of people from the city to the suburbs

superego Freud's term for the conscience; the internalized norms and values of our social groups

survey the collection of data by having people answer a series of questions

sustainable environment a world system that takes into account the limits of the environment, produces enough material goods for everyone's needs, and leaves a heritage of a sound environment for the next generation

symbol something to which people attach meaning and then use to communicate with one another

symbolic culture another term for *nonmaterial culture*

symbolic interactionism a theoretical perspective in which society is viewed as composed of symbols that people use to establish meaning, develop their views of the world, and communicate with one another

system of descent how kinship is traced over the generations

taboo a norm so strong that it brings extreme sanctions, even revulsion, if violated

taking the role of the other putting yourself in someone else's shoes; understanding how someone else feels and thinks, so you anticipate how that person will act

teamwork the collaboration of two or more people to manage impressions jointly

techniques of neutralization ways of thinking or rationalizing that help people deflect (or neutralize) society's norms

technology in its narrow sense, tools; its broader sense includes the skills or procedures necessary to make and use those tools

terrorism the use of violence or the threat of violence to produce fear in order to attain political objectives

theory a general statement about how some parts of the world fit together and how they work; an explanation of how two or more facts are related to one another

Thomas theorem William I. and Dorothy S. Thomas' classic formulation of the definition of the situation: "If people define situations as real, they are real in their consequences"

total institution a place that is almost totally controlled by those who run it, in which people are cut off from the rest of society and the society is mostly cut off from them

totalitarianism a form of government that exerts almost total control over people

tracking the sorting of students into different programs on the basis of real or perceived abilities

traditional authority authority based on custom

transitional adulthood a period following high school during which young adults have not yet taken on the responsibilities ordinarily associated with adulthood; also called *adultolescence*

transitional older years an emerging stage of the life course between retirement and when people are considered old; about age 63 to 74

transnational social movements social movements whose emphasis is on some condition around the world, instead of on a condition in a specific country; also known as *new social movements*

triad a group of three people

underclass a group of people for whom poverty persists year after year and across generations

universal citizenship the idea that everyone has the same basic rights by virtue of being born in a country (or by immigrating and becoming a naturalized citizen)

unobtrusive measures ways of observing people so they do not know they are being studied

upward social mobility movement up the social class ladder

urban renewal the rehabilitation of a rundown area, which usually results in the displacement of the poor who are living in that area

urbanization the process by which an increasing proportion of a population lives in cities and has a growing influence on the culture

validity the extent to which an operational definition measures what it is intended to measure

value cluster values that together form a larger whole

value contradiction values that contradict one another; to follow the one means to come into conflict with the other

values the standards by which people define what is desirable or undesirable, good or bad, beautiful or ugly

variable a factor thought to be significant for human behavior, which can vary (or change) from one case to another

voluntary associations groups made up of people who voluntarily organize on the basis of some mutual interest; also known as *voluntary memberships* and *voluntary organizations*

voter apathy indifference and inaction on the part of individuals or groups with respect to the political process

war armed conflict between nations or politically distinct groups

WASP white anglo saxon protestant

wealth the total value of everything someone owns, minus the debts

white ethnics white immigrants to the United States whose cultures differ from WASP culture

white-collar crime Edwin Sutherland's term for crimes committed by people of respectable and high social status in the course of their occupations; for example, bribery of public officials, securities violations, embezzlement, false advertising, and price fixing

world system theory how economic and political connections developed and now tie the world's countries together

zero population growth women bearing only enough children to reproduce the population

References

All new references are printed in cyan.

Aberg, Yvonne. *Social Interactions: Studies of Contextual Effects and Endogenous Processes.* Doctoral dissertation, Department of Sociology, Stockholm University, 2003.

Aberle, David F., A. K. Cohen, A. K. David, M. J. Leng, Jr., and F. N. Sutton. "The Functional Prerequisites of a Society." *Ethics, 60,* January 1950:100–111.

ACLU. "ACLU and Asian Law Caucus Seek Records on FBI Surveillance of Mosques and Use of Informants in Northern California." ACLU Press Release, March 9, 2010.

Addams, Jane. *Twenty Years at Hull-House.* New York: Signet, 1981. Originally published 1910.

Adler, Patricia A., and Peter Adler. *Peer Power: Preadolescent Culture and Identity.* New Brunswick, N.J.: Rutgers University Press, 1998.

Adorno, Theodor W., Else Frenkel-Brunswick, D. J. Levinson, and R. N. Sanford. *The Authoritarian Personality.* New York: Harper & Row, 1950.

Aeppel, Timothy. "More Amish Women Are Tending to Business." *Wall Street Journal,* February 8, 1996:B1, B2.

Agins, Teri. "When to Carry a Purse to a Meeting." *Wall Street Journal,* October 1, 2009.

Agnew, Robert. "Reflections on 'A Revised Strain Theory of Delinquency.'" *Social Forces, 91,* 1, September 2012:33–38.

Agno, John, and Barb McEwen. *Decoding the Executive Woman's Dress Code.* Seattle, Wash: Signature e-Books, 2011.

Agranovich, Maria. "Should Russian Universities Pay Much Attention to Rankings?" *Rossiyskaya Gazeta,* July 9, 2012.

Alba, Richard, and Victor Nee. *Remaking the American Mainstream: Assimilation and Contemporary Immigration.* Cambridge, Mass.: Harvard University Press, 2003.

Albanese, Jennifer. Personal research for the author. 2010.

Albert, Ethel M. "Women of Burundi: A Study of Social Values." In *Women of Tropical Africa,* Denise Paulme, ed. Berkeley: University of California Press, 1963:179–215.

Aldrich, Nelson W., Jr. *Old Money: The Mythology of America's Upper Class.* New York: Vintage Books, 1989.

Alimahomed-Wilson, Jake. "Black Longshoremen and the Fight for Equality in an 'Anti-Racist' Union." *Race and Class, 53,* 4, 2012:39–53.

Allen, Nick. "Lottery Winner Murderer Jailed for Life." *Telegraph,* December 11, 2012.

Allhoff, Fritz. "Torture Warrants, Self-Defense, and Necessity." *Public Affairs Quarterly, 25,* 3, July 2011:217–240.

Allport, Floyd. *Social Psychology.* Boston: Houghton Mifflin, 1954.

Alvarez, Lizette. "For Young Jews, a Service Says, 'Please, Do Text.'" *New York Times,* September 17, 2012.

Amato, Paul. "Research on Divorce: Continuing Trends and New Developments." *Journal of Marriage and Family, 72,* 3, June 2010: 650–666.

Amato, Paul R. "The Well-Being of Children with Gay and Lesbian Parents." *Social Science Research, 41,* 2012:771–774.

Amato, Paul R., and Jacob Cheadle. "The Long Reach of Divorce: Divorce and Child Well-Being across Three Generations." *Journal of Marriage and Family, 67,* February 2005:191–206.

Amato, Paul R., and Juliana M. Sobolewski. "The Effects of Divorce and Marital Discord on Adult Children's Psychological Well-Being." *American Sociological Review, 66,* 6, December 2001:900–921.

Amenta, Edwin. "The Social Security Debate, Now, and Then." *Contexts, 5,* 3, Summer 2006.

"America's Children in Brief: Key National Indicators of Well-Being, 2010." www.childstats.gov, July 2010.

American Society for Aesthetic Plastic Surgery. "15th Annual Cosmetic Surgery National Data Bank Statistics." New York: American Society for Aesthetic Plastic Surgery, 2012.

American Sociological Association. *Code of Ethics and Policies and Procedures of the ASA Committee on Professional Ethics.* Washington, D.C.: American Sociological Association, 1999.

American Sociological Association. "Section on Environment and Technology." Pamphlet, no date.

Amnesty International. "Decades of Human Rights Abuse in Iraq." www.amnestyusa.org, 2005.

Ananat, Elizabeth O., and Guy Michaels. "The Effect of Marital Breakup on the Income Distribution of Women with Children." Centre for Economic Performance, CEP Discussion Paper dp0787, April 2007.

Andersen, Margaret L. *Thinking about Women: Sociological Perspectives on Sex and Gender.* New York: Macmillan, 1988.

Anderson, Elijah. *A Place on the Corner.* Chicago: University of Chicago Press, 1978.

Anderson, Elijah. "Streetwise." In *Exploring Social Life: Readings to Accompany Essentials of Sociology, Sixth Edition,* 2nd ed., James M. Henslin, ed. Boston: Allyn and Bacon, 2006:147–156. Originally published 1990.

Anderson, Elijah. *Streetwise: Race, Class, and Change in an Urban Community.* Chicago: University of Chicago Press, 1990.

Anderson, Eric. *Inclusive Masculinity: The Changing Nature of Masculinities.* New York: Routledge, 2009.

Anderson, Jenny. "She's Warm, Easy to Talk to, and a Source of Terror for Private-School Parents." *New York Times,* December 18, 2011.

Anderson, Nels. *Desert Saints: The Mormon Frontier in Utah.* Chicago: University of Chicago Press, 1966. Originally published 1942.

Anderson, Philip. "God and the Swedish Immigrants." *Sweden and America,* Autumn 1995:17–20.

Andreev, A. L. "On the Modernization of Education in Russia: A Historical Sociological Analysis." *Russian Education and Society, 54,* 10, October 2012:53–70.

Angler, Natalie. "Do Races Differ? Not Really, DNA Shows." *New York Times,* August 22, 2000.

Aptheker, Herbert. "W. E. B. Du Bois: Struggle Not Despair." *Clinical Sociology Review, 8,* 1990:58–68.

Archibold, Randal C. "Despite Violence, U.S. Firms Expand in Mexico." *New York Times,* July 10, 2011.

Archibold, Randal C. "Mexico Holds 4 High-Ranking Army Officers." *New York Times,* May 18, 2012.

Areddy, James T. "Chinese Concern on Inequality Rises." *Wall Street Journal,* October 17, 2012.

Ariès, Philippe. *Centuries of Childhood,* R. Baldick, trans. New York: Vintage Books, 1965.

Arlacchi, P. *Peasants and Great Estates: Society in Traditional Calabria.* Cambridge, England: Cambridge University Press, 1980.

Armstrong, David. "Hard Case: When Academics Double as Expert Witnesses." *Wall Street Journal,* June 22, 2007.

Arndt, William F., and F. Wilbur Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature.* Chicago: University of Chicago Press, 1957.

Asch, Solomon. "Effects of Group Pressure upon the Modification and Distortion of Judgments." In *Readings in Social Psychology,* Guy Swanson, Theodore M. Newcomb, and Eugene L. Hartley, eds. New York: Holt, Rinehart and Winston, 1952.

Associated Press, "Court Allows Priest to Sacrifice Goats in Texas Home." July 31, 2009.

Audi, Tamara. "A Canyon Separates Foes in Grand Battle." *Wall Street Journal,* March 22, 2012.

Aughey, Arthur. "Englishness as Class: A Re-examination." *Ethnicities, 12,* 4, 2012:394–408.

Augoustinos, Martha, Ameilia Russin, and Amanda LeCouteur. "Representations of the Stem-Cell Cloning Fraud: From Scientific Breakthrough to Managing the Stake and Interest of Science." *Public Understanding of Science, 18,* 6, 2009:687–703.

Austin, S. Byrn, Jess Haines, and Paul J. Veuglers. "Body Satisfaction and Body Weight: Gender Differences and Sociodemographic Determinants." *BMC Public Health,* 9, August 2009.

Auyero, Javier, and Augustin Burbano de Lara. "In Harm's Way at the Urban Margins." *Ethnography, 13,* 4, 2012:531–557.

Ayittey, George B. N. "Black Africans Are Enraged at Arabs." *Wall Street Journal,* interactive edition, September 4, 1998.

Baars, Madeline. "Marriage in Black and White: Women's Support for Law Against Interracial Marriage, 1972–2000." *Intersections, 10,* 1, 2009:219–238.

Babcock, Linda, and Sara Laschever. *Ask For It: How Women Can Use the Power of Negotiation to Get What They Really Want.* New York: Bantam Dell, 2008.

Bailey, Martha J., and Susan M. Dynarski. "Gains and Gaps: Changing Inequality in U.S. College Entry and Completion." In *Whither Opportunity?: Rising Inequality, Schools, and Children's Life Chances,* Greg J. Duncan and Richard J. Murnane, eds. Russell Sage, September 2011.

Baker, Al, and Joseph Goldstein. "Police Tactic: Keeping Crime Reports off the Books." *New York Times,* December 30, 2011.

Bales, Robert F. *Interaction Process Analysis.* Reading, Mass.: Addison-Wesley, 1950.

Bales, Robert F. "The Equilibrium Problem in Small Groups." In *Working Papers in the Theory of Action,* Talcott Parsons et al., eds. New York: Free Press, 1953:111–115.

Baltzell, E. Digby. *Puritan Boston and Quaker Philadelphia.* New York: Free Press, 1979.

Baltzell, E. Digby, and Howard G. Schneiderman. "Social Class in the Oval Office." *Society, 25,* September/October 1988:42–49.

Banjo, Shelly. "Prepping for the Playdate Test." *Wall Street Journal,* August 19, 2010.

Bardocz, Susan, Stanley Ewen, Michael Hansen, et al. "Seralini and Science: An Open Letter." *Independent Science News,* October 2, 2012.

Barnard, Anne. "Mormon Church's Plans for Land Upset Harlem." *New York Times,* January 9, 2012.

Barnes, Fred. "How to Rig a Poll." *Wall Street Journal,* June 14, 1995:A14.

Barnes, Harry Elmer. *The History of Western Civilization,* Vol. 1. New York: Harcourt, Brace, 1935.

Barnes, J. C., and Bruce A. Jacobs. "Genetic Risk for Violent Behavior and Environmental Exposure to Disadvantage and Violent Crime: The Case for Gene-Environment Interaction." *Journal of Interpersonal Violence, 18,* 1, 2013:92–120.

Barnes, Julian A. "Pentagon Digs In on Cyberwar Front." *Wall Street Journal,* July 6, 2012.

Barrett, Devlin, and Michael Howard Saul. "Weiner Now Says He Sent Photos." *Wall Street Journal,* June 7, 2011.

Barry, John. "A New Breed of Soldier." *Newsweek,* December 10, 2001:24–31.

Barstow, David, and Lowell Bergman. "Death on the Job, Slaps on the Wrist." *Wall Street Journal,* January 10, 2003.

Bartlett, Donald L., and James B. Steele. "Wheel of Misfortune." *Time,* December 16, 2002:44–58.

Basten, Christoph, and Frank Betz. *Marx vs. Weber: Does Religion Affect Politics and the Economy?* Florence, Italy: European University Institute, 2011.

Bates, Marston. *Gluttons and Libertines: Human Problems of Being Natural.* New York: Vintage Books, 1967. Quoted in Crapo, Richley H. *Cultural Anthropology: Understanding Ourselves and Others,* 5th ed. Boston: McGraw Hill, 2002.

Batson, Andrew. "China Stimulus Tweaks Don't Redress Imbalances." *Wall Street Journal,* March 9, 2009.

Baumer, Eric P., and Kevin T. Wolff. "Evaluating the Contemporary Crime Drop(s) in America, New York City, and Many Other Places." *Justice Quarterly,* 2013. (in press)

Beals, Ralph L., and Harry Hoijer. *An Introduction to Anthropology,* 3rd ed. New York: Macmillan, 1965.

Bean, Frank D., Jennifer Lee, Jeanne Batalova, and Mark Leach. *Immigration and Fading Color Lines in America.* Washington, D.C.: Population Reference Bureau, 2004.

Bearak, Barry. "Dead Join the Living in a Family Celebration." *New York Times,* September 5, 2010.

Beck, Scott H., and Joe W. Page. "Involvement in Activities and the Psychological Well-Being of Retired Men." *Activities, Adaptation, & Aging, 11,* 1, 1988:31–47.

Becker, George. "The Continuing Path of Distortion: The Protestant Ethic and Max Weber's School Enrollment Statistics." *Acta Sociologica, 52,* 3, September 2009:195–212.

Becker, Howard S. *Outsiders: Studies in the Sociology of Deviance.* New York: Free Press, 1966.

Becker, Jo, and Scott Shane. "Secret 'Kill List' Proves a Test of Obama's Principles and Will." *New York Times,* May 29, 2012.

Beckman, Nils, Magda Waerm, Deborah Gustafson, and Ingmar Skoog. "Secular Trends in Self Reported Sexual Activity and Satisfaction in Swedish 70 Year Olds: Cross Sectional Survey of Four Populations, 1971–2001." *British Medical Journal,* 2008:1–7.

Beeghley, Leonard. *The Structure of Social Stratification in the United States,* 5th ed. Boston: Allyn & Bacon, 2008.

Begley, Sharon. "Twins: Nazi and Jew." *Newsweek, 94,* December 3, 1979:139.

Belkin, Douglas. "Chicago Hunts for Answers to Gang Killings." *Wall Street Journal,* July 13, 2012.

Bell, Daniel. *The Coming of Post-Industrial Society: A Venture in Social Forecasting.* New York: Basic Books, 1973.

Bell, David A. "An American Success Story: The Triumph of Asian-Americans." In *Sociological Footprints: Introductory Readings in Sociology,* 5th ed., Leonard Cargan and Jeanne H. Ballantine, eds. Belmont, Calif.: Wadsworth, 1991:308–316.

Bell, Michael Mayerfeld. *An Invitation to Environmental Sociology.* Los Angeles: Pine Forge Press, 2009.

Bello, Marisol. "Poverty Affects 46 Million Americans." *USA Today,* September 30, 2011.

Belsky, Jay, Deborah Lowe Vandell, Margaret Burchinall, K. Alison Clarke-Stewart, Kathleen McCartney, and Margaret Tresch Owen. "Are There Long-Term Effects of Early Child Care?" *Child Development, 78,* 2, March/April 2007:681–701.

Belsky, Jay. "Early Child Care and Early Child Development: Major Findings of the NICHD Study of Early Child Care." *European Journal of Developmental Psychology, 3,* 1, 2006:95–110.

Belsky, Jay. "Effects of Child Care on Child Development: Give Parents Real Choice." Unpublished paper, March 2009.

Ben-Ami, Naomi, and Amy J. L. Baker. "The Long-Term Correlates of Childhood Exposure to Parental Alienation on Adult Self-Sufficiency and Well-Being." *American Journal of Family Therapy, 40,* 2012:169–183.

Benet, Sula. "Why They Live to Be 100, or Even Older, in Abkhasia." *New York Times Magazine, 26,* December 1971.

Benford, Robert D. "The College Sports Reform Movement: Reframing the 'Educational' Industry." *The Sociological Quarterly, 48,* 2007:1–28.

Bennett, Drake. "Who's Still Biased?" *Boston Globe,* March 7, 2010.

Bennett, Jessica. "How to Attack the Gender Wage Gap? Speak Up." *New York Times,* December 15, 2012.

Bennett-Smith, Meredith. "Taro Aso, Japanese Finance Minster, Says Country Should Let Old People 'Hurry Up and Die.'" *Huffington Post,* January 23, 2013.

Bentley, Arthur Fisher. *The Process of Government: A Study of Social Pressures.* Chicago: University of Chicago Press, 1908.

Berger, Lawrence M., Maria Cancian, and Daniel R. Meyer. "Maternal Re-partnering and New-partner Fertility: Associations with Nonresident Father Investments in Children." *Children and Youth Services Review, 34,* 2012:426–436.

Berger, Peter L. *Invitation to Sociology: A Humanistic Perspective.* New York: Doubleday, 1963.

Berger, Peter. "Invitation to Sociology." In *Down to Earth Sociology: Introductory Readings,* 15th ed., James M. Henslin, ed. New York: Free Press, 2014. Originally published 1963.

Bergmann, Barbara R. "The Future of Child Care." Paper presented at the annual meetings of the American Sociological Association, 1995.

Berman, Marc G., John Jonides, and Stephen Kaplan. "The Cognitive Benefits of Interacting with Nature." *Psychological Science, 19,* 12, 2008:1207–1212.

Bernard, Tara Siegel. "The Key to Wedded Bliss? Money Matters." *New York Times,* September 10, 2008.

Bernard, Viola W., Perry Ottenberg, and Fritz Redl. "Dehumanization: A Composite Psychological Defense in Relation to Modern War." In *The Triple Revolution Emerging: Social Problems in Depth,* Robert Perucci and Marc Pilisuk, eds. Boston: Little, Brown, 1971:17–34.

Bernstein, David. "The $18-Million Dollar Headache." *Chicago Magazine,* April 2007.

Bernstein, Elizabeth. "More Prayer, Less Hassle." *Wall Street Journal,* June 27, 2003:W3, W4.

Bertrand, Marianne, and Sendhil Mullainathan. "Are Emily and Brendan More Employable than Lakish and Jamal? A Field Experiment on Labor Market Discrimination." Unpublished paper, November 18, 2002.

Best, Deborah L. "The Contribution of the Whitings to the Study of the Socialization of Gender." *Journal of Cross-Cultural Psychology, 41,* 2010:534–545.

Bettelheim, Bruno. "The Commitment Required of a Woman Entering a Scientific Profession in Present-Day American Society." In *Women and the Scientific Professions,* Jacquelyn A. Mattfield and Carol G. Van Aken, eds. Cambridge, Mass.: MIT Press, 1965.

Bezrukova, Katerinma, Karen A. Jehn, and Chester S. Spell. "Reviewing Diversity Training: Where We Have Been and Where We Should Go." *Academy of Management Learning and Education, 11,* 2, 2012:207–227.

Bianchi, Suzanne M. "Family Change and Time Allocation in American Families." Washington, D.C.: Alfred P. Sloan Foundation, November 29–30, 2010.

Bianchi, Suzanne M., John P. Robinson, and Melissa A. Milkie. *Changing Rhythms of American Family Life.* New York: Russell Sage Foundation, 2006.

Bilefsky, Dan. "Albanian Custom Fades: Woman as Family Man." *New York Times,* June 25, 2008.

Bilefsky, Dan. "For New Life, Blacks in City Head South." *New York Times,* June 21, 2011.

Billeaud, Jacques. "Arizona Sheriff Defends Illegal-Immigrant Sweeps." *Seattle Times,* April 26, 2008.

Bishop, Jerry E. "Study Finds Doctors Tend to Postpone Heart Surgery for Women, Raising Risk." *Wall Street Journal,* April 16, 1990:B4.

Blair, Irene V., John F. Steiner, D. L. Fairclough, et al. "Clinicians' Implicit Ethnic/Racial Bias and Perceptions of Care among Black and Latino Patients." *Annals of Family Medicine, 11,* 2013:43–52.

Blau, David M. "The Production of Quality in Child-Care Centers: Another Look." *Applied Developmental Science, 4,* 3, 2000:136–148.

Blau, Peter M., and Otis Dudley Duncan. *The American Occupational Structure.* New York: John Wiley, 1967.

Blee, Kathleen M. "Inside Organized Racism." In *Life in Society: Readings to Accompany Sociology: A Down-to-Earth Approach, Seventh Edition,* James M. Henslin, ed. Boston: Allyn and Bacon, 2005:46–57.

Blee, Kathleen M. "Trajectories of Ideologies and Action in US Organized Racism." In *Identity and Participation in Culturally Diverse Societies: A Multidisciplinary Perspective.* Assaad E. Azzi, Xenia Chryssochoou, Bert Klandermans, and Bernd Simon, eds. Oxford, UK: Blackwell Publishing, 2011.

Bloom, Paul. "The Moral Life of Babies." *New York Times Magazine,* May 3, 2010.

Bloomfield, Ruth. "Where Did the Time Go?" *Wall Street Journal,* November 23, 2012.

Blumstein, Philip, and Pepper Schwartz. *American Couples: Money, Work, Sex.* New York: Pocket Books, 1985.

Bodovski, Katerina, and George Farkas. "'Concerted Cultivation' and Unequal Achievement in Elementary School." *Social Science Research, 37,* 2008:903–919.

Booth, Alan, and James M. Dabbs, Jr. "Testosterone and Men's Marriages." *Social Forces, 72,* 2, December 1993:463–477.

Boroditsky, Lera. "Lost in Translation." *Wall Street Journal,* July 24, 2010.

Bosker, Bianca. "Fortune 500 List Boasts More Female CEOs Than Ever Before." *Huffington Post,* May 7, 2012.

Bosman, Julie. "New York Schools for Pregnant Girls Will Close." *New York Times,* May 24, 2007.

Boudreaux, Richard. "Putin Move Stirs Russian Environmentalist Row." *New York Times,* January 20, 2010.

Boudreaux, Richard. "Moscow Raises Alarm Over Missile-Defense Plan for Europe." *Wall Street Journal,* May 3, 2012.

Bowles, Samuel. "Unequal Education and the Reproduction of the Social Division of Labor." In *Power and Ideology in Education,* J. Karabel and A. H. Halsely, eds. New York: Oxford University Press, 1977.

Bowles, Samuel, and Herbert Gintis. *Schooling in Capitalist America.* New York: Basic Books, 1976.

Bowles, Samuel, and Herbert Gintis. "*Schooling in Capitalist America* Revisited." *Sociology of Education, 75,* 2002:1–18.

Bradford, Phillips Verner, and Harvey Blume. *Ota Benga: The Pygmy in the Zoo.* New York: Delta, 1992.

Bradsher, Keith. "China Toughens Its Restrictions on Use of the Internet." *New York Times,* December 28, 2012.

Braig, Stefanie, Richard Peter, Gabriele Nagel, et al. "The Impact of Social Status Inconsistency on Cardiovascular Risk Factors, Myocardial Infarction and Stroke in the EPIC-Heidelberg Cohort." *BMC Public Health, 11,* 2011:104.

Brajuha, Mario, and Lyle Hallowell. "Legal Intrusion and the Politics of Fieldwork: The Impact of the Brajuha Case." *Urban Life, 14,* 4, January 1986:454–478.

Bray, Rosemary L. "Rosa Parks: A Legendary Moment, a Lifetime of Activism." *Ms., 6,* 3, November–December 1995:45–47.

Brayne, Sarah. "Explaining the United States' Penal Exceptionalism: Political, Economic, and Social Factors." *Sociology Compass, 7,* 2, 2013:75–86.

Bremmer, Ian. "The Secret to China's Boom: State Capitalism." Thomson-Reuters, 2011.

Briand, Frederic. "Silent Plains . . . The Fading Sounds of Native Languages." *National Geographic News Watch,* February 28, 2013.

Bridgwater, William, ed. *The Columbia Viking Desk Encyclopedia.* New York: Viking Press, 1953.

Brilliant, Ashleigh E. *Social Effects of the Automobile in Southern California during the 1920s.* Unpublished doctoral disertation, University of California at Berkeley, 1964.

Brinkley, Christina. "Women in Power: Finding Balance in the Wardrobe." *Wall Street Journal,* January 24, 2008.

Brockerhoff, Martin P. "An Urbanizing World." *Population Bulletin, 55,* 3, September 2000:1–44.

Bronfenbrenner, Urie. "Principles for the Healthy Growth and Development of Children." In *Marriage and Family in a Changing Society,* 4th ed., James M. Henslin, ed. New York: Free Press, 1992:243–249.

Broughton, Philip Delves. "When Two People Click." *Wall Street Journal,* January 29, 2013.

Brown, Alan S. "Mexico Redux." *Mechanical Engineering,* January 2008.

Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland.* New York: HarperPerennial, 1993.

Bryant, Chalandra M., Rand D. Conger, and Jennifer M. Meehan. "The Influence of In-Laws on Changes in Marital Success." *Journal of Marriage and the Family, 63, 3,* August 2001:614–626.

Buchanan, Kim Shayo. "Our Prisons, Ourselves: Race, Gender and the Rule of Law." *Yale Law Review, 29,* 1, 2010:1–82.

Buckley, Cara. "Among Victims, an Amish Farmer Quick to Adapt." *New York Times,* July 21, 2011.

"Builder Stephen Ross Buys Half of Dolphins from Huizenga." *International Herald Tribune,* February 22, 2008.

Bumiller, Elisabeth. "First Comes Marriage—Then, Maybe, Love." In *Marriage and Family in a Changing Society,* 4th ed., James M. Henslin, ed. New York: Free Press, 1992:120–125.

Burger, Jerry M. "Replicating Milgram: Would People Still Obey Today?" *American Psychologist, 64,* 1, January 2009:1–11.

Burgess, Ernest W. "The Growth of the City: An Introduction to a Research Project." In *The City,* Robert E. Park et al., eds. Chicago: University of Chicago Press, 1925:47–62.

Burgess, Ernest W., and Harvey J. Locke. *The Family: From Institution to Companionship.* New York: American Book, 1945.

Burman, Jeremy Trevelyan. "Updating the Baldwin Effect: The Biological Levels Behind Piaget's New Theory." *New Ideas in Psychology,* 2013. (in press)

Burnham, Walter Dean. *Democracy in the Making: American Government and Politics.* Englewood Cliffs, N.J.: Prentice Hall, 1983.

Bush, Diane Mitsch, and Robert G. Simmons. "Socialization Processes over the Life Course." In *Social Psychology: Sociological Perspectives,* Morris Rosenberger and Ralph H. Turner, eds. New Brunswick, N.J.:Transaction, 1990:133–164.

Butler, Robert N. "Ageism: Another Form of Bigotry." *Gerontologist, 9,* Winter 1980:243–246.

Butler, Declan. "Hyped GM Maize Study Faces Growing Scrutiny." *Nature, 490,* 7419, October 10, 2012:158.

Butler, Robert N. *Why Survive? Being Old in America.* New York: Harper & Row, 1975.

Byers, Michele, and Diane Crocker. "Feminist Cohorts and Waves: Attitudes of Junior Female Academics." *Women's Studies International Forum, 35,* 2012:1–11.

Byrnes, Hilary F., and Breda A. Miller. "The Relationship between Neighborhood Characteristics and Effective Parenting Behaviors: The Role of Social Support." *Journal of Family Issues, 33,* 12, 2012:1658–1687.

Cabrera, Natasha J., and Robert H. Bradley. "Latino Fathers and Their Children." *Child Development Perspectives, 6,* 3, 2012:232–238.

"Camel Racing in Dubai: Child Slavery." *Asian Times,* September 28, 2011.

Canedy, Dana. "Critics of Graduation Exam Threaten Boycott in Florida." *New York Times,* May 13, 2003.

Carlson, Lewis H., and George A. Colburn. *In Their Place: White America Defines Her Minorities, 1850–1950.* New York: Wiley, 1972.

Carnevale, Anthony P., and Stephen J. Rose. "Socioeconomic Status, Race/Ethnicity, and Selective College Admissions." New York: The Century Foundation, March 2003.

Carpenter, Betsy. "Redwood Radicals." *U.S. News & World Report, 109,* 11, September 17, 1990:50–51.

Carper, James C. "Pluralism to Establishment to Dissent: The Religious and Educational Context of Home Schooling." *Peabody Journal of Education, 75,* 1–2, 2000:8–19.

Carr, Deborah, Carol D. Ryff, Burton Singer, and William J. Magee. "Bringing the 'Life' Back into Life Course Research: A 'Person-Centered' Approach to Studying the Life Course." Paper presented at the annual meetings of the American Sociological Association, 1995.

Carrington, Tim. "Developed Nations Want Poor Countries to Succeed on Trade, but Not Too Much." *Wall Street Journal,* September 20, 1993:A10.

Carson, E. Ann, and William J. Sabol. "Prisoners in 2011." *Bureau of Justice Statistics Bulletin,* December 2012.

Carter, Nancy M. "Pipeline's Broken Promise." New York: Catalyst, 2010.

Cartwright, Dorwin, and Alvin Zander, eds. *Group Dynamics,* 3rd ed. Evanston, Ill.: Peterson, 1968.

Casey, Nicholas. "Mexico's Masked Vigilantes Defy Drug Gangs—And the Law." *Wall Street Journal,* February 2–3, 2013.

Casper, Lynne M., and Loretta E. Bass. "Voting and Registration in the Election of November 1996." Washington, D.D.: U.S. Census Bureau, 1998.

Cassel, Russell N. "Examining the Basic Principles for Effective Leadership." *College Student Journal, 33,* 2, June 1999:288–301.

Catan, Thomas. "Spain's Showy Debt Collectors Wear a Tux, Collect the Bucks." *Wall Street Journal,* October 11, 2008.

Cauce, Ana Mari, and Melanie Domenech-Rodriguez. "Latino Families: Myths and Realities." In *Latino Children and Families in the United States: Current Research and Future Directions,* Josefina M. Contreras, Kathryn A. Kerns, and Angela M. Neal-Barnett, eds. Westport, Conn.: Praeger, 2002:3–25.

Cellini, Stephanie R., Signe-Mary McKernan, and Caroline Ratcliffe. "The Dynamics of Poverty in the United States: A Review of Data, Methods, and Findings." *Journal of Policy Analysis and Management, 27,* 2008:577–605.

Center for American Women in Politics. "Women in Elective Office 2013." New Brunswick, N.J.: Rutgers University, 2013.

Centers for Disease Control and Prevention. "Diagnoses of HIV Infection in the United States and Dependent Areas, 2011." *HIV Surveillance Report, 23,* April 2013.

Centers for Disease Control and Prevention. "Health Effects of Secondhand Smoke." Hyattsville, Md.: Department of Health and Human Services, 2010a.

Centers for Disease Control and Prevention. "HIV among African Americans." Hyattsville, Md.: Department of Health and Human Services, 2010b.

Centers for Disease Control and Prevention. "HIV/AIDS: Statistics Overview." Atlanta, Ga.: Centers for Disease Control and Prevention, April 2013b.

Centers for Disease Control and Prevention. "HIV/AIDS Surveillance Report," Divisions of HIV/AIDS Prevention, 1997.

Centers for Disease Control and Prevention. "National Vital Statistics System: Historical Data 1900–1998: Leading Causes of Death." Atlanta, Ga.: Centers for Disease Control and Prevention, 2009.

Centers for Disease Control and Prevention. "Smoking and Tobacco Use." Hyattsville, Md.: Department of Health and Human Services, 2010a.

Centers for Disease Control and Prevention. "Summary Health Statistics for U.S. Adults: National Health Interview Survey, 2011." *Vital Health Statistics, 10,* 256, December 2012.

Centers for Disease Control and Prevention. "Tobacco Related Mortality." Hyattsville, Maryland: Department of Health and Human Services, 2011.

Centers for Disease Control and Prevention. "2001 Surveillance Report." Divisions of HIV/AIDS Prevention, 2003.

Cerulo, Karen A., and Janet M. Ruane. "Death Comes Alive: Technology and the Re-Conception of Death." *Science as Culture, 6,* 28, 1996:444–466.

Chafetz, Janet Saltzman. *Gender Equity: An Integrated Theory of Stability and Change.* Newbury Park, Calif.: Sage, 1990.

Chafetz, Janet Saltzman, and Anthony Gary Dworkin. *Female Revolt: Women's Movements in World and Historical Perspective.* Totowa, N.J.: Rowman & Allanheld, 1986.

Chagnon, Napoleon A. *Yanomamo: The Fierce People,* 2nd ed. New York: Holt, Rinehart and Winston, 1977.

Chalkley, Kate. "Female Genital Mutilation: New Laws, Programs Try to End Practice." *Population Today, 25,* 10, October 1997:4–5.

Chambliss, William J. "The Saints and the Roughnecks." In *Down to Earth Sociology: Introductory Readings,* 15th ed., James M. Henslin, ed. New York: Free Press, 2014. First published in 1973.

Chambliss, William J. *Power, Politics, and Crime.* Boulder: Westview Press, 2000.

Chandler, Tertius, and Gerald Fox. *3000 Years of Urban Growth.* New York: Academic Press, 1974.

Chandra, Vibha P. "Fragmented Identities: The Social Construction of Ethnicity, 1885–1947." Unpublished paper, 1993.

Chandra, Vibha P. "The Present Moment of the Past: The Metamorphosis." Unpublished paper, 1993.

Chang, Leslie T. "Why the One-Child Policy Has Become Irrelevant." *Atlantic,* March 20, 2013.

Chase, Arlen F., Diane Z. Chase, and John F. Weishampel. "Lasers in the Jungle." *Archeology, 63,* 4, July/August 2010.

Cheadle, Jacob, Paul R. Amato, and Valarie King. "Patterns of Nonresident Father Involvement." *Demography, 47,* 2010:205–226.

Chen, Edwin. "Twins Reared Apart: A Living Lab." *New York Times Magazine.* December 9, 1979:112.

Cherlin, J. Andrew. "Remarriage as an Incomplete Institution." In *Marriage and Family in a Changing Society,* 3rd ed., James M. Henslin, ed. New York: Free Press, 1989:492–501.

"Child Care Workers." In *2012–13 Occupational Outlook Handbook.* Washington, D.C.: Bureau of Labor Statistics, 2013.

Chin, Nancy P., Alicia Monroe, and Kevin Fiscella. "Social Determinants of (Un) Healthy Behaviors." *Education for Health: Change in Learning and Practice, 13,* 3, November 2000:317–328.

Chishti, Muzaffar, and Claire Bergeron. "Increasing Evidence That Recession Has Caused Number of Unauthorized Immigrants in US to Drop." Washington, D.C.: Migration Policy Institute, March 15, 2010.

Chivers, C. J. "Officer Resigns before Hearing in D.W.I. Case." *New York Times,* August 29, 2001.

Chodorow, Nancy J. "What Is the Relation between Psychoanalytic Feminism and the Psychoanalytic Psychology of Women?" In *Theoretical Perspectives on Sexual Difference,* Deborah L. Rhode, ed. New Haven, Conn.: Yale University Press, 1990:114–130.

Choudhary, Ekta, Jeffrey Coben, and Robert M. Bossarte. "Adverse Health Outcomes, Perpetrator Characteristics, and Sexual Violence Victimization among U.S Adult Males." *Journal of Interpersonal Violence, 25,* 8, 2010:1523–1541.

Chumley, Cheryl K. "Suspected Witch Bound, Tortured, Burned Alive in Papua New Guinea." *Washington Times,* February 8, 2013.

Church, Wesley T., II, Tracy Wharton, and Julie K. Taylor. "An Examination of Differential Association and Social Control Theory: Family Systems and Delinquency." *Youth Violence and Juvenile Justice, 7,* 1, January 2009:3–15.

CIA (Central Intelligence Agency). "Report of Questionable Activity in Connection with Project PBSuccess." Washington, D.C.: Central Intelligence Agency, 2003.

CIA (Central Intelligence Agency). "The World Factbook." Washington, D.C: U.S. Government Printing Office, 2013. Published annually.

Clair, Jeffrey Michael, David A. Karp, and William C. Yoels. *Experiencing the Life Cycle: A Social Psychology of Aging,* 2nd ed. Springfield, Ill.: Thomas, 1993.

Clark, Candace. *Misery and Company: Sympathy in Everyday Life.* Chicago: University of Chicago Press, 1997.

Clarke, Philippa, Jeffrey Morenoff, Michelle Debbink, et al. "Cumulative Exposure to Neighborhood Context: Consequences for Health Transitions Over the Adult Life Course." *Research on Aging,* January 2, 2013. (in press)

Clausewitz, Carl von. *On War,* J. J. Graham, trans. London: Kegan Paul, Trench, Trubner & Co., 1918.

Clearfield, Melissa W., and Naree M. Nelson. "Sex Differences in Mothers' Speech and Play Behavior with 6-, 9-, and 14-Month-Old Infants." *Sex Roles, 54,* 1–2, January 2006:127–137.

Cloud, John. "For Better or Worse." *Time,* October 26, 1998:43–44.

Cloward, Richard A., and Lloyd E. Ohlin. *Delinquency and Opportunity: A Theory of Delinquent Gangs.* New York: Free Press, 1960.

Cohen, Patricia. "Forget Lonely. Life Is Healthy at the Top." *New York Times,* May 15, 2004.

Cohen, Patricia. "'Culture of Poverty' Makes a Comeback." *New York Times,* October 17, 2010.

Colapinto, John. *As Nature Made Him: The Boy Who Was Raised as a Girl.* New York: HarperCollins, 2001.

Colarco, Jessica McCrory. "'I Need Help!' Social Class and Children's Help-Seeking in Elementary School." *American Sociological Review, 76,* 6, December 2011:862–882.

Cole, Diane. "When Romance Is a Click Away." *Wall Street Journal,* July 11, 2012.

Coleman, James S., and Thomas Hoffer. *Public and Private Schools: The Impact of Communities.* New York: Basic Books, 1987.

Coleman, Marilyn, Lawrence Ganong, and Mark Fine. "Reinvestigating Remarriage: Another Decade of Progress." *Journal of Marriage and the Family, 62,* 4, November 2000:1288–1307.

College Board. "2012 College-Bound Seniors: Total Group Profile Report." New York: College Board, September 24, 2012.

Collins, Randall. *The Credential Society: An Historical Sociology of Education.* New York: Academic Press, 1979.

Collins, Randall. "Socially Unrecognized Cumulation." *American Sociologist, 30,* 2, Summer 1999:41–61.

Collins, Randall, Janet Saltzman Chafetz, Rae Lesser Blumberg, Scott Coltrane, and Jonathan H. Turner. "Toward an Integrated Theory of Gender Stratification." *Sociological Perspectives, 36,* 3, 1993:185–216.

Compton, Allie. "Is the U.S. Government Planning to Implement Secret Scanners That Can Detect Anything?" *Huffington Post,* July 10, 2012.

Confessore, Nicholas. "Lines Blur between Candidates and PACs with Unlimited Cash." *New York Times,* August 27, 2011.

Connors, L. "Gender of Infant Differences in Attachment: Associations with Temperament and Caregiving Experiences." Paper presented at the Annual Conference of the British Psychological Society, Oxford, England, 1996.

Cooley, Charles Horton. *Human Nature and the Social Order.* New York: Scribner's, 1902.

Cooley, Charles Horton. *Social Organization.* New York: Schocken Books, 1962. Originally published by Scribner's, 1909.

Cooper, Charles. "Unmanned Space Plane Opening Door to Space Weaponization?" *CBS News,* April 22, 2010.

Copen, Casey E., Kimberly Daniels, and William D. Mosher. "First Premarital Cohabitation in the United States: Data from the 2006-2010 National Survey of Family Growth." *National Health Statistics Reports, 64,* Washington, D.C.: National Center for Health Statistics, April 4, 2013.

Copen, Casey E., Kimberly Daniels, Jonathan Vespa, et al. "First Marriages in the United States: Data from the 2006-2010 National Survey of Family Growth." *National Health Statistics Reports, 49,* March 22, 2012.

Cornwell, Christopher, David B. Mustard, and Jessica Van Parys. "Noncognitive Skills and the Gender Disparities in Test Scores and Teacher Assessments: Evidence from Primary School." *Journal of Human Resources, 48,* 1, 2013:236–264.

Cose, Ellis. "What's White Anyway?" *Newsweek,* September 18, 2000: 64–65.

Coser, Lewis A. *Masters of Sociological Thought: Ideas in Historical and Social Context,* 2nd ed. New York: Harcourt Brace Jovanovich, 1977.

Costa, Stephanie. "Where's the Outrage?" *Ms Magazine Blog.* September 12, 2011.

Costantini, Cristina. "Spanish in Miami: Diciendo 'Hola' Or Saying 'Hello.'" *Huffpost Miami,* November 29, 2011.

Cottin, Lou. *Elders in Rebellion: A Guide to Senior Activism.* Garden City, N.Y.: Anchor Doubleday, 1979.

Council of Economic Advisers. "Immigration's Economic Impact." Washington, D.C. June 20, 2007.

Cousins, Albert N., and Hans Nagpaul. *Urban Man and Society: A Reader in Urban Sociology.* New York: McGraw-Hill, 1970.

Cowen, Emory L., Judah Landes, and Donald E. Schaet. "The Effects of Mild Frustration on the Expression of Prejudiced Attitudes." *Journal of Abnormal and Social Psychology.* January 1959:33–38.

Cowgill, Donald. "The Aging of Populations and Societies." *Annals of the American Academy of Political and Social Science, 415,* 1974:1–18.

Cowley, Joyce. *Pioneers of Women's Liberation.* New York: Merit, 1969.

Crane, Andrew. "Modern Slavery as a Management Practice: Exploring the Conditions and Capabilities for Human Exploitation." *Academy of Management Review, 38,* 1, 2012:49–69.

Crawford, Duane W., Renate M. Houts, Ted L. Huston, and Laura J. George. "Compatibility, Leisure, and Satisfaction in Marital Relationships." *Journal of Marriage and Family, 64,* May 2002: 433–449.

Crosby, Alex E., LaVonne Ortega, and Mark R. Stevens. "Suicide: United States, 1999–2007." *Morbidity and Mortality Weekly Report, 60,* 1, Supplements, January 4, 2011:56–59.

Crosnoe, Robert, Catherine Riegle-Crumb, Sam Field, Kenneth Frank, and Chandra Muller. "Peer Group Contexts of Girls' and Boys' Academic Experiences." *Child Development, 79,* 1, February 2008:139–155.

Crossen, Cynthia. "Margin of Error: Studies Galore Support Products and Positions, but Are They Reliable?" *Wall Street Journal,* November 14, 1991:A1.

Crossen, Cynthia. "Deja Vu." *Wall Street Journal,* March 5, 2003.

Crossen, Cynthia. "Déjà Vu." *New York Times,* February 25, 2004a.

Crossen, Cynthia. "Before Social Security, Most Americans Faced Very Bleak Retirement." *Wall Street Journal,* September 15, 2004b.

Crossen, Cynthia. "How Pygmy Ota Benga Ended Up in Bronx Zoo as Darwinism Dawned." *Wall Street Journal,* February 6, 2006.

Crossland, David. "Gas Dispute Has Europe Trembling." *Spiegel Online,* January 2, 2006.

Crumley, Bruce. "The Game of Death: France's Shocking TV Experiment." *Time,* March 17, 2010.

Cui, Ming, and Frank D. Fincham. "The Differential Effects of Parental Divorce and Marital Conflict on Young Adult Romantic Relationships." *Personal Relationships, 17,* 3, September 2010:331–343.

Cumming, Elaine, and William E. Henry. *Growing Old: The Process of Disengagement.* New York: Basic Books, 1961.

Dabbs, James M., Jr., and Robin Morris. "Testosterone, Social Class, and Antisocial Behavior in a Sample of 4,462 Men." *Psychological Science, 1,* 3, May 1990: 209–211.

Dabbs, James M., Jr., Marian F. Hargrove, and Colleen Heusel. "Testosterone Differences among College Fraternities: Well-Behaved vs. Rambunctious." *Personality and Individual Differences, 20,* 1996:157–161.

Dabbs, James M., Jr., Timothy S. Carr, Robert L. Frady, and Jasmin K. Riad. "Testosterone, Crime, and Misbehavior among 692 Male Prison Inmates." *Personality and Individual Differences, 18,* 1995:627–633.

Dahl, Gordon B., and Enrico Moretti. "The Demand for Sons." *Review of Economic Studies, 75,* 2008:1085–1120.

Dahl, Robert A. *Who Governs?* New Haven, Conn.: Yale University Press, 1961.

Dahl, Robert A. *Dilemmas of Pluralist Democracy: Autonomy vs. Control.* New Haven, Conn.: Yale University Press, 1982.

Dao, James. "Instant Millions Can't Halt Winners' Grim Side." *New York Times,* December 5, 2005.

Darley, John M., and Bibb Latané. "Bystander Intervention in Emergencies: Diffusion of Responsibility." *Journal of Personality and Social Psychology, 8,* 4, 1968:377–383.

Darwin, Charles. *The Origin of Species.* Chicago: Conley, 1859.

Dasgupta, Nilanjana, Debbie E. McGhee, Anthony G. Greenwald, and Mahzarin R. Banaji. "Automatic Preference for White Americans: Eliminating the Familiarity Explanation." *Journal of Experimental Social Psychology, 36,* 3, May 2000:316–328.

Davis, Ann, Joseph Pereira, and William M. Bulkeley. "Security Concerns Bring Focus on Translating Body Language." *Wall Street Journal,* August 15, 2002.

Davis, Donald R., and David E. Weinstein. "Technological Superiority and the Losses from Migration." National Bureau of Economic Research, working paper, June 2002.

Davis, Kingsley. "Extreme Isolation." In *Down to Earth Sociology: Introductory Readings,* 15th ed. New York: Free Press, 2012. Originally published as "Extreme Social Isolation of a child." *American Journal of Sociology, 45,* January 4, 1940:554–565.

Davis, Kingsley, and Wilbert E. Moore. "Some Principles of Stratification." *American Sociological Review, 10,* 1945:242–249.

Davis, Kingsley, and Wilbert E. Moore. "Reply to Tumin." *American Sociological Review, 18,* 1953:394–396.

Davis, Nancy J., and Robert V. Robinson. "Class Identification of Men and Women in the 1970s and 1980s." *American Sociological Review, 53,* February 1988:103–112.

Davis, R. E., M. P. Couper, N. K. Janz, C. H. Caldwell, and K. Resnicow. "Interviewer Effects in Public Health Surveys." *Health Education Research, 25,* 1, 2010:14–28.

Day, Jennifer Chesseman. "Population Profile of the United States: National Population Projections." Washington, D.C.: U.S. Census Bureau, 2010.

Deaver, Michael V. "Democratizing Russian Higher Education." *Demokratizatsiya, 9,* 3, Summer 2001:350–366.

DeCrow, Karen. Foreword to *Why Men Earn More* by Warren Farrell. New York: AMACOM, 2005:xi–xii.

Deegan, Mary Jo. "W. E. B. Du Bois and the Women of Hull-House, 1895–1899." *American Sociologist,* Winter 1988:301–311.

Deflem, Mathieu, ed. *Sociological Theory and Criminological Research: Views from Europe and the United States.* San Diego: JAI Press, 2006.

Delaney, Arthur. "Revolving Door: 1447 Former Government Workers Lobby for Wall Street." *Huffington Post,* June 3, 2010.

Deliege, Robert. *The Untouchables of India.* New York: Berg Publishers, 2001.

DeLuca, Stephanie, and Elizabeth Dayton. "Switching Social Contexts: The Effects of Housing Mobility and School Choice Programs on Youth Outcomes." *Annual Review of Sociology, 35,* 2009:457–491.

DeMartini, Joseph R. "Basic and Applied Sociological Work: Divergence, Convergence, or Peaceful Co-existence?" *The Journal of Applied Behavioral Science, 18,* 2, 1982:203–215.

DeMause, Lloyd. "Our Forebears Made Childhood a Nightmare." *Psychology Today 8,* 11, April 1975:85–88.

Densley, James A. "Street Gang Recruitment: Signaling, Screening, and Selection." *Social Problems, 59,* 3, August 2012:301–321.

Denzin, Norman K. *Symbolic Interactionism and Cultural Studies: The Politics of Interpretation.* Cambridge, Mass.: Blackwell 2007.

DeParle, Jason. "Two Classes Divided by 'I Do.'" *New York Times,* July 14, 2012.

Dershowitz, Alan M. "Tortured Reasoning." In *Torture: A Collection,* Sanford Levinson, ed. Oxford, England: Oxford University Press, 2004:258–280.

Deutscher, Irwin. *Accommodating Diversity: National Policies that Prevent Ethnic Conflict.* Lanham, Md.: Lexington Books, 2002.

Dew, Jeffrey, and W. Bradford Wilcox. "If Momma Ain't Happy: Explaining Declines in Marital Satisfaction among New Mothers." *Journal of Marriage and Family, 73,* February 2011:1–12.

Diamond, Jeff. "Distance Learning Forever Alters the Process of Teaching and Learning." *Community College Week,* March 4, 2013.

Diamond, Milton, and Keith Sigmundson. "Sex Reassignment at Birth: Long-term Review and Clinical Implications." *Archives of Pediatric and Adolescent Medicine, 151,* March 1997:298–304.

Dickey, Christopher, and Adam Rogers. "Smoke and Mirrors." *Newsweek,* February 25, 2002.

Dickey, Christopher, and John Barry. "Iran: A Rummy Guide." *Newsweek,* May 8, 2006.

Digest of Education Statistics. Washington, D.C.: National Center for Education Statistics, 2007.

Dillon, Sam. "States' Data Obscure How Few Finish High School." *New York Times,* March 20, 2008.

DiSilvestro, Roger L. *In the Shadow of Wounded Knee: The Untold Final Chapter of the Indian Wars.* New York: Walker & Co., 2006.

Doane, Ashley W., Jr. "Dominant Group Ethnic Identity in the United States: The Role of 'Hidden' Ethnicity in Intergroup Relations." *The Sociological Quarterly, 38,* 3, Summer 1997:375–397.

Dobriner, William M. *Social Structures and Systems.* Pacific Palisades, California: Goodyear, 1969b.

Dobyns, Henry F. *Their Numbers Became Thinned: Native American Population Dynamics in Eastern North America.* Knoxville: University of Tennessee Press, 1983.

Dodds, Peter Sheridan, Roby Muhamad, and Duncan J. Watts. "An Experimental Study of Search in Global Social Networks." *Science, 301,* August 8, 2003:827–830.

Dogan, Mattei. "Status Incongruence in Advanced Societies." *Societamutamentopolitica, 2,* 3, 2011:285–294.

Dollard, John, Leonard William Doob, Neal Elgar Miller, Orval Hobart Mowrer, and Robert Richardson Sears. *Frustration and Aggression*. New Haven, Conn.: Yale University Press, 1939.

Dolnick, Sam. "The Obesity-Hunger Paradox." *New York Times,* March 12, 2010.

Domhoff, G. William. "C. Wright Mills, Power Structure Research, and the Failures of Mainstream Political Science." *New Political Science, 29,* 2007:97–114.

Domhoff, G. William. "State and Ruling Class in Corporate America (1974): Reflections, Corrections, and New Directions." *Critical Sociology, 25,* 2–3, July 1999a:260–265.

Domhoff, G. William. "The Bohemian Grove and Other Retreats." In *Down to Earth Sociology: Introductory Readings,* 10th ed., James M. Henslin, ed. New York: Free Press, 1999b:391–403.

Domhoff, G. William. "Wealth, Income, and Power." Website: Who Rules America, 2010 http://sociology.ucsc.edu/whorulesamerica/

Domhoff, G. William. *Who Rules America? Challenges to Corporate and Class Dominance*, 6th ed. New York: McGraw Hill, 2009.

Domhoff, G. William. *Who Rules America? Power, Politics, and Social Change*, 5th ed. New York: McGraw-Hill, 2006.

Domingo, Santiago, and Antonio Pellicer. "Overview of Current Trends in Hysterectomy." *Expert Review of Obstetrics and Gynecology, 4,* 6, 2009:673–685.

Donaldson, Stephen. "A Million Jockers, Punks, and Queens: Sex among American Male Prisoners and Its Implications for Concepts of Sexual Orientation." February 4, 1993. Online.

Donlon, Margie M., Ori Ash, and Becca R. Levy. "Re-Vision of Older Television Characters: A Stereotype-Awareness Intervention." *Journal of Social Issues, 61*, 2, June 2005.

Dougherty, Conor. "The New American Gentry." *Wall Street Journal,* January 19, 2008.

Dove, Adrian. "Soul Folk 'Chitling' Test or the Dove Counterbalance Intelligence Test." Mimeo, no date.

Drakulich, Kevin M. "Strangers, Neighbors, and Race: A Contact Model of Stereotypes and Racal Anxieties about Crime." *Race and Justice, 2,* 4, 2012:322–355.

Drape, Joe. "Growing Cheers for the Home-Schooled Team." *New York Times,* March 16, 2008.

Drew, Christopher. "Military Contractor Agrees to Pay $325 Million to Settle Whistle-Blower Lawsuit." *New York Times,* April 2, 2009.

Drum, Kevin. "America's Real Criminal Element: Lead." *Mother Jones,* January/February 2013.

Du Bois, W. E. B. *Black Reconstruction in America: An Essay toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860–1880*. New York: Atheneum, 1992. Originally published 1935.

Du Bois, W. E. B. *The Autobiography of W. E. B. Du Bois: A Soliloquy on Viewing My Life from the Last Decade of Its First Century*. New York: International, 1968.

Du Bois, W. E. B. *The Souls of Black Folk: Essays and Sketches*. Chicago: McClurg, 1903.

Duck, W. O., and Anne W. Rawls, "Interaction Orders of Drug Dealing Spaces: Local Orders of Sensemaking in a Poor Black American Place." *Crime, Law and Social Change,* 2011.

Dugger, Celia W. "Abortion in India Is Tipping Scales Sharply against Girls." *New York Times,* April 22, 2001.

Dugger, Celia W. "Wedding Vows Bind Old World and New." *New York Times,* July 20, 1998.

Duneier, Mitchell. *Sidewalk*. New York: Farrar, Straus and Giroux, 1999.

Dunlap, Riley E., and William R. Catton, Jr. "Environmental Sociology." *Annual Review of Sociology, 5,* 1979:243–273.

Dunlap, Riley E., and William R. Catton, Jr. "What Environmental Sociologists Have in Common Whether Concerned with 'Built' or 'Natural' Environments." *Sociological Inquiry, 53,* 2–3, 1983:113–135.

Dunn, Hank. "Time to Hold Students Accountable for Their Own Success." *Community College Week,* March 18, 2013.

Durkheim, Emile. *The Division of Labor in Society,* George Simpson, trans. New York: Free Press, 1933. Originally published 1893.

Durkheim, Emile. *The Rules of Sociological Method*, Sarah A. Solovay and John H. Mueller, trans. New York: Free Press, 1938, 1958, 1964. Originally published 1895.

Durkheim, Emile. *Suicide: A Study in Sociology,* John A. Spaulding and George Simpson, trans. New York: Free Press, 1966. Originally published 1897.

Durkheim, Emile. *The Elementary Forms of the Religious Life*. New York: Free Press, 1965. Originally published 1912.

Durning, Alan. "Cradles of Life." In *Social Problems 90/91,* LeRoy W. Barnes, ed. Guilford, Conn.: Dushkin, 1990:231–241.

Dye, Jane Lawler. "Fertility of American Women, June 2004." U.S. Census Bureau. *Current Population Reports,* December 2005.

Dyer, Gwynne. "Anybody's Son Will Do." In *Down to Earth Sociology: Introductory Readings,* 14th ed., James M. Henslin, ed. New York: Free Press, 2007.

Eagly, Alice H., Asia Eaton, Suzanna M. Rose, et al. "Feminism and Psychology: Analysis of a Half-Century of Research on Women and Gender." *American Psychologist, 67,* 3, 2012:211–230.

Ebaugh, Helen Rose Fuchs. *Becoming an Ex: The Process of Role Exit*. Chicago: University of Chicago Press, 1988.

Eder, Donna. "On Becoming Female: Lessons Learned in School." In *Down to Earth Sociology: Introductory Readings,* 14th ed., James M. Henslin, ed. New York: Free Press, 2007.

Eder, Donna. "Sitting in on Adolescent Conversations." In *Social Problems: A Down-to-Earth Approach,* 11th ed., James M. Henslin, ed. Boston: Pearson, 2014.

Eder, Klaus. "The Rise of Counter-Culture Movements against Modernity: Nature as a New Field of Class Struggle." *Theory, Culture & Society, 7,* 1990:21–47.

Edgerton, Robert B. *Deviance: A Cross-Cultural Perspective*. Menlo Park, Calif.: Benjamin/Cummings, 1976.

Edgerton, Robert B. *Sick Societies: Challenging the Myth of Primitive Harmony*. New York: Free Press, 1992.

Ehrlich, Paul R., and Anne H. Ehrlich. "Humanity at the Crossroads." *Stanford Magazine,* Spring–Summer 1978:20–23.

Ehrlich, Paul R., and Anne H. Ehrlich. *Population, Resources, and Environment: Issues in Human Ecology,* 2nd ed. San Francisco: Freeman, 1972.

Eibl-Eibesfeldt, Irrenäus. *Ethology: The Biology of Behavior*. New York: Holt, Rinehart, and Winston, 1970.

Eisenegger, Christoph, Johannes Haushofer, and Ernst Fehr. "The Role of Testosterone in Social Interaction." *Trends in Cognitive Sciences, 15,* 6, 2011:263–271.

Ekman, Paul. *Faces of Man: Universal Expression in a New Guinea Village*. New York: Garland Press, 1980.

Ekman, Paul, Wallace V. Friesen, and John Bear. "The International Language of Gestures." *Psychology Today,* May 1984:64.

Elder, Glen H., Jr. "Age Differentiation and Life Course." *Annual Review of Sociology, 1,* 1975:165–190.

Elder, Glen H., Jr. *Children of the Great Depression: Social Change in Life Experience*. Boulder: Westview Press, 1999.

Elder, Miriam. "Russian Mafia Boss Shot Dead by Sniper." *Guardian,* January 16, 2013.

Elliott, Diana B., and Jamie M. Lewis. "Embracing the Institution of Marriage: The Characteristics of Remarried Americans." Paper presented at the annual meetings of Population Association of America, April 17, 2010.

Elliott, Diana B., Kristy Krivickas, Matthew W. Brault, et al. "Historical Marriage Trends from 1890–2010. A Focus on Race Differences." Paper presented at the annual meeting of the Population Association of America, San Francisco, Calif., May 3–5, 2012.

Elliott, Joel. "Birth Control Allowed for Maine Middle Schoolers." *New York Times,* October 18, 2007.

Emery, Cécile, Thomas S. Calvard, and Meghan E. Pierce. "Leadership as an Emergent Group Process: A Social Network Study of Personality and Leadership." *Group Processes and Intergroup Relations, 16,* 1, 2013:28–45.

England, Paula. "The Impact of Feminist Thought on Sociology." *Contemporary Sociology: A Journal of Reviews,* 2000:263–267.

Ensign, Rachel Louise. "It's Now a Grind for 2-Year-Olds." *New York Times,* March 12, 2012.

Environmental Protection Agency. "Final National Priorities List." Washington, D.C.: Environmental Protection Agency, March 29, 2013.

Epstein, Cynthia Fuchs. *Deceptive Distinctions: Sex, Gender, and the Social Order*. New Haven, Conn.: Yale University Press, 1988.

Erikson, Kai T. *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood*. New York: Simon and Schuster, 1978.

Ernst, Eldon G. "The Baptists." In *Encyclopedia of the American Religious Experience: Studies of Traditions and Movements,* Vol. 1, Charles H. Lippy and Peter W. Williams, eds. New York: Scribners, 1988:555–577.

Ertel, Karen A., M. Maria Glymour, and Lisa F. Berkman. "Effects of Social Integration on Preserving Memory Function in a Nationally Representative US Elderly Population." *American Journal of Public Health, 98,* 7, July 2008:1215–1220.

Espenshade, Thomas J. "A Short History of U.S. Policy toward Illegal Immigration." *Population Today, 18,* 2, February 1990:6–9.

Espenshade, Thomas J., and Alexandria Walton Radford. *No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life*. Princeton, N.J.: Princeton University Press, 2009.

Estes, Larissa J., Linda E. Lloyd, Michelle Teti, et al. "Perceptions of Audio Computer-Assisted Self-Interviewing (ACASI) among Women in an HIV-Positive Prevention Program." *PLoS ONE, 5,* 2, February 10, 2010:e9149.

Ezekiel, Raphael S. *The Racist Mind: Portraits of American Neo-Nazis and Klansmen.* New York: Viking, 1995.

Fabio, Anthony, Li-Chuan Tu, Rolf Loeber, and Jacqueline Cohen. "Neighborhood Socioeconomic Disadvantage and the Shape of the Age-Crime Curve." *American Journal of Public Health, 101,* S1, 2011:S325–S331.

Fabrikant, Geraldine. "Old Nantucket Warily Meets the New." *New York Times,* June 5, 2005.

Fadiman, Anne. *The Spirit Catches You and You Fall Down.* Farrar, Straus and Giroux, 1997.

Falicov, Celia Jaes. "Changing Constructions of Machismo for Latino Men in Therapy: 'The Devil Never Sleeps.'" *Family Process, 49,* 3, 2010:309–329.

Falkenberg, Katie. "Pakistani Women Victims of 'Honor.'" *Washington Times,* July 23, 2008.

Famham, Alan. "Grand Theft Auto V Is Making Shareholders, Investors Rich." *ABC News* September 20, 2013.

Faris, Robert E. L., and Warren Dunham. *Mental Disorders in Urban Areas.* Chicago: University of Chicago Press, 1939.

Farkas, George. *Human Capital or Cultural Capital?: Ethnicity and Poverty Groups in an Urban School District.* New York: Walter DeGruyter, 1996.

Farkas, George, Daniel Sheehan, and Robert P. Grobe. "Coursework Mastery and School Success: Gender, Ethnicity, and Poverty Groups within an Urban School District." *American Educational Research Journal, 27,* 4, Winter 1990b:807–827.

Farkas, George, Robert P. Grobe, Daniel Sheehan, and Yuan Shuan. "Cultural Resources and School Success: Gender, Ethnicity, and Poverty Groups within an Urban School District." *American Sociological Review, 55,* February 1990a:127–142.

Farr, Rachel H., Stephen L. Forssell, and Charlotte J. Patterson. "Parenting and Child Development in Adoptive Families: Does Parental Sexual Orientation Matter?" *Applied Developmental Science, 14,* 3, 2010:164–178.

Fattig, Paul. "Good Intentions Gone Bad." *Mail Tribune,* June 6, 2007.

Faunce, William A. *Problems of an Industrial Society,* 2nd ed. New York: McGraw-Hill, 1981.

Feagin, Joe R. "The Continuing Significance of Race: Antiblack Discrimination in Public Places." In *Majority and Minority: The Dynamics of Race and Ethnicity in American Life,* 6th ed., Norman R. Yetman, ed. Boston: Allyn and Bacon, 1999:384–399.

Featherman, David L. "Opportunities Are Expanding." *Society, 13,* 1979:4–11.

Feder, Barnaby J. "Services at the First Church of Cyberspace." *New York Times,* May 15, 2004.

Feiler, Bruce. "Family Inc." *Wall Street Journal,* February 9–10, 2013.

Felsenthal, Edward. "Justices' Ruling Further Defines Sex Harassment." *Wall Street Journal,* March 5, 1998:B1, B2.

Feuer, Alan. "Accommodations for the Discreetly Superrich." *New York Times,* October 6, 2008.

Filatova, Liudmila, Irina Abankina, Tatiana Abankina, and Elena Nikolayenko. "Education Development Trends in Russia." *Journal of US-China Public Administration, 9,* 10, October 2012:1198–1214.

Finkelhor, David, and Kersti Yllo. *License to Rape: Sexual Abuse of Wives.* New York: Henry Holt, 1985.

Finkelhor, David, and Kersti Yllo. "Marital Rape: The Myth versus the Reality." In *Marriage and Family in a Changing Society,* 3rd ed., James M. Henslin, ed. New York: Free Press, 1989:382–391.

Fischer, Claude S. *The Urban Experience.* New York: Harcourt, 1976.

Fish, Jefferson M. "Mixed Blood." *Psychology Today, 28,* 6, November–December 1995:55–58, 60, 61, 76, 80.

Fisher, Bonnie S., Francis T. Cullen, and Michael G. Turner. *The Sexual Victimization of College Women.* Washington, D.C.: U.S. Department of Justice, 2000.

Fisher, Helen E., Lucy L. Brown, Arthur Aron, Greg Strong, and Deborah Masek. "Reward, Addiction, and Emotion Regulation Systems Associated with Rejection in Love." *Journal of Neurophysiology, 104,* 2010:51–60.

Fisher, Sue. *In the Patient's Best Interest: Women and the Politics of Medical Decisions.* New Brunswick, N.J.: Rutgers University Press, 1986.

Flanagan, William G. *Urban Sociology: Images and Structure.* Boston: Allyn and Bacon, 1990.

Flavel, John H., et al. *The Development of Role-Taking and Communication Skills in Children.* New York: Wiley, 1968.

Flavel, John, Patricia H. Miller, and Scott A. Miller. *Cognitive Development,* 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2002.

Fleming, Kevin C., Jonathan M. Evans, and Darryl S. Chutka. "A Cultural and Economic History of Old Age in America." *Mayo Clinic Proceedings, 78,* July 2003:914–921.

Flexner, E. *Century of Struggle.* Cambridge, Mass.: Belknap, 1971. In Claire M. Renzetti and Daniel J. Curran, *Women, Men, and Society,* 4th ed. Boston: Allyn and Bacon, 1999.

Flink, James J., *The Automobile Age.* Cambridge, Mass.: MIT Press, 1990.

Flippen, Annette R. "Understanding Groupthink from a Self-Regulatory Perspective." *Small Group Research, 30,* 2, April 1999:139–165.

Food and Agriculture Organization of the United Nations. "FAO Statistical Yearbook: World Food and Agriculture," Rome: Food and Agriculture Organization of the United Nations, January 2013.

Fordham, Brigham A. "Disability and Designer Babies." *Valparaiso University Law Review, 45,* 4, 2011:1473–1528.

Form, William. "Comparative Industrial Sociology and the Convergence Hypothesis." *Annual Review of Sociology, 5,* 1, 1979.

Fountain, Henry. "Archaeological Site in Peru Is Called Oldest City in Americas." *New York Times,* April 27, 2001.

Fox, Elaine, and George E. Arquitt. "The VFW and the 'Iron Law of Oligarchy.'" In *Down to Earth Sociology,* 4th ed., James M. Henslin, ed. New York: Free Press, 1985:147–155.

Frank, Reanne. "What to Make of It? The (Re)emergence of a Biological Conceptualization of Race in Health Disparities Research." *Social Science & Medicine, 64,* 2007:1977–1983.

Fraser, Graham. "Fox Denies Free Trade Exploiting the Poor in Mexico." *Toronto Star,* April 20, 2001.

Freedman, Jane. *Feminism.* Philadelphia: Open University Press, 2001.

Freeland, Chrystia. "The Rise of the New Global Elite." *Atlantic,* January/February 2011.

Fremson, Ruth. "Dead Bachelors in Remote China Still Find Wives." *New York Times,* October 5, 2006.

Friedl, Ernestine. "Society and Sex Roles." In *Conformity and Conflict: Readings in Cultural Anthropology,* James P. Spradley and David W. McCurdy, eds. Glenview, Ill.: Scott, Foresman, 1990:229–238.

Friedman, John N., and Richard T. Holden. "The Rising Incumbent Reelection Rate: What's Gerrymandering Got to Do with It?" *The Journal of Politics, 71,* 2, April 2009:93–611.

Frommer, Arthur. *Peru.* New York: Wiley, 2007.

Frosch, Dan. "Its Native Tongue Facing Extinction, Arapaho Tribe Teaches the Young." *New York Times,* October 17, 2008.

Furstenberg, Frank F., Jr., Sheela Kennedy, Vonnie C. McLoyd, Ruben G. Rumbaut, and Richard A. Settersten, Jr. "Growing Up Is Harder to Do." *Contexts, 3,* 3, Summer 2004:33–41.

Gabriel, Trip. "Under Pressure, Teachers Tamper with Test Scores." *New York Times,* June 10, 2010b.

Gaither, Milton. "Homeschooling in the USA: Past, Present, and Future." *Theory and Research in Education, 7,* 2009:331–346.

Galbraith, John Kenneth. *The Nature of Mass Poverty.* Cambridge Mass.: Harvard University Press, 1979.

Gallagher, Ryan. "The Threat of Silence." *Future Tense,* February 4, 2013.

Gallup Poll. "America's Preference for Smaller Families Edge Higher." Princeton, N. J. Gallup Organization, June 30, 2011a.

Gallup Poll. "Prefer Boys to Girls Just as They Did in 1941." Princeton, N.J.: The Gallup Organization, June 23, 2011b.

Gallup Poll. "Very Religious Americans Lead Healthier Lives." Princeton, N.J.: Gallup Organization, December 23, 2010.

Gampbell, Jennifer. "In Northeast Thailand, a Cuisine Based on Bugs." *New York Times,* June 22, 2006.

Gans, Herbert J. *The Urban Villagers.* New York: Free Press, 1962.

Gans, Herbert J. *People and Plans: Essays on Urban Problems and Solutions.* New York: Basic Books, 1968.

Gans, Herbert J. *People, Plans, and Policies: Essays on Poverty, Racism, and Other National Urban Problems.* New York: Columbia University Press, 1991.

Gardiner, Sean, and Alison Fox. "Glance May Have Led to Murder." *New York Times,* December 6, 2010.

Garfinkel, Harold. "Conditions of Successful Degradation Ceremonies." *American Journal of Sociology, 61,* 2, March 1956:420–424.

Garfinkel, Harold. *Studies in Ethnomethodology.* Englewood Cliffs, N.J.: Prentice Hall, 1967.

Garfinkel, Harold. *Ethnomethodology's Program: Working Out Durkheim's Aphorism.* Lanham, Md.: Rowman & Littlefield, 2002.

Garfinkel, Irwin, Lee Rainwater, and Timothy Smeeding. *Wealth and Welfare States: Is America a Laggard or a Leader?* New York: Oxford University Press, 2010.

Gartrell, Nanette, Henny Bos, Heidi Peyser, Amalia Deck, and Carla Rodas. "Family Characteristics, Custody Arrangements, and Adolescent Psychological Well-being after Lesbian Mothers Break Up." *Family Relations, 60,* December 2011:572–585.

Gatewood, Willard B. *Aristocrats of Color: The Black Elite, 1880–1920.* Bloomington, Ind.: Indiana University Press, 1990.

Gauch, Sarah. "In Egyptian Schools, a Push for Critical Thinking." *Christian Science Monitor,* February 9, 2006.

Gautham, S. "Coming Next: The Monsoon Divorce." *New Statesman, 131,* 4574, February 18, 2002:32–33.

Gelderen, Loes, Henny M. W. Bos, Nanette Gartrell, Jo Hermanns, and Ellen C. Perrin. "Quality of Life of Adolescents Raised from Birth by Lesbian Mothers: The U.S. National Longitudinal Family Study." *Journal of Developmental and Behavioral Pediatrics, 33,* 1, January 2012.

Gerhard, Jane. "Revisiting 'The Myth of the Vaginal Orgasm': The Female Orgasm in American Sexual Thought and Second Wave Feminism." *Feminist Studies, 26,* 2, Fall 2000:449–477.

Gerken, James. "Arctic Ice Melt, Sea Level Rise May Pose Imminent Threat to Island Nations, Climate Scientist Says." *Huffington Post,* October 5, 2012.

Geronimus, Arline T., Margaret T. Hicken, Jay A. Pearson, Sarah J. Seashols, Kelly L. Brown, and Tracy Dawson Cruz. "Do US Black Women Experience Stress-Related Accelerated Biological Aging?" *Human Nature, 21,* 2010:19–38.

Gerth, H. H., and C. Wright Mills. *From Max Weber: Essays in Sociology.* New York: Galaxy, 1958.

Gettleman, Jeffrey. "Starvation and Strife Menace Torn Kenya." *New York Times,* February 28, 2009.

Gettleman, Jeffrey, and Josh Kron, "U.N. Report on Congo Massacres Draws Anger." *New York Times,* October 1, 2010.

Gibbs, Nancy. "Affirmative Action for Boys." *Time,* April 3, 2008.

Gibson-Davis, Christina. "Mothers but Not Wives: The Increasing Lag between Nonmarital Births and Marriage." *Journal of Marriage and Family, 73,* 1, February 2011:264–278.

Gilbert, Dennis L. *The American Class Structure in an Age of Growing Inequality,* 6th ed. Belmont, Calif.: Wadsworth Publishing, 2003.

Gilbert, Dennis L. *The American Class Structure in an Age of Growing Inequality,* 8th ed. New York: Sage, 2011.

Gilbert, Dennis, and Joseph A. Kahl. *The American Class Structure; A New Synthesis,* 4th ed. Belmont, Calif.: Wadsworth Publising, 1998.

Gillum, R. F. "Frequency of Attendance at Religious Services and Smoking: The Third National Health and Nutrition Examination Survey." *Preventive Medicine, 41,* 2005:607–613.

Gilman, Charlotte Perkins. *The Man-Made World or, Our Androcentric Culture.* New York: 1971. Originally published 1911.

Girshick, Lori B. *Woman-to-Woman Sexual Violence: Does She Call It Rape?* Boston: Northeastern University Press, 2002.

Gitlin, Todd. *The Twilight of Common Dreams: Why America Is Wracked by Culture Wars.* New York: Metropolitan Books, 1997.

Gjelten, Tom. "First Strike: US Cyber Warriors Seize the Offensive." *World Affairs Journal,* January/February 2013.

Glanton, Dahleen. "Hispanic Influx Causes Tensions with Blacks." *Daily Press* (Virginia), May 23, 2013.

Glaze, Lauren E., and Laura M. Maruschak. "Parents in Prison and Their Minor Children." Bureau of Justice Statistics Special Report, August 2008:1–25.

Goffman, Erving. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates.* Chicago: Aldine, 1961.

Goffman, Erving. *The Presentation of Self in Everyday Life.* New York: Peter Smith, 1999. Originally published 1959.

Goffman, Erving. *Stigma: Notes on the Management of Spoiled Identity.* Englewood Cliffs, N.J.: Prentice Hall, 1963.

Gold, Ray. "Janitors versus Tenants: A Status-Income Dilemma." *American Journal of Sociology, 58,* 1952:486–493.

Goldberg, Abbie E., Deborah A. Kashy, and JuliAnna Z. Smith. "Gender-Typed Play Behavior in Early Childhood: Adopted Children with Lesbian, Gay, and Heterosexual Parents." *Sex Roles, 67,* 2012:503–515.

Goldberg, Susan, and Michael Lewis. "Play Behavior in the Year-Old Infant: Early Sex Differences." *Child Development, 40,* March 1969:21–31.

Goleman, Daniel. "Pollsters Enlist Psychologists in Quest for Unbiased Results." *New York Times,* September 7, 1993:C1, C11.

Goll, Sven. "Archaeologists Fin 'Mini-Pompeii.' "*View and News from Norway*, October 1, 2010.

Gorman, Peter. "A People at Risk: Vanishing Tribes of South America." *The World & I,* December 1991:678–689.

Gottfredson, Michael R., and Travis Hirschi. *A General Theory of Crime.* Stanford, Calif.: Stanford University Press, 1990.

Gottschalk, Peter, Sara McLanahan, and Gary Sandefur, "The Dynamics and Intergenerational Transmission of Poverty and Welfare Participation." In *Confronting Poverty: Prescriptions for Change,* Sheldon H. Danziger, Gary D. Sandefur, and Daniel H. Weinberg, eds. Cambridge, Mass.: Harvard University Press, 1994.

Grabe, Shelly, L. Monique Ward, and Janet Shibley Hyde. "The Role of the Media in Body Image Concerns among Women: A Meta-Analysis of Experimental and Correlational Studies." *Psychological Bulletin, 134,* 3:2008:460–476.

Greeley, Andrew M. "The Protestant Ethic: Time for a Moratorium." *Sociological Analysis, 25,* Spring 1964:20–33.

Greenhalgh, Susan. "The Chinese Biopolitical: Facing the Twenty-First Century." *New Genetics and Society, 28,* 3, September 2009:205–222.

Greenwald, Anthony G., and Linda Hamilton Krieger. "Implicit Bias: Scientific Foundations." *California Law Review,* July 2006.

Grigoriadis, Vanessa. "The Rise and Fall of the Eco-Radical Underground." *Rolling Stone,* June 21, 2011.

Gross, Jan T. *Neighbors.* New Haven: Yale University Press, 2001.

Gross, Jane. "In the Quest for the Perfect Look, More Girls Choose the Scalpel." *New York Times,* November 29, 1998.

Guensburg, Carol. "Bully Factories." *American Journalism Review, 23,* 6, 2001:51–59.

Gunther, Marc. "The Mosquito in the Tent." *Fortune, 149,* 11, May 31, 2004:158.

Guo, Guang, Yuying Tong, and Tianji Cai. "Gene by Social Context Interactions for Number of Sexual Partners among White Male Youths: Genetics-Informed Sociology." *American Journal of Sociology, 114,* Supplement, 2008:S36–S66.

Gupta, Giri Raj. "Love, Arranged Marriage, and the Indian Social Structure." In *Cross-Cultural Perspectives of Mate Selection and Marriage,* George Kurian, ed. Westport, Conn.: Greenwood Press, 1979.

Guru, Gopal, and Shiraz Sidhva. "India's 'Hidden Apartheid.'" *UNESCO Courier,* September 2001:27.

Guthrie, Doug. "The Great Helmsman's Cultural Death." *Contexts, 7,* 3, Summer 2008:26–31.

Hacker, Helen Mayer. "Women as a Minority Group." *Social Forces, 30,* October 1951:60–69.

Hakim, Catherine. "Erotic Capital." *European Sociological Review,* 2010:499–518.

Hall, Edward T. *The Silent Language.* New York: Doubleday, 1959.

Hall, Edward T., and Mildred R. Hall. "The Sounds of Silence." In *Down to Earth Sociology: Introductory Readings,* 15th ed., James M. Henslin, ed. New York: Free Press, 2014.

Hall, G. Stanley. *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education.* New York: Appleton, 1904.

Hall, Ronald E. "The Tiger Woods Phenomenon: A Note on Biracial Identity." *The Social Science Journal, 38,* 2, April 2001:333–337.

Halpern, Jack. "Iceland's Big Thaw." *New York Times,* May 13, 2011.

Hamermesh, Daniel. *Beauty Pays: Why Attractive People Are More Successful.* Princeton, N.J.: Princeton University Press, 2011.

Hamid, Shadi. "Between Orientalism and Postmodernism: The Changing Nature of Western Feminist Thought towards the Middle East." *HAWWA, 4,* 1, 2006:76–92.

Hamlin, J. Kiley, and Karen Wynn. "Young Infants Prefer Prosocial to Antisocial Others." *Cognitive Development, 26,* 1, 2011:30–39.

Handel, Stephen J. "Recurring Trends and Persistent Themes: A Brief History of Transfer." New York: College Board Advocacy and Policy Center, March 2013.

Handwerk, Brian. "Maya City in 3-D." *National Geographic Daily News,* May 20, 2010.

Hanlon, Michael "World's First GM Babies Born." Daily Mail, July 5, 2012.

Hanson, Chad. *The Community College and the Good Society.* New Brunswick, N.J.: Transaction Publishers, 2010.

Harlow, Harry F., and Margaret K. Harlow. "Social Deprivation in Monkeys." *Scientific American, 207,* 1962:137–147.

Harlow, Harry F., and Margaret K. Harlow. "The Affectional Systems." In *Behavior of Nonhuman Primates: Modern Research Trends,* Vol. 2, Allan M. Schrier, Harry F. Harlow, and Fred Stollnitz, eds. New York: Academic Press, 1965:287–334.

Harney, Alexandra. "The Plight of China's Favored Sons." *New York Times,* December 19, 2011.

Harrington, Michael. *The Vast Majority: A Journey to the World's Poor.* New York: Simon & Schuster, 1977.

Harris, Anthony R., Gene A. Fisher, and Stephen H. Thomas. "Homicide as a Medical Outcome: Racial Disparity in Deaths from Assault in US Level I and II Trauma Centers." *Journal of Trauma: Injury, Infection, and Critical Care, 20,* 20, 2011:1–10.

Harris, Chauncey D. "The Nature of Cities and Urban Geography in the Last Half Century." *Urban Geography, 18,* 1997.

Harris, Chauncey D., and Edward Ullman. "The Nature of Cities." *Annals of the American Academy of Political and Social Science, 242,* 1945:7–17.

Harris, Craig. "Fallout from Ariz. Employer Sanctions Law." *Arizona Republic,* September 15, 2008.

Harris, Gardiner. "In India, Kisses Are on Rise, Even in Public." *New York Times,* February 13, 2013.

Harris, Jerry. "Outward Bound: Transnational Capitalism in China." *Race and Class, 54,* 1, 2012b:13–32.

Harrison, Paul. *Inside the Third World: The Anatomy of Poverty,* 3rd ed. London: Penguin Books, 1993.

Hart, Charles W. M., and Arnold R. Pilling. *The Tiwi of North Australia,* Fieldwork Edition. New York: Holt, Rinehart and Winston, 1979.

Hart, Paul. "Groupthink, Risk-Taking and Recklessness: Quality of Process and Outcome in Policy Decision Making." *Politics and the Individual, 1,* 1, 1991:67–90.

Hartley, Eugene. *Problems in Prejudice.* New York: King's Crown Press, 1946.

Hartocollis, Anemona. "Diet Plan with Hormone Has Fans and Skeptics." *New York Times,* March 7, 2011.

Hatch, Laurie Russell. *Beyond Gender Differences: Adaptation to Aging in Life Course Perspective.* Amityville, N.Y.: Baywood Publishing Company, 2000.

Hatfield, Elaine, Lisamarie Bensman, and Richard L. Rapson "A Brief History of Social Scientists' Attempts to Measure Passionate Love." *Journal of Social and Personal Relationships, 29,* 2, 2012:143–164.

Haub, Carl, and Mary Mederlos Kent. "World Population Data Sheet." Washington, D.C.: Population Reference Bureau, 2008.

Haub, Carl, and Nancy Yinger. "The U.N. Long-Range Population Projections: What They Tell Us." Washington, D.C.: Population Reference Bureau, 1994.

Haub, Carl, and Toshiko Kaneda. "World Population Data Sheet 2012." Washington, D.C.: Population Reference Bureau, 2012.

Haughney, Christine. "Harlem's Real Estate Boom Becomes a Bust." *New York Times,* July 8, 2009.

Haughney, Christine, and Eric Konigsberg. "Despite Tough Times, Ultrarich Keep Spending." *New York Times,* April 14, 2008.

Hauser, Philip, and Leo Schnore, eds. *The Study of Urbanization.* New York: Wiley, 1965.

Hawley, Amos H. *Urban Society: An Ecological Approach.* New York: Wiley, 1981.

Hayashi, Gina M., and Bonnie R. Strickland. "Long-Term Effects of Parental Divorce on Love Relationships: Divorce as Attachment Disruption." *Journal of Social and Personal Relationships, 15,* 1, February 1998:23–38.

Hellinger, Daniel, and Dennis R. Judd. *The Democratic Facade.* Pacific Grove, Calif.: Brooks/Cole, 1991.

Hemmings, Annette. "The 'Hidden' Corridor Curriculum." *High School Journal, 83,* December 1999:1–12.

Hendrix, Lewellyn. "What Is Sexual Inequality? On the Definition and Range of Variation." *Gender and Society, 28,* 3, August 1994:287–307.

Henley, Nancy, Mykol Hamilton, and Barrie Thorne. "Womanspeak and Manspeak." In *Beyond Sex Roles,* Alice G. Sargent, ed. St Paul, MN: West, 1985.

Henslin, James M. *Social Problems: A Down-to-Earth Approach,* 11th ed. Boston: Pearson, 2014.

Henslin, James M., and Mae A. Biggs. "Behavior in Pubic Places: The Sociology of the Vaginal Examination." In *Down to Earth Sociology: Introductory Readings,* 15th ed., James M. Henslin, ed. New York: Free Press, 2014. Originally published 1971.

Herring, Cedric. "Is Job Discrimination Dead?" *Contexts,* Summer 2002:13–18.

Herz, Rachel. "You Eat That?" *Wall Street Journal,* January 28, 2012.

Hetherington, Mavis, and John Kelly. *For Better or for Worse: Divorce Reconsidered.* New York: W. W. Norton, 2003.

Higginbotham, Elizabeth, and Lynn Weber. "Moving with Kin and Community: Upward Social Mobility for Black and White Women." *Gender and Society, 6,* 3, September 1992:416–440.

Hill, Mark E. "Skin Color and the Perception of Attractiveness among African Americans: Does Gender Make a Difference?" *Social Psychology Quarterly, 65,* 1, 2002:77–91.

Hilson, Gavin. "Family Hardship and Cultural Values: Child Labor in Malian Small-Scale Gold Mining Communities." *World Development, 40,* 8, 2012:1663–1674.

Hippler, Fritz. Interview in a television documentary with Bill Moyers in *Propaganda,* in the series "Walk through the 20th Century," 1987.

Hirschi, Travis. *Causes of Delinquency.* Berkeley: University of California Press, 1969.

"Historical Statistics of the United States: From Colonial Times to the Present." New York: Basic Books, 1976.

Hnatkovska, Viktoria, Amartya Lahiri, and Sourabh Paul. "Castes and Labor Mobility." *American Economic Journal: Applied Economics, 4,* 2 2012:274–307.

Hochschild, Arlie. "Feelings around the World." *Contexts, 7,* 2, Spring 2008:80.

Hoffman, Bert. "The International Dimensions of Authoritarian Legitimation: The Impact of Regime Evolution." Leibnitz: German Institute of Global and Area Studies. Working Paper No. 182, December 2011.

Holland, Jesse J. "Prison Rape: Department of Justice Orders Increase in Anti-Rape Efforts." Associated Press, May 12, 2012.

Holler, J. G., S. B. Chrstensen, H. C. Slotved, et al. "Novel Inhibitory Activity of the Staphylococcus Aureus NorA Efflux Pump by a Kaempferol Rhamnoside Isolated from Persea Lingue Nees." *Journal of Antimicrobial Chemotherapy, 67,* 5, 2012:1138–1144.

Holtzman, Abraham. *The Townsend Movement: A Political Study.* New York: Bookman, 1963.

Homblin, Dora Jane. *The First Cities.* Boston: Little, Brown, Time-Life Books, 1973.

Honeycutt, Karen. "Disgusting, Pathetic, Bizarrely Beautiful: Representations of Weight in Popular Culture." Paper presented at the 1995 meetings of the American Sociological Association.

Hong, Lawrence. "Marriage in China." In *Til Death Do Us Part: A Multicultural Anthology on Marriage,* Sandra Lee Browning and R. Robin Miller, eds. Stamford, Conn.: JAI Press, 1999.

Hooks, bell. *Where We Stand: Class Matters.* New York: Routledge, 2000.

Hookway, James. "In Thailand Today, Teen Monks Express the Spirit to a Rock Beat." *Wall Street Journal,* August 15, 2012.

Hopkins, Nick, Patrick Wintour, Rowena Mason, and Matthew Taylor. "Extent of Spy Agencies' Surveillance to be Investigated by Parliamentary Body." *The Guardian,* October 16, 2013.

Horn, James P. *Land As God Made It: Jamestown and the Birth of America.* New York: Basic Books, 2006.

Horowitz, Ruth. *Honor and the American Dream: Culture and Identity in a Chicano Community.* New Brunswick, N.J.: Rutgers University Press, 1983.

Horowitz, Ruth. "Studying Violence among the 'Lions.'" In *Social Problems,* James M. Henslin, ed. Upper Saddle River, N.J.: Prentice Hall, 2005:135.

Horwitz, Allan V., and Jerome C. Wakefield. *The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder.* New York: Oxford University Press, 2007.

Hout, Michael. "How Class Works: Objective and Subjective Aspects of Class Since the 1970s." In *Social Class: How Does It Work?* Annette Lareau and Dalton Conley, eds. New York: Russell Sage, 2008:52–64.

Houtman, Dick. "What Exactly Is a 'Social Class'?: On the Economic Liberalism and Cultural Conservatism of the 'Working Class.'" Paper presented at the annual meetings of the American Sociological Association, 1995.

Howells, Lloyd T., and Selwyn W. Becker. "Seating Arrangement and Leadership Emergence." *Journal of Abnormal and Social Psychology, 64,* February 1962:148–150.

Hoyt, Homer. *The Structure and Growth of Residential Neighborhoods in American Cities.* Washington, D.C.: Federal Housing Administration, 1939.

Hoyt, Homer. "Recent Distortions of the Classical Models of Urban Structure." In *Internal Structure of the City: Readings on Space and Environment,* Larry S. Bourne, ed. New York: Oxford University Press, 1971:84–96.

Hsu, Francis L. K. *The Challenge of the American Dream: The Chinese in the United States.* Belmont, Calif.: Wadsworth, 1971.

Huang, Penelope M., Pamela J. Smock, Wendy D. Manning, and Cara A. Bergstrom-Lynch. "He Says, She Says: Gender and Cohabitation." *Journal of Family Issues, 32,* February 2011.

Huber, Joan. "Micro-Macro Links in Gender Stratification." *American Sociological Review, 55,* February 1990:1–10.

Huggins, Martha K., and Sandra Rodrigues. "Kids Working on Paulista Avenue." *Childhood, 11,* 2004:495–514.

Huggins, Martha K., Mika Haritos-Fatouros, and Philip G. Zimbardo. *Violence Workers: Police Torturers and Murderers Reconstruct Brazilian Atrocities.* Berkeley: University of California Press, 2002.

Hughes, Everett C. "Good People and Dirty Work." In *Life in Society: Readings to Accompany Sociology: A Down-to-Earth Approach,* 7th ed. James M. Henslin, ed. Boston: Allyn and Bacon, 2005:125–134. Article originally published 1962.

Hughes, H. Stuart. *Oswald Spengler: A Critical Estimate,* rev. ed. New York: Scribner's, 1962.

Hughes, Kathleen A. "Even Tiki Torches Don't Guarantee a Perfect Wedding." *Wall Street Journal,* February 20, 1990:A1, A16.

Humphreys, Laud. *Tearoom Trade: Impersonal Sex in Public Places,* enlarged ed. Chicago: Aldine, 1975. Originally published 1970.

Hundley, Greg. "Why Women Earn Less Than Men in Self-Employment." *Journal of Labor Research, 22,* 4, Fall 2001:817–827.

Hurtado, Aída, David E. Hayes-Bautista, R. Burciaga Valdez, and Anthony C. R. Hernández. *Redefining California: Latino Social Engagement in a Multicultural Society.* Los Angeles: UCLA Chicano Studies Research Center, 1992.

Huttenbach, Henry R. "The Roman *Porajmos:* The Nazi Genocide of Europe's Gypsies." *Nationalities Papers, 19,* 3, Winter 1991:373–394.

Hymowitz, Carol. "Through the Glass Ceiling." *Wall Street Journal,* November 8, 2004.

Hymowitz, Carol. "Raising Women to Be Leaders." *Wall Street Journal,* February 12, 2007.

Hyra, Derek S. "Racial Uplift? Intra-Racial Class Conflict and the Economic Revitalization of Harlem and Bronzeville." *City and Community, 5,* 1, March 2006:71–92.

Hyse, Karin, and Lars Tornstam. "Recognizing Aspects of Oneself in the Theory of Gerotranscendence." Uppsala, Sweden: The Social Gerontology Group, 2009.

IES (Institute of Education Sciences). *Digest of Education Statistics.* Washington, D.C.: U.S. Department of Education, 2010.

Innes, Judith E., David E. Booher, and Sarah Di Vittorio. "Strategies for Megaregion Governance—Collaborative Dialogue, Networks, and Self-Organization." *Journal of the American Planning Association. 77,* 1, 2011:55–67.

Isaac, Carol A., Anna Kaatz, and Molly Carnes. "Deconstructing the Glass Ceiling." *Sociology Mind, 2,* 1, 2012:80–86.

"It's So Much Nicer on K Street." *New York Times,* June 8, 2008.

Itard, Jean Marc Gospard. *The Wild Boy of Aveyron,* George and Muriel Humphrey, trans. New York: Appleton-Century-Crofts, 1962.

Jackson, Elizabeth A., Mauro Moscucci, Dean E. Smith, et al. "The Association of Sex with Outcomes among Patients Undergoing Primary Percutaneous Coronary Intervention for ST Elevation Myocardial Infarction in the Contemporary Era." *American Heart Journal, 161,* 2011:106–112.

Jacobs, Jerry A. "Detours on the Road to Equality: Women, Work and Higher Education." *Contexts,* Winter 2003:32–41.

Jacobs, Margaret A. "'New Girl' Network Is Boon for Women Lawyers." *Wall Street Journal,* March 4, 1997:B1, B7.

Jaggar, Alison M. "Sexual Difference and Sexual Equality." In *Theoretical Perspectives on Sexual Difference,* Deborah L. Rhode, ed. New Haven, Conn.: Yale University Press, 1990:239–254.

Jakab, Spencer. "An Offal Tale: For This Club, Everything Is on the Menu." *Wall Street Journal,* June 25, 2012.

Janis, Irving L. *Victims of Groupthink.* Boston, Mass.: Houghton Mifflin, 1972.

Janis, Irving. L. *Groupthink: Psychological Studies of Policy Decisions and Fiascoes.* Boston: Houghton Mifflin, 1982.

Jankowiak, William R., and Edward F. Fischer. "A Cross-Cultural Perspective on Romantic Love." *Journal of Ethnology, 31,* 2, April 1992:149–155.

Jenkins, Philip. "The Next Christianity." *Atlantic Monthly,* October 2002:53–68.

Jensen, Lene Arnett. "Through Two Lenses: A Cultural-Developmental Approach to Moral Psychology." *Developmental Review, 28,* 2009:289–315.

Jeong, Yu-Jin, and Hyun-Kyung You. "Different Historical Trajectories and Family Diversity among Chinese, Japanese, and Koreans in the United States." *Journal of Family History, 33,* 3, July 2008:346–356.

Jessop, Bob, "The Return of the National State in the Current Crisis of the World Market." *Capital and Class, 34,* 1, 2010:38–43.

John-Henderson, Neha, Emily G. Jacobs, Rodolfo Mendoza-Denton, and Darlene D. Francis. "Wealth, Health, and the Moderating Role of Implicit Social Class Bias." *Annals of Behavioral Medicine, 45,* 2013:173–179.

Johnson, Benton. "On Church and Sect." *American Sociological Review, 28,* 1963:539–549.

Johnson, Wendy, Eric Turkheimer, Irving I. Gottesman, and Thomas J. Bouchard, Jr. "Beyond Heritability: Twin Studies in Behavioral Research." *Current Directions in Psychological Science, 18,* 4, 2009:217–220.

Johnson-Weiner, Karen. *Train Up a Child: Old Order Amish and Mennonite Schools.* Baltimore: Johns Hopkins University Press, 2007.

Jones, Allen. "Let Nonviolent Prisoners Out." *Los Angeles Times,* June 12, 2008.

Jones, James H. *Bad Blood: The Tuskegee Syphilis Experiment,* 2nd ed. New York: Free Press, 1993.

Jones, Jeffrey Owen, and Peter Meyer. *The Pledge: A History of the Pledge of Allegiance.* New York: St. Martin's Press, 2010.

Jordan, Miriam. "Among Poor Villagers, Female Infanticide Still Flourishes in India." *Wall Street Journal,* May 9, 2000:A1, A12.

Jordan, Miriam. "Asians Top Immigration Class." *Wall Street Journal,* June 19, 2012.

Joungtrakul, Jamnean, and Bobbie McGhie Allen. "Research Ethics: A Comparative Study of Qualitative Doctoral Dissertations Submitted to Universities in Thailand and the USA." *Science Journal of Business Management, 2012,* 2012:1–11.

Judge, Timothy A., and Daniel M. Cable. "The Effect of Physical Height on Workplace Success and Income: Preliminary Test of a Theoretical Model." *Journal of Applied Psychology, 89,* 3, 2004:428–441.

Judge, Timothy A., Charlice Hurst, and Lauren S. Simon. "Does It Pay to Be Smart, Attractive, or Confident (or All Three)? Relationships among General Mental Ability, Physical Attractiveness, Core Self-Evaluations, and Income." *Journal of Applied Psychology, 94,* 3, 2009:742–755.

Kacen, Jacqueline J. "Advertising Effectiveness." New York: Wiley International Encyclopedia of Marketing, 2011.

Kaestle, C. E. "Selling and Buying Sex: A Longitudinal Study of Risk and Protective Factors in Adolescence." *Preventive Science, 13,* 2012:314–322.

Kagan, Jerome. "The Idea of Emotions in Human Development." In *Emotions, Cognition, and Behavior,* Carroll E. Izard, Jerome Kagan, and Robert B. Zajonc, eds. New York: Cambridge University Press, 1984:38–72.

Kahlenberg, Susan G., and Michelle M. Hein, "Progression on Nickelodeon? Gender-Role Stereotypes in Toy Commercials." *Sex Roles, 62,* 2010:830–847.

Kahn, Joseph. "China's Elite Learn to Flaunt It While the New Landless Weep." *New York Times,* December 25, 2004.

Kahn, Joseph. "Thousands Reportedly Riot in China." *International Herald-Tribune,* March 13, 2007.

Kalberg, Stephen. "Introduction to *The Protestant Ethic.*" In *The Protestant Ethic and the Spirit of Capitalism,* rev. 1920 ed., Max Weber, Stephen Kalberg, trans. New York: Oxford University Press, 2011:8–63.

Kamber, Michael. "In Afghan Kilns, a Cycle of Debt and Servitude." *New York Times,* March 15, 2011.

Kanazawa, Satoshi, and Jody L. Kovar. "Why Beautiful People Are More Intelligent." *Intelligence, 32,* 2004:227–243.

Kanter, Rosabeth Moss. *Men and Women of the Corporation.* New York: Basic Books, 1977.

Kanter, Rosabeth Moss. *The Change Masters: Innovation and Entrepreneurship in the American Corporation.* New York: Simon & Schuster, 1983.

Kantor, Jodi. "In First Family, a Nation's Many Faces." *New York Times,* January 16, 2009.

Kantor, Jodi. "A Titan's How-To on Breaking the Glass Ceiling." *New York Times,* February 21, 2013.

Kapner, Suzanne. "Citi to Settle Suit for $590 Million." *Wall Street Journal,* August 30, 2012.

Karon, Tony. "Why China Does Capitalism Better Than the U.S." *Time,* January 20, 2011.

Karp, David A., Gregory P. Stone, and William C. Yoels. *Being Urban: A Sociology of City Life,* 2nd ed. New York: Praeger, 1991.

Katz, Bruce, and Jennifer Bradley. "The Suburban Challenge." *Newsweek,* January 26, 2009.

Kaufman, Joanne. "Married Maidens and Dilatory Domiciles." *Wall Street Journal,* May 7, 1996:A16.

Keith, Jennie. *Old People, New Lives: Community Creation in a Retirement Residence,* 2nd ed. Chicago: University of Chicago Press, 1982.

Kelley, Tina. "In an Era of School Shootings, a New Drill." *New York Times,* March 25, 2008.

Kelly, Benjamin, and Khostrow Farahbakhsh. "Public Sociology and the Democratization of Technology: Drawing on User-Led Research to Achieve Mutual Education." *American Sociologist, 44,* 1, 2013:42–53.

Kelly, Joan B. "How Adults React to Divorce." In *Marriage and Family in a Changing Society,* 4th ed., James M. Henslin, ed. New York: Free Press, 1992:410–423.

Keniston, Kenneth. *Youth and Dissent: The Rise of a New Opposition.* New York: Harcourt, Brace, Jovanovich, 1971.

Kent, Mary, and Robert Lalasz. "In the News: Speaking English in the United States." Washington, D.C.: Population Reference Bureau, January 18, 2007.

Kephart, William M., and William W. Zellner. *Extraordinary Groups: An Examination of Unconventional Life-Styles,* 7th ed. New York: Worth Publishing, 2001.

Kerr, Clark. *The Future of Industrialized Societies.* Cambridge, Mass.: Harvard University Press, 1983.

Kifner, John. "Building Modernity on Desert Mirages." *New York Times,* February 7, 1999.

Kille, Kent J., and Ryan C. Hendrickson. "NATO and the United Nations: Debates and Trends in Institutional Coordination." *Journal of International Organizations Studies, 2,* 1, 2011:28–49.

Kim, Richard. "The L Word." *The Nation,* October 19, 2004.

Kimmel, Michael. "Racism as Adolescent Male Rite of Passage." *Journal of Contemporary Ethnography, 36,* 2, April 2007:202–218.

King, Eden B., Jennifer L. Knight, and Michelle R. Hebl. "The Influence of Economic Conditions on Aspects of Stigmatization." *Journal of Social Issues, 66,* 3, September 2010:446–460.

Kingsbury, Alex, "Many Colleges Reject Women at Higher Rates Than for Men." *U.S. News & World Report,* June 17, 2007.

Kingston, Maxine Hong. *The Woman Warrior.* New York: Vintage Books, 1975:108. Quoted in Frank J. Zulke and Jacqueline P. Kirley. *Through the Eyes of Social Science*, 6th ed. Prospect Heights, Ill.: Waveland Press, 2002.

Kissinger, Henry A. "Avoiding a US.–China Cold War." *Washington Post,* January 14, 2011.

Kleinfeld, Judith S. "Gender and Myth: Data about Student Performance." In *Through the Eyes of Social Science,* 6th ed., Frank J. Zulke and Jacqueline P. Kirley, eds. Prospect Heights, Ill.: Waveland Press, 2002a:380–393.

Kleinfeld, Judith S. "The Small World Problem." *Society,* January–February, 2002b:61–66.

Kluegel, James R., and Eliot R. Smith. *Beliefs about Inequality: America's Views of What Is and What Ought to Be.* Hawthorne, N.Y.: Aldine de Gruyter, 1986.

Kneebone, Elizabeth, and Emily Garr. "The Suburbanization of Poverty: Trends in Metropolitan America, 2000 to 2008." Washington, D.C.: Brookings, January 2010.

Knickerbocker, Brad. "Firebrands of 'Ecoterrorism' Set Sights on Urban Sprawl." *Christian Science Monitor,* August 6, 2003.

Kochbar, Rakesh, and Ana Gonzalez-Barrera. "Through Boom and Bust: Minorities, Immigrants and Homeownership." Washington, D.C.: Pew Hispanic Center, May 12, 2009.

Kohlberg, Lawrence. "Moral Education for a Society in Moral Transition." *Educational Leadership, 33,* 1975:46–54.

Kohlberg, Lawrence. *The Psychology of Moral Development: Moral Stages and the Life Cycle.* San Francisco: Harper and Row, 1984.

Kohlberg, Lawrence, and Carol Gilligan. "The Adolescent as a Philosopher: The Discovery of the Self in a Postconventional World." *Daedalus, 100,* 1971:1051–1086.

Kohn, Melvin L. "Social Class and Parental Values." *American Journal of Sociology, 64,* 1959:337–351.

Kohn, Melvin L. "Social Class and Parent–Child Relationships: An Interpretation." *American Journal of Sociology, 68,* 1963:471–480.

Kohn, Melvin L. *Class and Conformity: A Study in Values,* 2nd ed. Homewood, Ill.: Dorsey Press, 1977.

Kohn, Melvin L. *Change and Stability: A Cross-National Analysis of Social Structure and Personality.* Boulder, CO.: Paradigm, 2006.

Kohn, Melvin L., and Carmi Schooler. "Class, Occupation, and Orientation." *American Sociological Review, 34,* 1969:659–678.

Kontos, Louis, David Brotherton, and Luis Barrios, eds. *Gangs and Society: Alternative Perspectives.* New York: Columbia University Press, 2003.

Kopecky, Karen A., and Richard M. H. Suen. "A Quantitative Analysis of Suburbanization and the Diffusion of the Automobile." *International Economic Review, 51,* 4, 2010:1003–1037.

Kozin, Vladimir. "U.S.-NATO Missile System: First-Strike Potential Aimed at Russia." *Global Research,* March 2, 2013.

Kramer, Andrew E. "Putin's Grasp of Energy Drives Russian Agenda." *New York Times,* January 29, 2009.

Kraybill, Donald B. *The Riddle of Amish Culture,* rev. ed. Baltimore, Md.: Johns Hopkins University Press, 2002.

Kreider, Rose M., and Diana B. Elliott. "America's Families and Living Arrangements: 2007." *Current Population Reports.*, September 2009.

Krienert, Jessie L., and Jeffrey A. Walsh. "Characteristics and Perceptions of Child Sexual Abuse." *Journal of Child Sexual Abuse, 20,* 2011:353–372.

Kristof, Gregory. "FCAT Scores Lower for Third Graders, State Drops Standards for More Students to Pass." *Huffington Post,* May 24, 2012.

Kroeger, Brooke. "When a Dissertation Makes a Difference." *New York Times,* March 20, 2004.

Krugman, Paul. "White Man's Burden." *New York Times,* September 24, 2002.

Krumer-Nevo, Michal, and Orly Benjamin. "Critical Poverty Knowledge: Contesting Othering and Social Distancing." *Current Sociology, 58,* 2010:693–714.

Kubrin, Charis E., and Ronald Weitzer. "Retaliatory Homicide: Concentrated Disadvantage and Neighborhood Culture." *Social Problems, 50,* 2, May 2003:157–180.

Kurian, George Thomas. *Encyclopedia of the First World,* Vols. 1, 2. New York: Facts on File, 1990.

Kurian, George Thomas. *Encyclopedia of the Second World.* New York: Facts on File, 1991.

Kurian, George Thomas. *Encyclopedia of the Third World,* Vols. 1, 2, 3. New York: Facts on File, 1992.

La Barre, Weston. *The Human Animal.* Chicago: University of Chicago Press, 1954.

Lacey, Marc. "Tijuana Journal: Cities Mesh across Blurry Border, Despite Physical Barrier." *New York Times,* March 5, 2007.

Lacy, Karyn R. *Blue-Chip Black: Class and Status in the New Black Middle Class.* Berkeley: University of California Press, 2007.

Lacy, Karyn R., and Angel L. Harris. "Breaking the Class Monolith: Understanding Class Differences in Black Adolescents' Attachment to Racial Identity." In *Social Class: How Does It Work?* Annette Lareau and Dalton Conley, eds. New York: Russell Sage, 2008:152–178.

LaFraniere, Sharon. "As China Ages, Birthrate Policy May Prove Difficult to Reverse." *New York Times,* April 6, 2011.

LaFraniere, Sharon. "Views of North Korea Show How a Policy Spread Misery." *New York Times,* June 9, 2010.

Landry, Bart, and Kris Marsh. "The Evolution of the New Black Middle Class." *Annual Review of Sociology, 37,* 2011:373–394.

Landtman, Gunnar. *The Origin of the Inequality of the Social Classes.* New York: Greenwood Press, 1968. Originally published 1938.

Lapsley, Michael. *Redeeming the Past: My Journey from Freedom Fighter to Healer.* Maryknoll, N.Y.: Orbis Books, 2012.

Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review, 67,* October 2002:747–776.

Lareau, Annette, and Elliot B. Weininger. "Class and Transition to Adulthood." In *Social Class: How Does It Work?* Annette Lareau and Dalton Conley, eds. New York: Russell Sage, 2008:118–151.

Larson, Christina. "Green Activists Feel Sting of Chinese Government Crackdown." *Yale, e360,* June 30, 2011.

"Last Remaining Amazon Tribes Nearing Extinction." *International Business Times,* June 26, 2011.

Last, Jonathan V. "The War Against Girls." *Wall Street Journal,* June 24, 2011.

Latimer, Melissa, and Rachael A. Woldoff. "Good Country Living? Exploring Four Housing Outcomes among Poor Appalachians." *Sociological Forum, 25,* 2, June 2010:315–333.

Lauer, Jeanette, and Robert Lauer. "Marriages Made to Last." In *Marriage and Family in a Changing Society,* 4th ed., James M. Henslin, ed. New York: Free Press, 1992:481–486.

Lawler, Steph. "'Getting Out and Getting Away': Women's Narratives of Class Mobility." *Feminist Review, 63,* Autumn 1999:3–24.

Lazaro, Fred de Sam. "In Senegal, a Movement to Reject Circumcision." *PBS Hour,* August 12, 2011.

Lazarsfeld, Paul F., and Jeffrey G. Reitz. "History of Applied Sociology." *Sociological Practice, 7,* 1989:43–52.

Leacock, Eleanor. *Myths of Male Dominance.* New York: Monthly Review Press, 1981.

Ledger, Kate. "Sociology and the Gene." *Contexts, 8,* 3, 2009:16–20.

LeDuff, Charlie. "Handling the Meltdowns of the Nuclear Family." *New York Times,* May 28, 2003.

Lee, Chulhee, "Technological Changes and Employment of Older Manufacturing Workers in Early Twentieth Century America." Working Paper 14746, Cambridge, Mass.: National Bureau of Economic Research, February 2009.

Lee, Raymond M. *Unobtrusive Methods in Social Research.* Philadelphia: Open University Press, 2000.

Lee, Sharon M. "Asian Americans: Diverse and Growing." *Population Bulletin, 53,* 2, June 1998:1–39.

Leland, John. "A New Harlem Gentry in Search of Its Latte." *New York Times,* August 7, 2003.

Leland, John, and Gregory Beals. "In Living Colors." *Newsweek,* May 5, 1997: 58–60.

Lengermann, Madoo, and Gillian Niebrugge. *The Women Founders: Sociology and Social Theory, 1830–1930.* Prospect Heights, Ill.: Waveland Press, 2007.

Lenski, Gerhard. "Status Crystallization: A Nonvertical Dimension of Social Status." *American Sociological Review, 19,* 1954:405–413.

Lenski, Gerhard. *Power and Privilege: A Theory of Social Stratification.* New York: McGraw-Hill, 1966.

Lenski, Gerhard, and Jean Lenski. *Human Societies: An Introduction to Macrosociology,* 5th ed. New York: McGraw-Hill, 1987.

Leo, Jen. "Google's Space Explorer Sergey Brin." *Los Angeles Times,* June 12, 2008.

Leopold, Evelyn. "Female Circumcision—90 Percent of Childbearing Women in Egypt?" *Huffington Post,* January 9, 2012.

Lerner, Gerda. *Black Women in White America: A Documentary History.* New York: Pantheon Books, 1972.

Lerner, Gerda. *The Creation of Patriarchy.* New York: Oxford, 1986.

Lerner, Steve. *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States.* Cambridge, Mass.: MIT Press, 2010.

"Less Rote, More Variety: Reforming Japan's Schools." *The Economist,* December 16, 2000:8.

Levanthal, Tama, and Jeanne Brooks-Gunn. "The Neighborhood They Live in: Effects of Neighborhood Residence on Child and Adolescent Outcomes." *Psychological Bulletin, 126,* 2000:309–337.

Levi, Ken. "Becoming a Hit Man." In *Exploring Social Life: Readings to Accompany Essentials of Sociology: A Down-to-Earth Approach, Eighth Edition*, 4th ed, James M. Henslin, ed. Boston: Allyn and Bacon, 2009. Originally published 1981.

Levine, Robert. "Planned Guns N' Roses Deal Underscores Power of Video to Sell Songs." *Wall Street Journal,* July 14, 2008.

Levinson, D. J. *The Seasons of a Man's Life.* New York: Knopf, 1978.

Levy, Becca R., Pil H. Chung, T. Bedford, et al. "Facebook as a Site for Negative Age Stereotypes." *Gerontologist,* 2013.

Lewin, Ellen. *Gay Fatherhood: Narratives of Family and Citizenship in America.* Chicago: University of Chicago Press, 2009.

Lewin, Tamar. "College of Future Could Be Come One, Come All." *New York Times,* November 19, 2012.

Lewis, Neil A. "Justice Dept. Toughens Rules on Torture." *New York Times,* January 1, 2005.

Lewis, Oscar. "The Culture of Poverty." *Scientific American, 115,* October 1966a:19–25.

Lewis, Oscar. *La Vida.* New York: Random House, 1966b.

Lichter, Daniel T., and Zhenchao Qian. "Serial Cohabitation and the Marital Life Course." *Journal of Marriage and Family, 70,* November 2008:861–878.

Liebow, Elliott. *Tally's Corner: A Study of Negro Streetcorner Men.* Boston: Little, Brown, 1999. Originally published 1967.

Lightfoot-Klein, A. "Rites of Purification and Their Effects: Some Psychological Aspects of Female Genital Circumcision and Infibulation (Pharaonic Circumcision) in an Afro-Arab Society (Sudan)." *Journal of Psychological Human Sexuality, 2,* 1989:61–78.

Lind, Michael. *The Next American Nation: The New Nationalism and the Fourth American Revolution.* New York: Free Press, 1995.

Lindau, Stacy Tessler, L. Philip Schumm, Edward O. Laumann, Wendy Levinson, Colm A. O'Muircheartaigh, and Linda J. Waite. "A Study of Sexuality and Health among Older Adults in the United States." *New England Journal of Medicine, 357,* 8, August 23, 2007:762–774.

Linden, Eugene. "Lost Tribes, Lost Knowledge." *Time,* September 23, 1991:46, 48, 50, 52, 54, 56.

Lindley, Joanne, and Stephen Machin. "The Postgraduate Premium: Revisiting Trends in Social Mobility and Educational Inequalities in Britain and America." London: Sutton Trust, February 2013.

Lines, Patricia M. "Homeschooling Comes of Age." *Public Interest,* Summer 2000:74–85.

Linton, Ralph. *The Study of Man.* New York: Appleton-Century-Crofts, 1936.

Linz, Daniel, Bryant Paul, Kenneth C. Land, Jay R. Williams, and Michael E. Ezell. "An Examination of the Assumption That Adult Businesses Are Associated with Crime in Surrounding Areas: A Secondary Effects Study in Charlotte, North Carolina." *Law & Society, 38*, 1, March 2004:69–104.

Lippitt, Ronald, and Ralph K. White. "An Experimental Study of Leadership and Group Life." In *Readings in Social Psychology,* 3rd ed., Eleanor E. Maccoby, Theodore M. Newcomb, and Eugene L. Hartley, eds. New York: Holt, Rinehart and Winston, 1958:340–365. (As summarized in Olmsted and Hare 1978:28–31.)

Lipset, Seymour Martin. "The Social Requisites of Democracy Revisited." Presidential address to the American Sociological Association, Boston, Massachusetts, 1993.

Liptak, Adam. "Justices, 5–4, Reject Corporate Spending Limit." *New York Times,* January 21, 2010.

Liptak, Adam. "Blocking Parts of Arizona Law, Justices Allow Its Centerpiece." *New York Times,* June 25, 2012.

Littleton, Heather, Carmen Radecki Breitkopf, and Abbey Berenson. "Women Beyond the Campus: Unacknowledged Rape among Low-Income Women." *Violence against Women, 14,* 3, March 2008:269–286.

Liu, Hui, and Corinne Reczek. "Cohabitation and U.S. Adult Mortality: An Examination by Gender and Race." *Journal of Marriage and Family, 74,* August 2012:794–811.

Livingston, Gretchen, and D'Vera Cohn. "Childlessness Up among All Women; Down among Women with Advanced Degrees." Washington, D.C.: PEW Research Center, June 25, 2010.

Logan, John R., Jennifer Darrah, and Sookhee Oh. "The Impact of Race and Ethnicity, Immigration and Political Context on Participation in American Electoral Politics." *Social Forces, 90,* 3, 2012:993–1022.

Lombroso, Cesare. *Crime: Its Causes and Remedies,* H. P. Horton, trans. Boston: Little, Brown, 1911.

Longman, Jeré. "Home Schoolers Are Hoping to Don Varsity Jackets in Virginia." *New York Times,* February 8, 2012.

Lopes, Giza, Marvin D. Krohn, Alan J. Lizotte, Nicole M. Schmidt, Bob Edward Vásquez, and Jón Gunnar Bernburg. "Labeling and Cumulative Disadvantage: The Impact of Formal Police Intervention on Life Chances and Crime during Emerging Adulthood." *Crime and Delinquency, 58,* 3, 2012:456–488.

López, Adalberto, ed. *The Puerto Ricans: Their History, Culture, and Society.* Cambridge, Mass.: Schenkman, 1980.

Lopoo, Leonard, and Thomas DeLeire. "Pursuing the American Dream: Economic Mobility Across Generations." Washington, D.C.: PEW Charitable Trust, 2012.

Loveless, Tom. "How Well Are American Students Learning?" *The 2013 Brown Center Report on American Education, 3,* 2, March 2013.

Loveluck, Louisa. "Education in Egypt: Key Challenges." London: Chatham House, March 2012.

Lublin, Joann S. "Living Well." *Wall Street Journal,* April 8, 1999.

Lurie, Nicole, Jonathan Slater, Paul McGovern, Jacqueline Ekstrum, Lois Quam, and Karen Margolis. "Preventive Care for Women: Does the Sex of the Physician Matter?" *New England Journal of Medicine, 329,* August 12, 1993:478–482.

Lyall, Sarah. "Here's the Pub, Church and Field for Public Sex." *New York Times,* October 7, 2010.

MacDonald, William L., and Alfred DeMaris. "Remarriage, Stepchildren, and Marital Conflict: Challenges to the Incomplete Institutionalization Hypothesis." *Journal of Marriage and the Family, 57,* May 1995:387–398.

MacFarquhar, Neil. "Many Muslims Turn to Home Schooling" *New York Times,* March 26, 2008.

Mack, Raymond W., and Calvin P. Bradford. *Transforming America: Patterns of Social Change,* 2nd ed. New York: Random House, 1979.

MacLennan, Michael. "Locating the Policy Space for Inclusive Green Growth within the SADC Extractive Sector." *International Policy Centre for Inclusive Growth, 38,* December 2012:1–7.

Mahoney, Patricia. "High Rape Chronicity and Low Rates of Help-Seeking among Wife Rape Survivors in a Nonclinical Sample: Implications for Research and Practice." *Violence against Women, 5,* 9, September 1999:993–1016.

Main, Jackson Turner. *The Social Structure of Revolutionary America.* Princeton, N.J.: Princeton University Press, 1965.

Malinowski, Bronislaw. *Sex and Repression in Savage Society.* Cleveland, Ohio: World, 1927.

Malkin, Elisabeth. "Mexican Officials Say Prisoners Acted as Hit Men." *New York Times,* July 25, 2010.

Malthus, Thomas Robert. *First Essay on Population 1798.* London: Macmillan, 1926. Originally published 1798.

Mamdani, Mahmood. "The Myth of Population Control: Family, Caste, and Class in an Urban Village." New York: Monthly Review Press, 1973.

Mander, Jerry. *In the Absence of the Sacred: The Failure of Technology and the Survival of the Indian Nations.* San Francisco, Calif.: Sierra Club Books, 1992.

Manheimer, Ronald J. "The Older Learner's Journey to an Ageless Society." *Journal of Transformative Education, 3*, 3, 2005.

Manning, Wendy D., and Jessica A. Cohen. "Premarital Cohabitation and Marital Dissolution: An Examination of Recent Marriages." Center for Family and Demographic Research Working Paper Series 2010–11, Bowling Green, Ohio: Bowling Green State University, 2011.

Manza, Jeff, and Michael A. McCarthy. "The Neo-Marxist Legacy in American Sociology." *Annual Review of Sociology, 37*, 2011:155–183.

Marino, David. "Border Watch Group 'Techno Patriots' Still Growing." Tucson, Arizona: KVOA News 4, February 14, 2008.

"Marital History for People 15 Years Old and Over by Age, Sex, Race and Ethnicity: 2001." Annual Demographic Survey, Bureau of Labor Statistics and U.S. Census Bureau, 2004.

Markoff, John, and Somini Sengupta. "Separating You and Me? 4.74 Degrees." *New York Times*, November 21, 2011.

Marshall, Samantha. "It's So Simple: Just Lather Up, Watch the Fat Go Down the Drain." *Wall Street Journal,* November 2, 1995:B1.

Marx, Gary T. "Thoughts on a Neglected Category of Social Movement Participant: The Agent Provocateur and the Informant." In *Collective Behavior and Social Movements,* Russell L. Curtis, Jr., and Benigno E. Aguirre, eds. Boston: Allyn and Bacon, 1993:242–258.

Marx, Karl. "Contribution to the Critique of Hegel's Philosophy of Right." In *Karl Marx: Early Writings,* T. B. Bottomore, ed. New York: McGraw-Hill, 1964:45. Originally published 1844.

Marx, Karl, and Friedrich Engels. *Communist Manifesto.* New York: Pantheon, 1967. Originally published 1848.

Masheter, Carol. "Postdivorce Relationships between Ex-Spouses: The Role of Attachment and Interpersonal Conflict." *Journal of Marriage and the Family, 53,* February 1991:103–110.

Massoglia, Michael, Glenn Firebaugh, and Cody Warner. "Racial Variation in the Effect of Incarceration on Neighborhood Attainment." *American Sociological Review,* 78, 1, February 2013:142–165.

Masters, Ryan K., Robert A. Hummer, and Daniel A. Powers. "Educational Differences in U.S. Adult Mortality: A Cohort Perspective." *American Sociological Review, 77,* 4 2012:548–572.

Mathews, T. J., and Brady E. Hamilton. "Delayed Childbearing: More Women Are Having Their First Child Later in Life." *NCHS Data Brief, 21,* Hyattsville, Md.: National Center for Health Statistics, August 2009:1–7.

Matsumoto, D., and B. Willingham. "Spontaneous Facial Expressions of Emotion of Congenitally and Noncongenitally Blind Individuals." *Journal of Personality and Social Psychology, 96,* 2009:1–10.

Mayer, John D. *Personality: A Systems Approach.* Boston: Allyn and Bacon, 2007.

McCarthy, Bill. "The Attitudes and Actions of Others: Tutelage and Sutherland's Theory of Differential Association." *British Journal of Criminology 36,* 1, 2011:135–147.

McCarthy, Michael J. "Granbury, Texas, Isn't a Rural Town: It's a 'Micropolis.'" *Wall Street Journal,* June 3, 2004.

McCormick, John. "The Sorry Side of Sears." *Newsweek,* February 22, 1999:36–39.

McDowell, Bart. "Mexico City: An Alarming Giant." *National Geographic, 166,* 1984:139–174.

McFalls, Joseph A., Jr. "Population: A Lively Introduction, 5th ed." *Population Bulletin, 62,* 1, March 2007:1–30.

McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." Wellesley College Center for Research on Women, Working Paper 189, 1988.

McKay, Amy. "Buying Policy? The Effect of Lobbyists' Resources on Their Policy Success." *Political Research Quarterly, 65,* 4, 2012:908–923.

McKeown, Thomas. *The Modern Rise of Population.* New York: Academic Press, 1977.

McKinlay, Alan, and James Wilson. "'All They Lose Is the Scream': Foucault, Ford and Mass Production." *Management & Organizational History, 7,* 1, 2012:45–60.

McKinnish, Terra G. "Sexually Integrated Workplaces and Divorce: Another Form of On-the-Job Search." *Journal of Human Resources, 42,* 2, 2007:331–352.

McKinnish, Terra, Randall Walsh, and Kirk White. "Who Gentrifies Low-Income Neighborhoods?" National Bureau of Economic Research, Working Paper 14036, May 2008.

McLanahan, Sara, and Christine Percheski. "Family Structure and the Reproduction of Inequalities." *Annual Review of Sociology, 34,* 2008:257–276.

McLanahan, Sara, and Dona Schwartz. "Life without Father: What Happens to the Children?" *Contexts, 1,* 1, Spring 2002:35–44.

McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. "Sexual Harassment, Workplace Authority, and the Paradox of Power." *American Sociological Review, 77,* 4, 2012:625–647.

McLemore, S. Dale. *Racial and Ethnic Relations in America.* Boston: Allyn and Bacon, 1994.

McNeill, William H. "How the Potato Changed the World's History." *Social Research, 66,* 1, Spring 1999:67–83.

McShane, Larry. "Abraham Shakespeare, $31M Florida Lottery Winner, Found Dead 9 Months after Disappearing." *Daily News,* January 30, 2010.

McShane, Marilyn, and Frank P. Williams, III., eds. *Criminological Theory.* Upper Saddle River, N.J.: Prentice Hall, 2007.

Mead, George Herbert. *Mind, Self and Society.* Chicago: University of Chicago Press, 1934.

Mead, Margaret. *Sex and Temperament in Three Primitive Societies.* New York: New American Library, 1950. Originally published 1935.

Meese, Ruth Lyn. "A Few New Children: Postinstitutionalized Children of Intercountry Adoption." *Journal of Special Education, 39,* 3, 2005:157–167.

Meltzer, Scott A. "Gender, Work, and Intimate Violence: Men's Occupational Spillover and Compensatory Violence." *Journal of Marriage and the Family, 64,* 2, November 2002:820–832.

Menzel, Peter. *Material World: A Global Family Portrait.* San Francisco: Sierra Club, 1994.

Merton, Robert K. "The Social-Cultural Environment and *Anomie.*" In *New Perspectives for Research on Juvenile Delinquency,* Helen L. Witmer and Ruth Kotinsky, eds. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1956:24–50.

Merton, Robert K. *Social Theory and Social Structure.* Glencoe, Ill.: Free Press, 1949. Enlarged ed., 1968.

Merwine, Maynard H. "How Africa Understands Female Circumcision." *New York Times,* November 24, 1993.

Milbank, Dana. "Guarded by Greenbelts, Europe's Town Centers Thrive." *Wall Street Journal,* May 3, 1995:B1, B4.

Milgram, Stanley. "Behavioral Study of Obedience." *Journal of Abnormal and Social Psychology, 67,* 4, 1963:371–378.

Milgram, Stanley. "Some Conditions of Obedience and Disobedience to Authority." *Human Relations, 18,* February 1965:57–76.

Milgram, Stanley. "The Small World Problem." *Psychology Today, 1,* 1967:61–67.

Milkie, Melissa A. "Social World Approach to Cultural Studies." *Journal of Contemporary Ethnography, 23,* 3, October 1994:354–380.

Miller, Walter B. "Lower Class Culture as a Generating Milieu of Gang Delinquency." *Journal of Social Issues, 14,* 3, 1958:5–19.

Mills, C. Wright. *The Power Elite.* New York: Oxford University Press, 1956.

Mills, C. Wright. *The Sociological Imagination.* New York: Oxford University Press, 1959.

Mohajer, Shaya Tayefe. "FBI Mosque Spying Case: Judge Dismisses Part of Lawsuit Against the FBI." Associated Press, August 14, 2012.

Mohawk, John C. "Indian Economic Development: An Evolving Concept of Sovereignty." *Buffalo Law Review, 39,* 2, Spring 1991:495–503.

Moloney, Liam. "Pope to Spread the Faith through Twitter." *Wall Street Journal,* December 3, 2012.

Money, John, and Anke A. Ehrhardt. *Man and Woman, Boy and Girl.* Baltimore: Johns Hopkins University Press, 1972.

Montagu, M. F. Ashley. *Introduction to Physical Anthropology,* 3rd ed. Springfield, Ill.: Thomas, 1960.

Montagu, M. F. Ashley. *The Concept of Race.* New York: Free Press, 1964.

Montagu, M. F. Ashley, ed. *Race and IQ: Expanded Edition.* New York: Oxford University Press, 1999.

Moreno, Eduardo Lopez, Oyebanji Oyeyinka, and Gora Mboup. *State of the World's Cities 2010/2011: Bridging the Urban Divide.* London: UN Habitat, 2012.

Morgan, Lewis Henry. *Ancient Society.* New York: Holt, 1877.

Morin, Rich, and D'Vera Cohn. "Women Call the Shots at Home; Public Mixed on Gender Roles in Jobs." Pew Research Center Publications: September 25, 2008.

Morl, Kazuo, and Miho Aral. "No Need to Fake It: Reproduction of the Ash Experiment without Confederates." *International Journal of Psychology, 45,* 5, 2010:390–397.

Morris, Joan M., and Michael D. Grimes. "Moving Up from the Working Class." In *Down to Earth Sociology: Introductory Readings,* 13th ed., James M. Henslin, ed. New York: Free Press, 2005:365–376.

Mosca, Gaetano. *The Ruling Class.* New York: McGraw-Hill, 1939. Originally published 1896.

Mosher, Steven W. "China's One-Child Policy: Twenty-Five Years Later." *Human Life Review,* Winter 2006:76–101.

Mosher, Steven W. "Too Many People? Not by a Long Shot." *Wall Street Journal,* February 10, 1997:A18.

Mosher, Steven W. "Why Are Baby Girls Being Killed in China?" *Wall Street Journal,* July 25, 1983:9.

Mouawad, Jad. "Saudi Officials Seek to Temper the Price of Oil." *Bloomberg News,* January 27, 2007.

Mozur, Paul. "China Alleges Cyberattacks Originated in U.S." *Wall Street Journal,* March 1, 2013.

Mozur, Paul. "Qihoo 360's Zhou Hongyi: Taking Aim at China's Internet." *Wall Street Journal,* November 30, 2012.

Muhamad, Roby. "Search in Social Networks." Ph.D. dissertation, Columbia University, 2010.

"Mujer con cabeza humana alega religion en defensa." AOL Online News, February 14, 2006.

"Mujer 'resucite blye' en España." *BBC Mundo,* February 17, 2006.

Munck, Victor C., Audrey Korotayev, Janina de Munck, and Darya Khaltourina. "Cross-Cultural Analysis of Models of Romantic Love Among U.S. Residents, Russians, and Lithuanians." Cross-Cultural Research, 45, 2, 2011:128–154.

Murdock, George Peter. "The Common Denominator of Cultures." In *The Science of Man and the World Crisis,* Ralph Linton, ed. New York: Columbia University Press, 1945.

Murdock, George Peter. *Social Structure.* New York: Macmillan, 1949.

Murray, Christopher J. L., Sandeep C. Kulkarni, Catherine Michard, Niels Tomijima, Maria T. Bulzaccheili, Terrell J. Landiorio, and Majid Ezzati. "Eight Americas: Investigating Mortality Disparities across Races, Counties, and Race-Counties in the United States." *PLoS Medicine, 3,* 9, September 2006:1513–1524.

Mwiti, Neva. "Hadijatou Mani: A Slave to Freedom." *Afritorial,* January 8, 2013.

Nabhan, Gary Paul. *Cultures in Habitat: On Nature, Culture, and Story.* New York: Counterpoint, 1998.

Naik, Gautam. "A Baby, Please. Blond, Freckles—Hold the Colic." *Wall Street Journal,* February 12, 2009.

Nakamura, Akemi. "Abe to Play Hardball with Soft Education System." *The Japan Times,* October 27, 2006.

Nakao, Keiko, and Judith Treas. "Occupational Prestige in the United States Revisited: Twenty-Five Years of Stability and Change." Paper presented at the annual meetings of the American Sociological Association, 1990. (As cited in Kerbo, Harold R. *Social Stratification and Inequality: Class Conflict in Historical and Comparative Perspective,* 2nd ed. New York: McGraw-Hill, 1991:181.)

Nakao, Keiko, and Judith Treas. "Updating Occupational Prestige and Socioeconomic Scores: How the New Measures Measure Up." *Sociological Methodology, 24,* 1994:1–72.

Nash, Gary B. *Red, White, and Black.* Englewood Cliffs, N.J.: Prentice Hall, 1974.

National Center for Education Statistics. *Digest of Education Statistics.* Washington, D.C.: U.S. Government Printing Office, 1991.

National Institute of Child Health and Human Development. "Child Care and Mother–Child Interaction in the First 3 Years of Life." *Developmental Psychology, 35,* 6, November 1999:1399–1413.

National School Safety Center. "School Associated Violent Deaths." Westlake Village, Calif.: National School Safety Center, 2013.

National Women's Political Caucus. "Factsheet on Women's Political Progress." Washington, D.C., June 1998.

National Women's Political Caucus. "Women in Congress," 2011.

Needham, Sarah E. "Grooming Women for the Top: Tips from Executive Coaches." *Wall Street Journal,* October 31, 2006.

Neil, Andrew. "Does a Narrow Social Elite Run the Country?" *BBC,* January 26, 2011.

Neil, Martha. "New 'Big Brother' Software Will Monitor Workers' Facial Expressions." *ABA Journal,* January 16, 2008.

Nelson, Dean. "Former Camel Jockeys Compensated by UAE." *Telegraph,* May 5, 2009.

Nelson, Margaret K. "Whither Fictive Kin? Or, What's in a Name?" *Journal of Family Issues,* 2013.

Neugarten, Bernice L. "Middle Age and Aging." In *Growing Old in America,* Beth B. Hess, ed. New Brunswick, N.J.: Transaction, 1976:180–197.

Newman, Benjamin J., Todd K. Hartman, and Charles S. Taber. "Foreign Language Exposure, Cultural Threat, and Opposition to Immigration." *Political Psychology, 33,* 5, 2012:635–657.

Newport, Frank, Dan Witters, and Sangeeta Agrawal. "Religious Americans Enjoy Higher Wellbeing." Princeton, N.J.: Gallup Poll, February 16, 2012.

Newport, Frank, Sangeeta Agrawal, and Dan Witters. "Very Religious Americans Report Less Depression, Worry." Gallup Poll, December 1, 2010.

Nichol, Jim. "Russian Political, Economic, and Security Issues and U.S. Interests." Washington, D.C.: Congressional Research Service, November 4, 2011.

Nicholson, Ian. "'Torture at Yale': Experimental Subjects, Laboratory Torment and the 'Rehabilitation' of Milgram's 'Obedience to Authority.'" *Theory Psychology, 21,* 737, October 26, 2011.

Nieuwenhuis-Mark, Ruth Elaine. "Healthy Aging as Disease?" *Frontiers in Aging Neuroscience, 3,* 3, February 22, 2011.

Nordberg, Jenny. "In Afghanistan, Boys Are Prized and Girls Live the Part." *New York Times,* September 20, 2010.

Nordland, Rod. "That Joke Is a Killer." *Newsweek,* May 19, 2003:10.

Norton, Michael I., and Samuel R. Sommers. "Whites See Racism as a Zero-Sum Game That They Are Now Losing." *Perspectives on Psychological Sciences, 6,* 2011:215–218.

O'Brien, John E. "Violence in Divorce-Prone Families." In *Violence in the Family,* Suzanne K. Steinmetz and Murray A. Straus, eds. New York: Dodd, Mead, 1975:65–75.

O'Brien, Timothy L. "Fed Assesses Citigroup Unit $70 Million in Loan Abuse." *New York Times,* May 28, 2004.

O'Hare, William P. "A New Look at Poverty in America." *Population Bulletin, 51,* 2, September 1996a:1–47.

O'Hare, William P. "U.S. Poverty Myths Explored: Many Poor Work Year-Round, Few Still Poor after Five Years." *Population Today: News, Numbers, and Analysis, 24,* 10, October 1996b:1–2.

Ocobock, Abigail. "The Power and Limits of Marriage: Married Gay Men's Family Relationships." *Journal of Marriage and Family, 75,* February 2013:191–205.

Ogburn, William F. *Social Change with Respect to Culture and Human Nature.* New York: W. B. Huebsch, 1922. (Other editions by Viking in 1927, 1938, and 1950.)

Ogburn, William F. *Recent Social Trends in the United States.* New York: McGraw-Hill, 1933.

Ogburn, William F. "The Hypothesis of Cultural Lag." In *Theories of Society: Foundations of Modern Sociological Theory,* Vol. 2, Talcott Parsons, Edward Shils, Kaspar D. Naegele, and Jesse R. Pitts, eds. New York: Free Press, 1961:1270–1273.

Ogburn, William F. *On Culture and Social Change: Selected Papers,* Otis Dudley Duncan, ed. Chicago: University of Chicago Press, 1964.

Okada, Akito. "Education Reform and Equal Opportunity in Japan." *Journal of International and Comparative Education, 1,* 2, 2012:116–129.

Olmsted, Michael S., and A. Paul Hare. *The Small Group,* 2nd ed. New York: Random House, 1978.

"On History and Heritage: John K. Castle." *Penn Law Journal,* Fall 1999.

Onishi, Norimitsu. "Lucrative Gambling Pits Tribe against Tribe." *New York Times,* August 4, 2012.

Oppel, Richard A., Jr. "Steady Decline in Major Crime Baffles Experts." *New York Times,* May 23, 2011.

Orme, Nicholas. *Medieval Children.* New Haven: Yale University Press, 2002.

Osborne, Cynthia, Wendy D. Manning, and Pamela J. Smock. "Married and Cohabiting Parents' Relationship Stability: A Focus on Race and Ethnicity." *Marriage and Family, 69,* December 2007:1345–1366.

Osterman, Paul. "Community Colleges: Promise, Performance, and Policy." MIT Sloan School, June 2010.

Ouchi, William. "Decision-Making in Japanese Organizations." In *Down to Earth Sociology: Introductory Readings,* 7th ed., James M. Henslin, ed. New York: Free Press, 1993:503–507.

Page, Jeremy. "China's New Drones Raise Eyebrows." *Wall Street Journal,* November 18, 2010.

Pager, Devah. "The Mark of a Criminal Record." *American Journal of Sociology, 108,* 5, March 2003:937–975.

Pager, Devah, Bruce Western, and Bart Bonikowski. "Discrimination in a Low-Wage Labor Market: A Field Experiment." *American Sociological Review, 74,* 5, October 2009:777–799.

Palen, J. John. *The Urban World,* 9th ed. Boulder: Paradigm Publishers, 2012.

Parfit, Michael, "Earth First!ers Wield a Mean Monkey Wrench." *Smithsonian, 21,* 1, April 1990:184–204.

Park, Robert Ezra, and Ernest W. Burgess. *Human Ecology.* Chicago: University of Chicago Press, 1921.

Park, Robert Ezra. "Human Ecology," *American Journal of Sociology, 42,* 1, July 1936:1–15.

Parker, Chris. *Medicare Fraud Is Sweetest Crime in South Florida.* Broward-Palm Beach New Times, May 2, 2013.

Parker, Kim, and Eileen Patten. "The Sandwich Generation: Rising Financial Burdens for Middle-Aged Americans." Washington D.C.: PEW Research Center, January 30, 2013.

Parker, Laura. "It's Hard to Believe in the New Lara Croft." *Gamespot,* December 5, 2012.

Parsons, Talcott. "An Analytic Approach to the Theory of Social Stratification." *American Journal of Sociology, 45,* 1940:841–862.

Partington, Donald H. "The Incidence of the Death Penalty for Rape in Virginia." *Washington and Lee Law Review, 22,* 1965:43–75.

Pearlin, L. I., and Melvin L. Kohn. "Social Class, Occupation, and Parental Values: A Cross-National Study." *American Sociological Review, 31,* 1966:466–479.

Peck, Grant. "Australian Convicted of Insulting Thai Monarchy." Associated Press, January 19, 2009.

Pedersen, R. P. "How We Got Here: It's Not How You Think." *Community College Week, 13,* 15, March 15, 2001:4–5.

Pérez-Peña, Richard. "To Enroll More Minority Students, Colleges Work Around the Courts." *New York Times,* April 1, 2012.

Perry, Nick. "Kiribati Global Warming Fears: Entire Nation May Move to Fiji." *Huffington Post,* March 9, 2012.

Petersen, Andrea. "Checking In? Hidden Ways Hotels Court Guests Faster." *Wall Street Journal,* April 11, 2012.

Phillips, Erica E. "'Three-Strikes' Prisoners Drawing a Walk." *Wall Street Journal,* April 1, 2013.

Phillips, Peter, and Kimberly Soeiro. "The Global 1%: Exposing the Transnational Ruling Class." *Project Censored,* August 22, 2012.

Piaget, Jean. *The Psychology of Intelligence.* London: Routledge & Kegan Paul, 1950.

Piaget, Jean. *The Construction of Reality in the Child.* New York: Basic Books, 1954.

Pines, Maya. "The Civilizing of Genie." *Psychology Today, 15,* September 1981:28–34.

Piotrow, Phylis Tilson. *World Population Crisis: The United States' Response.* New York: Praeger, 1973. *Population Today 4,* 5, September 1998.

Piven, Frances Fox. "Can Power from Below Change the World?" *American Sociological Review, 73,* 1, February 2008:1–14.

Polgreen, Lydia. "Scaling Caste Walls with Capitalism's Ladders in India." *New York Times,* December 21, 2011.

Ponzo, Michela, and Vincenzo Scoppa. "The Good, the Bad, and the Ugly: Teaching Evaluations, Beauty, and Abilities." Working Paper, Arcavata di Rende, Italy: Università della Calabria, March 2012.

Poole, Steven. "Programmer Bob Who Outsourced His Job Was a Model Modern Employee." *Guardian,* January 17, 2013.

Pope, Liston. *Millhands and Preachers: A Study of Gastonia.* New Haven, Conn.: Yale University Press, 1942.

Popescu, Ioana, Mary S. Vaughan-Sarrazin, and Gary E. Rosenthal. "Differences in Mortality and Use of Revascularization in Black and White Patients With Acute MI Admitted to Hospitals With and Without Revascularization Services." *Journal of the American Medical Association, 297,* 22, June 13, 2007:2489–2495.

Population Today 4, 5, September 1998.

Portes, Alejandro, and Rubén G. Rumbaut. *Immigrant America.* Berkeley: University of California Press, 1990.

Post, Charles. "Agrarian Class Structure and Economic Development in Colonial British North America: The Place of the American Revolution in the Origins of US Capitalism." *Journal of Agrarian Change, 9,* 4, October 2009:453–483.

Preston, Julia. "Homeland Security Cancels 'Virtual Fence' after Billion Is Spent." *New York Times,* January 14, 2011.

Preston, Julia, and John H. Cushman, Jr. "Obama to Permit Young Migrants to Remain in U.S." *New York Times,* June 16, 2012.

Qian, Zhenchao, and Daniel T. Lichter. "Social Boundaries and Marital Assimilation: Interpreting Trends in Racial and Ethnic Intermarriage." *American Sociological Review, 72,* February 2007:68–94.

Quadagno, Jill. *Aging and the Life Course: An Introduction to Gerontology,* 4th ed. New York: McGraw-Hill, 2007.

Rabin, Roni Caryn. "Questions about Robotic Hysterectomy." *New York Times,* February 25, 2013.

Radelet, Michael L., and Glenn L. Pierce. "Race and Death Sentencing in North Carolina, 1980–2007." *North Carolina Law Review, 89,* 2011:2119–2159.

Raice, Shayndi, and Nick Timiraos. "U.S. Sues Wells Fargo for Faulty Mortgages." *Wall Street Journal,* October 10, 2012.

Ramakrishnan, Kavita B. "Inconsistent Legal Treatment of Unwanted Sexual Advances." *Berkeley Journal of Gender, Law, and Justice, 26,* 2, 2011:291–355.

Rampell, Catherine. "In Law Schools, Grades Go Up, Just Like That." *New York Times,* June 21, 2010.

Ramstad, Evan. "Big Brother, Now at the Mall." *Wall Street Journal,* October 9, 2012.

Rapoport, Anatoli. "Patriotic Education in Russia: Stylistic Move or a Sign of Substantive Counter-Reform." *Educational Forum, 73,* 2009:141–152.

Ratcliffe, Caroline, and Signe-Mary McKernan. "Childhood Poverty Persistence: Facts and Consequences." The Urban Institute, Brief 14, June 2010:1–10.

Ray, Brian. "Academic Achievement and Demographic Traits of Homeschool Students: A Nationwide Study." *Academic Leadership, 8,* 1, Winter 2010.

Ray, J. J. "Authoritarianism Is a Dodo: Comment on Scheepers, Felling and Peters." *European Sociological Review, 7,* 1, May 1991:73–75.

Read, Madlen. "Citi Pays $18M for Questioned Credit Card Practice." Associated Press, August 26, 2008.

Reckless, Walter C. *The Crime Problem,* 5th ed. New York: Appleton, 1973.

Reed, Don Collins. "A Model of Moral Stages." *Journal of Moral Education, 37,* 3, September 2008:357–376.

Reed, Susan, and Lorenzo Benet. "Ecowarrior Dave Foreman Will Do Whatever It Takes in His Fight to Save Mother Earth." *People Weekly, 33,* 15, April 16, 1990: 113–116.

Reiman, Jeffrey, and Paul Leighton. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice,* 9th ed. Boston: Allyn and Bacon, 2010.

Reiser, Christa. *Reflections on Anger: Women and Men in a Changing Society.* Westport, Conn.: Praeger Publishers, 1999.

Reskin, Barbara F. *The Realities of Affirmative Action in Employment.* Washington, D.C.: American Sociological Association, 1998.

Resnik, David B. "Financial Interests and Research Bias." *Perspectives on Science, 8,* 3, Fall 2000:255–283.

Reuters. "Fake Tiger Woods Gets 200-Years-to-Life in Prison." April 28, 2001.

Rhoads, Christopher. "Web Site to Holy Site: Israeli Firm Broadcasts Prayers for a Fee." *Wall Street Journal,* January 25, 2007.

Richardson, Stacey, and Marita P. McCabe. "Parental Divorce during Adolescence and Adjustment in Early Adulthood." *Adolescence, 36,* Fall 2001:467–489.

Richman, Joe. "From the Belgian Congo to the Bronx Zoo." *National Public Radio,* September 8, 2006.

Ricks, Thomas E. "'New' Marines Illustrate Growing Gap between Military and Society." *Wall Street Journal,* July 27, 1995:A1, A4.

Riley, Nancy E. "China's Population: New Trends and Challenges." *Population Bulletin, 59,* 2, June 2004:3–36.

Riley, Naomi Schaefer. "The Real Path to Racial Harmony." *Wall Street Journal,* August 14, 2009.

Riley, Naomi Schaefer. "Not Your Grandfather's Southern Baptist." *Wall Street Journal,* March 2, 2012.

Rios, Victor M. *Punished: Policing the Lives of Black and Latino Boys.* New York: New York University Press, 2011.

Rist, Ray. "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." *Harvard Educational Review,* reprinted in *Opportunity Gap: Achievement and Inequality in Education,* Carol DeShano, James Philip Huguley, Zenub Kakli, Radhika Rao, and Ronald F. Ferguson, eds. Cambridge, MA.: Harvard Education Publishing Group, 2007:187–225.

Rist, Ray C. "Student Social Class and Teacher Expectations: The Self Fulfilling Prophecy in Ghetto Education." *Harvard Educational Review, 40,* 3, August 1970:411–451.

Ritzer, George. *The McDonaldization of Society: An Investigation into the Changing Character of Contemporary Life.* Thousand Oaks, Calif.: Pine Forge Press, 1993.

Ritzer, George. *The McDonaldization Thesis: Explorations and Extensions.* Thousand Oaks, Calif.: Sage Publications, 1998.

Ritzer, George. *The McDonaldization of Society,* 7th ed. Thousand Oaks, Calif.: Sage, 2012.

Rivera, Lauren A. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." *American Sociological Review, 77,* 6, 2012:999–1022.

Rivlin, Gary. "Beyond the Reservation." *New York Times,* September 22, 2007.

Robbins, John. *Healthy at 100.* New York: Random House, 2006.

Roberts, Andrew. "Bionic Mannequins Spy on Shoppers to Boost Luxury Sales." *Bloomberg News,* November 21, 2012.

Robertson, Ian. *Sociology,* 3rd ed. New York: Worth, 1987.

Robinson, Gail, and Barbara Mullins Nelson. "Pursuing Upward Mobility: African American Professional Women Reflect on Their Journey." *Journal of Black Studies, 40,* 6, 2010:1168–1188.

Robinson, William I. "Global Capitalism and the Emergence of Transnational Elites." *Critical Sociology, 38,* 3, 2012:349–363.

Rodriguez, Richard. "The Education of Richard Rodriguez." *Saturday Review,* February 8, 1975:147–149.

Rodriguez, Richard. *Hunger of Memory: The Education of Richard Rodriguez.* Boston: Godine, 1982.

Rodriguez, Richard. "The Late Victorians: San Francisco, AIDS, and the Homosexual Stereotype." *Harper's Magazine,* October 1990:57–66.

Rodriguez, Richard. "Mixed Blood." *Harper's Magazine, 283,* November 1991:47–56.

Rodriguez, Richard. "Searching for Roots in a Changing Society." In *Down to Earth Sociology: Introductory Readings,* 8th ed., James M. Henslin, ed. New York: Free Press, 1995:486–491.

Rogers, Simon, and Lisa Evans. "World Carbon Dioxide Emissions Data by Country: China Speeds Ahead of the Rest." *Guardian,* January 31, 2011.

Ropiequet, John L, Christopher S. Naveja, and L. Jean Noonan. "Fair Lending Developments: Testing the Limits of Statistical Evidence." *Business Lawyer, 67,* February 2012:575–584.

Rosenbloom, Stephanie. "Love, Lies and What They Learned." *New York Times,* November 12, 2011.

Rosenfeld, Michael J., and Reuben J. Thomas. "Searching for a Mate: The Rise of the Internet as a Social Intermediary." *American Sociological Review, 77,* 2012:523–547.

Rosin, Hanna. "The End of Men." *Atlantic,* July/August 2010.

Rossi, Alice S. "A Biosocial Perspective on Parenting." *Daedalus, 106,* 1977:1–31.

Rossi, Alice S. "Gender and Parenthood." *American Sociological Review, 49,* 1984:1–18.

Rossiter, Caleb. "How Washington, D.C., Schools Cheat Their Students Twice." *Wall Street Journal,* December 1, 2012.

Roth, Louise Marie. "Selling Women Short: A Research Note on Gender Differences in Compensation on Wall Street." *Social Forces, 82,* 2, December 2003:783–802.

Rothkopf, David. *Superclass: The Global Power Elite and the World They Are Making.* New York: Farrar, Straus and Giroux, 2008.

Rowthorn, Robert, Ricardo Andres Guzman, and Carolos Rodriguez-Sickert. "The Economies of Social Stratification in Premodern Societies." MPRA Paper 35567, Munich, Germany: Munich Personal RePEc Archive, November 28, 2011.

Rubin, Zick. "The Love Research." In *Marriage and Family in a Changing Society,* 2nd ed., James M. Henslin, ed. New York: Free Press, 1985.

Rudner, Lawrence M. "The Scholastic Achievement of Home School Students." *ERIC/AE Digest,* September 1, 1999.

Ruggles, Patricia. "Short and Long Term Poverty in the United States: Measuring the American 'Underclass.'" Washington, D.C.: Urban Institute, June 1989.

Russell, Diana E. H. "Preliminary Report on Some Findings Relating to the Trauma and Long-Term Effects of Intrafamily Childhood Sexual Abuse." Unpublished paper, no date.

Russell, Diana E. H. *Rape in Marriage.* Bloomington: Indiana University Press, 1990.

Russell, Nestar John Charles. "Milgram's Obedience to Authority Experiments: Origins and Early Evolution." *British Journal of Social Psychology,* 2010:1–23.

"Russians Given Day Off Work to Make Babies." *Guardian,* September 12, 2007.

Sánchez-Jankowski, Martín. "Gangs and Social Change." *Theoretical Criminology, 7,* 2, 2003:191–216.

Sacirbey, Omar. "Religion is Key in Combating Female Genital Mutilation According to Activists." *Religion News Service,* October 28, 2012.

Sageman, Marc. "Explaining Terror Networks in the 21st Century." *Footnotes,* May–June 2008a:7.

Sageman, Marc. *Leaderless Jihad: Terror Networks in the Twenty-First Century.* Philadelphia: University of Pennsylvania Press, 2008b.

Sahlins, Marshall D., and Elman R. Service. *Evolution and Culture.* Ann Arbor: University of Michigan Press, 1960.

Salomon, Gisela, "In Miami, Spanish Is Becoming the Primary Language." Associated Press, May 29, 2008.

Salyer, Kirsten. "In Russia, Valentine Day Is for Making Babies." *Bloomberg News,* February 4, 2013.

Samor, Geraldo, Cecilie Rohwedder, and Ann Zimmerman. "Innocents Abroad?" *Wall Street Journal,* May 5, 2006.

Samuelson, Paul Anthony, and William D. Nordhaus. *Economics,* 18th ed. New York: McGraw Hill, 2005.

Sanger, David E. "Obama Order Sped Up Waves of Cyberattacks against Iran." *New York Times,* June 1, 2012.

Sanger, David E., and Thom Shanker. "Broad Powers Seen for Obama in Cyberstrikes." *New York Times,* February 3, 2013.

Santos, Fernanda. "Are New Yorkers Satisfied? That Depends." *New York Times,* March 7, 2009.

Sapir, Edward. *Selected Writings of Edward Sapir in Language, Culture, and Personality,* David G. Mandelbaum, ed. Berkeley: University of California Press, 1949.

Saranow, Jennifer. "The Snoop Next Door." *Wall Street Journal,* January 12, 2007.

Sareen, Jitender, Tracie O. Afifi, Katherine A. McMillan, and G. J. Asmundson. "Relationship between Household Income and Mental Disorders." *Archives of General Psychiatry, 68,* 4, 2011:419–427.

Saulny, Susan. "Black? White? Asian? More Young Americans Choose All of the Above." *New York Times,* January 29, 2011.

Savage, Charlie. "Countrywide Will Settle a Bias Suit." *New York Times,* December 21, 2011.

Savage, Charlie. "U.S. Law May Allow Killings, Holder Says." *New York Times,* March 5, 2012.

Scarf, Damian, Kana Imuta, Michael Colombo, and Harlene Hayne. "Social Evaluation or Simple Association? Simple Associations May Explain Moral Reasoning in Infants." *Plos One, 7,* 8, e42698, 2012.

Schaefer, Richard T. *Racial and Ethnic Groups,* 9th ed. Upper Saddle River, N.J.: Prentice Hall, 2004.

Schaefer, Richard T. *Racial and Ethnic Groups,* 13th ed. Boston: Pearson, 2012.

Schaefer, Richard T. *Sociology,* 3rd ed. New York: McGraw-Hill, 1989.

Schaefer, Richard T., and William W. Zellner. *Extraordinary Groups: An Examination of Unconventional Life-Styles,* 9th ed. New York: Worth, 2011.

Schemo, Diana Jean. "Education Dept. Says States Have Lax Standard for Teachers." *New York Times,* June 13, 2002.

Schmeer, Kammi K. "The Child Health Disadvantage of Parental Cohabitation." *Journal of Marriage and Family, 73,* February 2011:181–193.

Schmiddle Nicholas. "Getting Bin Laden." *The New Yorker,* August 8, 2011.

Schneider, Daniel. "Gender, Deviance and Household Work: The Role of Occupation." *American Journal of Sociology, 117,* 4, January 2012:1029–1072.

Schottland, Charles I. *The Social Security Plan in the U.S.* New York: Appleton, 1963.

"Schwab Study Finds Four Generations of American Adults Fundamentally Rethinking Planning for Retirement." *Reuters,* July 15, 2008.

Scolforo, Mark. "Amish Population Nearly Doubles in 16 Years." *Chicago Tribune,* August 20, 2008.

Scott, Monster Cody. *Monster: The Autobiography of an L. A. Gang Member.* New York: Penguin Books, 1994.

Scully, Diana. "Negotiating to Do Surgery." In *Dominant Issues in Medical Sociology,* 3rd ed., Howard D. Schwartz, ed. New York: McGraw-Hill, 1994:146–152.

Scully, Diana, and Joseph Marolla. "Convicted Rapists' Vocabulary of Motive: Excuses and Justifications." *Social Problems, 31,* 5, June 1984:530–544.

Scully, Diana, and Joseph Marolla. "'Riding the Bull at Gilley's': Convicted Rapists Describe the Rewards of Rape." In *Down to Earth Sociology: Introductory Readings,* 15th ed., James M. Henslin, ed. New York: Free Press, 2014.

Segal, Nancy L., and Scott L. Hershberger. "Virtual Twins and Intelligence." *Personality and Individual Differences, 39,* 6, 2005:1061–1073.

Segal , Nancy L. *Someone Else's Twin: The True Story of Babies Switched at Birth.* New York: Prometheus, 2011.

Sengupta, Somini. "In the Ancient Streets of Najaf, Pledges of Martyrdom for Cleric." *New York Times,* July 10, 2004.

Senior, Jennifer. "All Joy and No Fun." *New York,* July 4, 2010.

Sennett, Richard, and Jonathan Cobb. "Some Hidden Injuries of Class." In *Down to Earth Sociology: Introductory Readings,* 5th ed., James M. Henslin ed. New York: Free Press, 1988:278–288. Excerpts from Richard Sennett and Jonathan Cobb. *The Hidden Injuries of Class.* New York: Knopf, 1972.

Séralini, Gilles-Eric, Emile Clair, Robin Mesnage, et al. "Long Term Toxicity of a Roundup Herbicide and a Roundup-Tolerant Genetically Modified Maize." *Food and Chemical Toxicology, 50,* 11, November 2012:4221–4231.

Shane, Scott. "Report Outlines Medical Workers' Role in Torture." *New York Times,* April 6, 2009.

Shane, Scott, and Charlie Savage. "Bin Laden Raid Revives Debate on Value of Torture." *New York Times,* May 3, 2011.

Sharma, Amol, Biman Mukherji, and Rupa Subramanya. "On India's Streets, Women Run Gauntlet of Harassment." *Wall Street Journal,* February 28, 2013.

Sharp, Lauriston. "Steel Axes for Stone-Age Australians." In *Down to Earth Sociology: Introductory Readings,* 8th ed., James M. Henslin, ed. New York: Free Press, 1995:453–462.

Sheridan, Mary Beth. "Salinas Warns Mexico Against Drug Probe." *Los Angeles Times,* September 22, 1998.

Sherif, Muzafer, and Carolyn Sherif. *Groups in Harmony and Tension.* New York: Harper & Row, 1953.

Sherman, Jennifer, and Elizabeth Harris. "Social Class and Parenting: Classic Debates and New Understandings." *Sociology Compass, 6,* 1, 2012:60–71.

Shor, Eran, David J. Roelfs, Misty Currell, L. Clemow, M. M. Burg, and J. E. Schwartz. "Widowhood and Mortality: A Meta-Analysis and Meta-Regression." *Demography, 49,* 2012:575–606.

Short, Kathleen. "The Research Supplemental Poverty Measure: 2011." *Current Population Reports P60-244,* Washington, D.C.: U.S. Census Bureau, November 2012.

Siebens, Julie, and Tiffany Julian. "Native North American Languages Spoken at Home in the United States and Puerto Rico: 2006–2010." Washington, D.C.: U.S. Census Bureau, December 2011.

Siegler, Ilene C., Beverly H. Brummett, Peter Martin, and M. J. Helms. "Consistency and Timing of Marital Transitions and Survival During Midlife: The Role of Personality and Health Risk Behaviors." *Annals of Behavioral Medicine, 45,* 3, 2013:338–347.

Sills, David L. *The Volunteers.* Glencoe, Ill.: Free Press, 1957.

Simmel, Georg. *The Sociology of Georg Simmel,* Kurt H. Wolff, ed. and trans. Glencoe, Ill.: Free Press, 1950. Originally published between 1902 and 1917.

Simon, Stephanie. "Naked Pumpkin Run." *Wall Street Journal,* October 31, 2009.

Simon, Julian L. *The Ultimate Resource.* Princeton, N.J.: Princeton University Press, 1981.

Simons, Marlise. "Social Change and Amazon Indians." In *Exploring Social Life: Readings to Accompany Essentials of Sociology: A Down-to-Earth Approach, Sixth Edition,* 2nd edition, James M. Henslin, ed. Boston: Allyn and Bacon, 2006:157–165.

Simpson, George Eaton, and J. Milton Yinger. *Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination,* 4th ed. New York: Harper & Row, 1972.

Singer, Natasha. "Shoppers Who Can't Have Secrets." *New York Times,* April 30, 2010.

Skeels, H. M. "Adult Status of Children with Contrasting Early Life Experiences: A Follow-up Study." *Monograph of the Society for Research in Child Development, 31,* 3, 1966.

Skeels, H. M., and H. B. Dye. "A Study of the Effects of Differential Stimulation on Mentally Retarded Children." *Proceedings and Addresses of the American Association on Mental Deficiency, 44,* 1939:114–136.

Skinner, Jonathan, James N. Weinstein, Scott M. Sporer, and John E. Wennberg. "Racial, Ethnic, and Geographic Disparities in Rates of Knee Arthroplasty among Medicare Patients." *New England Journal of Medicine, 349,* 14, October 2, 2003:1350–1359.

Sklair, Leslie. *Globalization: Capitalism and Its Alternatives,* 3rd ed. New York: Oxford: University Press, 2001.

Slackman, Michael. "Voices Rise in Egypt to Shield Girls from an Old Tradition." *New York Times,* September 20, 2007.

Smart, Barry. "On the Disorder of Things: Sociology, Postmodernity and the 'End of the Social.'" *Sociology, 24,* 3, August 1990:397–416.

Smedley, Audrey, and Brian D. Smedley. "Race as Biology Is Fiction, Racism as a Social Problem Is Real: Anthropological and Historical Perspectives on the Social Construction of Race." *American Psychologist, 60,* 1, January 2005:16–26.

Smith, Beverly A. "An Incest Case in an Early 20th-Century Rural Community." *Deviant Behavior, 13,* 1992:127–153.

Smith, Christian, and Robert Faris. "Socioeconomic Inequality in the American Religious System: An Update and Assessment." *Journal for the Scientific Study of Religion, 44,* 1, 2005:95–104.

Smith, Clark. "Oral History as 'Therapy': Combatants' Account of the Vietnam War." In *Strangers at Home: Vietnam Veterans Since the War,* Charles R. Figley and Seymore Leventman, eds. New York: Praeger, 1980:9–34.

Smith, Ryan A. "A Test of the Glass Ceiling and Glass Escalator Hypotheses." *Annals of the American Academy of Social Sciences, 639,* January 2012:149–172.

Smith, Simon C. "The Making of a Neo-Colony? Anglo-Kuwaiti Relations in the Era of Decolonization." *Middle Eastern Studies, 37,* 1, January 2001:159–173.

Smith, Stacy L., Marc Choueiti, Ashley Prescott, Katherine Pieper, and Annenberg School for Communication & Journalism. "Gender Roles and Occupations" A Look at Character Attributes and Job-Related Aspirations in Film and Television." Marina Del Rey, Calif.: Geena Davis Institute on Gender in Media, 2012b.

Smith-Bynum, Mia A., "African American Families: Research Progress and Potential in the Age of Obama." In *Handbook of Marriage and the Family,* G. W. Peterson and K. R. Bush, eds. New York: Springer, 2013:683–704.

Snyder, Mark. "Self-Fulfilling Stereotypes." In *Down to Earth Sociology: Introductory Readings,* 7th ed., James M. Henslin, ed. New York: Free Press, 1993:153–160.

Solt, Frederick. "The Social Origins of Authoritarianism." *Political Research Quarterly, 65,* 4, 2012:703–713.

Sosinsky, Laura Stout, and Se-Kang Kim. "A Profile Approach to Child Care Quality, Quantity, and Type of Setting: Parent Selection of Infant Child Care Arrangements." *Applied Development Science, 17,* 1, 2013:39–56.

Sosnaud, Benjamin, David Brady, and Steven M. Frenk. "Class in Name Only: Subjective Class Identity, Objective Class Position, and Vote Choice in American Presidential Elections." *Social Problems, 60,* 1, 2013:81–99.

"Sourcebook of Criminal Justice Statistics." Washington, D.C.: U.S. Government Printing Office, published annually.

South African Police Service. *Crime Statistics 2011/2012.* Pretoria, South Africa: South African Police Service, 2013.

Spengler, Oswald. *The Decline of the West,* 2 vols., Charles F. Atkinson, trans. New York: Knopf, 1926–1928. Originally published 1919–1922.

Spitzer, Steven. "Toward a Marxian Theory of Deviance." *Social Problems, 22,* June 1975:608–619.

Spivak, Gayatri Chakravorty. "Feminism 2000: One Step Beyond." *Feminist Review, 64,* Spring 2000:113.

Sprague, Jeb. "Transnational State." *Wiley-Blackwell Encyclopedia of Globalization,* George Ritzer, ed. Hoboken, N.J.: Blackwell Publishing, 2012.

Sprecher, Susan, and Rachita Chandak. "Attitudes about Arranged Marriages and Dating among Men and Women from India." *Free Inquiry in Creative Sociology, 20,* 1, May 1992:59–69.

Srole, Leo, and Anita K. Fisher. *Mental Health in the Metropolis: The Midtown Manhattan Study.* Albany, N.Y.: New York University Press, 1978.

Stack, Carol B. *All Our Kin: Strategies for Survival in a Black Community.* New York: Harper, 1974.

Stampp, Kenneth M. *The Peculiar Institution: Slavery in the Ante-Bellum South.* New York: Vintage Books, 1956.

Staples, Brent. "Loving v. Virginia and the Secret History of Race." *New York Times,* May 14, 2008.

Stark, Rodney. *Sociology,* 3rd ed. Belmont, Calif.: Wadsworth, 1989.

"State of Recidivism: The Revolving Door of America's Prisons." Washington, D.C.: Pew Center on the States, 2011.

"Statistical Abstract of the United States." Washington D.C.: U.S. Census Bureau, published annually.

Stets, Jan E. "Current Emotion Research in Sociology: Advances in the Discipline." *Emotion Review, 4,* 3, July 2012:326–334.

Stets, Jan E., and Michael J. Carter. "A Theory of the Self for the Sociology of Morality." *American Sociological Review, 77,* 1, 2012:120–140.

Stevens, Mitchell. *Creating a Class: College Admissions and the Education of Elites.* Cambridge, Mass.: Harvard University Press, 2009.

Stevens, Mitchell L. *Kingdom of Children: Culture and Controversy in the Homeschooling Movement.* Princeton: N.J.: Princeton University Press, 2001.

Stewart, Phil. "U.S. Can Intercept North Korean Missiles but May Opt Not To, Says Admiral Samuel Locklear." *Reuters,* April 9, 2013.

"Sticky Ticket: A New Jersey Mother Sues Her Son over a Lottery Jackpot She Claims Belongs to Them Both." *People Weekly,* February 9, 1998:68.

Stinnett, Nicholas. "Strong Families." In *Marriage and Family in a Changing Society,* 4th ed., James M. Henslin, ed. New York: Free Press, 1992:496–507.

Stipp, David. "Himalayan Tree Could Serve as Source of Anti-Cancer Drug Taxol, Team Says." *Wall Street Journal,* April 20, 1992:B4.

Stodgill, Ralph M. *Handbook of Leadership: A Survey of Theory and Research.* New York: Free Press, 1974.

Stokes, Myron, and David Zeman. "The Shame of the City." *Newsweek,* September 4, 1995.

Stokes, Randall. "Over 60 Years of Sociology at UMass–Amherst." *ASA Footnotes,* May–June 2009:6.

Stolberg, Sheryl Gay. "Blacks Found on Short End of Heart Attack Procedure." *New York Times,* May 10, 2001.

Strategic Energy Policy: Challenges for the 21st Century. New York: Council on Foreign Relations, 2001.

Straus, Murray A. "Gender Symmetry and Mutuality in Perpetration of Clinical-level Partner Violence: Empirical Evidence and Implications for Prevention and Treatment." *Aggression and Violent Behavior, 16,* 2011:279–288.

Suizzo, Marie-Anne. "The Social-Emotional and Cultural Contexts of Cognitive Development: Neo-Piagetian Perspectives." *Child Development, 71,* 4, August 2000:846–849.

Sullivan, Andrew. "What We Look Up to Now." *New York Times Magazine,* November 15, 1998.

Sullivan, Kevin. "India Embraces Online Worship." *Washington Post,* March 15, 2007.

Sumner, William Graham. *Folkways: A Study in the Sociological Importance of Usages, Manners, Customs, Mores, and Morals.* New York: Ginn, 1906.

Susman, Tina. "Lottery Winner Who Drew Outrage for Getting Welfare Is Found Dead." *Los Angeles Times,* October 2, 2012.

Sutherland, Edwin H. *Criminology.* Philadelphia: Lippincott, 1924.

Sutherland, Edwin H. *Principles of Criminology,* 4th ed. Philadelphia: Lippincott, 1947.

Sutherland, Edwin H. *White Collar Crime.* New York: Dryden Press, 1949.

Suzuki, Bob H. "Asian-American Families." In *Marriage and Family in a Changing Society,* 2nd ed., James M. Henslin, ed. New York: Free Press, 1985:104–119.

Swati, Pandey. "Do You Take This Stranger?" *Los Angeles Times,* June 26, 2008.

Sweeney, Megan M. "Remarriage and the Nature of Divorce: Does It Matter Which Spouse Chose to Leave?" *Journal of Family Issues, 23,* 3, April 2002:410–440.

Swigonski, Mary E., and Salome Raheim. "Feminist Contributions to Understanding Women's Lives and the Social Environment." *Affilia: Journal of Women and Social Work, 26,* 1, 2011:10–21.

Sykes, Gresham M., and David Matza. "Techniques of Neutralization." In *Down to Earth Sociology: Introductory Readings,* 5th ed., James M. Henslin, ed. New York: Free Press, 1988:225–231. Originally published 1957.

Szasz, Thomas S. "Mental Illness Is Still a Myth." In *Deviant Behavior 96/97,* Lawrence M. Salinger, ed. Guilford, Conn.: Dushkin, 1996:200–205.

Szasz, Thomas S. *Cruel Compassion: Psychiatric Control of Society's Unwanted.* Syracuse, N.Y.: Syracuse University Press, 1998.

Szasz, Thomas. "Fifty Years After *The Myth of Mental Illness.*" In *The Myth of Mental Illness: Foundations of a Theory of Personal Conduct, 50th Anniversary Edition.* New York: Harper Perennial, 2010.

Tabenkin, H., C. B. Eaton, M. B. Roberts, D. R. Parker, J. H. McMurray, and J. Borkan. "Differences in Cardiovascular Disease Risk Factor Management in Primary Care by Sex of Physician and Patient." *Annals of Family Medicine, 8,* 1, January-February 2010:25–32.

Tadic, Maja, Wido G. M. Oerlemans, Arnold B. Bakker, and Ruut Veenhoven. "Daily Activities and Happiness in Later Life: The Role of Work Status." *Journal of Happiness Studies,* September 28, 2012.

Tafoya, Sonya M., Hans Johnson, and Laura E. Hill. "Who Chooses to Choose Two?" Washington, D.C.: Population Reference Bureau, 2005.

Taneja, V., S. Sriram, R. S. Beri, V. Sreenivas, R. Aggarwal, R. Kaur, and J. M. Puliyel. "'Not by Bread Alone': Impact of a Structured 90-Minute Play Session on Development of Children in an Orphanage." *Child Care, Health & Development, 28,* 1, 2002:95–100.

Tasker, Fiona. "Same-Sex Parenting and Child Development: Reviewing the Contribution of Parental Gender." *Journal of Marriage and Family, 72,* 1, February 2010:35–40.

Tavernise, Sabrina. "Day Care Centers Adapt to Round-the-Clock Demand." *New York Times,* January 15, 2012.

Taylor, Chris. "The Man behind Lara Croft." *Time,* December 6, 1999:78.

Taylor, Howard F. "The Structure of a National Black Leadership Network: Preliminary Findings." Unpublished manuscript, 1992. (As cited in Margaret L. Andersen and Howard F. Taylor, *Sociology: Understanding a Diverse Society.* Belmont, Calif.: Wadsworth, 2000.)

Terhune, Chad. "Pepsi, Vowing Diversity Isn't Just Image Polish, Seeks Inclusive Culture." *Wall Street Journal,* April 19, 2005.

"Testing Times." *The Economist,* December 31, 2011.

Tewary, Amarnath. "At a Sperm Bank in Bihar, Caste Divisions Start Before Birth." *New York Times,* July 12, 2012.

"The Global Religious Landscape," Washington, D.C.: Pew Research Center, December 18, 2012.

"The Interaction of Genes, Behavior, and Social Environment." *Today's Research on Aging, 27,* December 2012:1-6.

"The World of the Child 6 Billion." Washington, D.C.: Population Reference Bureau, 2000.

Thomas, Patricia A. "Trajectories of Social Engagement and Mortality in Late Life." *Journal of Aging and Health, 24,* 4, 2012:547–568.

Thomas, Paulette. "U.S. Examiners Will Scrutinize Banks with Poor Minority-Lending Histories." *Wall Street Journal,* October 22, 1991:A2.

Thomas, Paulette. "Boston Fed Finds Racial Discrimination in Mortgage Lending Is Still Widespread." *Wall Street Journal,* October 9, 1992:A3.

Thomas, W. I., and Dorothy Swaine Thomas. *The Child in America: Behavior Problems and Programs.* New York: Alfred A. Knopf, 1928.

Thompson, Ginger. "Chasing Mexico's Dream into Squalor." *New York Times,* February 11, 2001.

Thompson, Ginger. "Where Education and Assimilation Collide." *New York Times,* March 14, 2009.

Thompson, Paul. "Pentagon Buys and Destroys 9,500 Copies of Soldier's Afghanistan Book 'to Protect Military Secrets.'" *Mail Online,* September 27, 2010.

Thornton, Russell. *American Indian Holocaust and Survival: A Population History Since 1492.* Norman: University of Oklahoma Press, 1987.

Thurm, Scott. "What's a CEO Worth? More Firms Say $10 Million." *Wall Street Journal,* May 15, 2013.

Thurow, Roger. "Farms Destroyed, Stricken Sudan Faces Food Crisis." *Wall Street Journal,* February 7, 2005.

Tierney, John. "For Lesser Crimes, Rethinking Life Behind Bars." *New York Times,* December 11, 2012.

Timasheff, Nicholas S. *War and Revolution.* Joseph F. Scheuer, ed. New York: Sheed & Ward, 1965.

Tokc-Wilde, Iwona. "Workforce Surveillance: Is Your Boss Keeping a Private Eye on You?" *The Guardian,* May 7, 2011.

Tomsho, Robert, and Daniel Golden. "Educating Eric." *Wall Street Journal,* May 12, 2007.

Tönnies, Ferdinand. *Community and Society (Gemeinschaft und Gesellschaft),* with a new introduction by John Samples. New Brunswick, N.J.: Transaction, 1988. Originally published 1887.

Torres, Blanca. "Employers Bring Childcare Onsite to Keep Workers' Lives Balanced." *San Francisco Business Times,* August 9, 2012.

"Top 10 Most Expensive Video Game Budgets Ever." Online Digital Battle.com February 20, 2010.

Toshkov, Veselin. "Europe's 'Oldest Town' Identified Near Provadia in Eastern Bulgaria." *Huffington Post,* November 1, 2012.

Toynbee, Arnold. *A Study of History,* D. C. Somervell, abridger and ed. New York: Oxford University Press, 1946.

"Trafficking in Persons" *Report.* Washington, D.C.: U.S. Department of State, June 2012.

Treiman, Donald J. *Occupational Prestige in Comparative Perspective.* New York: Academic Press, 1977.

Tresniowski, Alex. "Payday or Mayday?" *People Weekly,* May 17, 1999:128–131.

Trice, Harrison M., and Janice M. Beyer. "Cultural Leadership in Organization." *Organization Science, 2,* 2, May 1991:149–169.

Troeltsch, Ernst. *The Social Teachings of the Christian Churches.* New York: Macmillan, 1931.

Troianovski, Anton. "New Wi-Fi Pitch: Tracker." *Wall Street Journal,* June 19, 2012.

Tuhus-Dubrow, Rebecca. "Rites and Wrongs." *Boston Globe,* February 11, 2007.

Tumin, Melvin M. "Some Principles of Social Stratification: A Critical Analysis." *American Sociological Review, 18,* August 1953:394.

Turner, Jonathan H. *The Structure of Sociological Theory.* Homewood, Ill.: Dorsey, 1978.

Twenge, J. M., W. K. Campbell, and C. A. Foster. "Parenthood and Marital Satisfaction: A Meta-analytic Review." *Journal of Marriage and Family, 65,* 2003:574–583.

Tyler, Patrick E. "A New Life for NATO? But It's Sidelined for Now." *New York Times,* November 20, 2002.

U.S. Census Bureau. "50 Million Children Lived with Married Parents in 2007." Washington, D.C.: U.S. Government Printing Office, 2007.

U.S. Census Bureau. "Annual Social and Economic Supplement to Current Population Survey." Washington, D.C.: U.S. Government Printing Office, 2010.

U.S. Census Bureau. "Current Population Survey, 2012 Annual Social and Economic (ASEC) Supplement," Washington, D.C.: U.S. Census Bureau, November 2012.

U.S. Census Bureau. "U.S. Census Bureau International Database." Washington, D.C.: U.S. Census Bureau, 2013a.

U.S. Census Bureau. "America's Families and Living Arrangements: 2012." Washington, D.C.: U.S. Census Bureau, 2013b.

U.S. Census Bureau, Population Division. "Percent of the Projected Population by Race and Hispanic Origin for the United States: 2010 to 2050." Constant Net International Migration Series (NP2009-T6-C):Table 6-C, December 16, 2009.

Uchitelle, Louis. "How to Define Poverty? Let Us Count the Ways." *New York Times,* May 28, 2001.

Udry, J. Richard. "Biological Limits of Gender Construction." *American Sociological Review, 65,* June 2000:443–457.

Ullman, Edward, and Chauncey Harris. "The Nature of Cities." In *Urban Man and Society: A Reader in Urban Ecology,* Albert N. Cousins and Hans Nagpaul, eds. New York: Knopf, 1970:91–100.

UNESCO. "Adult and Youth Literacy." Paris: UNESCO, September 2012.

UNIFEM. "Progress of the World's Women 2008/2009." United Nations Development Fund for Women, 2008.

United Nations. "An Overview of Urbanization, Internal Migration, Population Distribution and Development in the World." United Nations Population Division, January 14, 2008.

United Nations. 2015 Population Projections, 2013.

United Nations. "World Urbanizing Prospects: The 2009 Revision." U.N. Department of Economic and Social Affairs, Population Division, 2010.

UPI. "Experts: Cleveland Killer a Sexual Sadist." November 9, 2009.

Ur, Jason A. "Cycles of Civilization in Northern Mesopotamia, 4400–2000 BC." *Journal of Archaeological Research, 18,* 4, 2010:387–431.

Urbina, Ian. "As School Exit Tests Prove Tough, States Ease Standards." *New York Times,* January 11, 2010.

Useem, Michael. *The Inner Circle: Large Corporations and the Rise of Business Political Activity in the U.S. and U.K.* New York: Oxford University Press, 1984.

Utar, Hale, and Luis Bernardo Torres Ruiz. "International Competition and Industrial Evolution: Evidence from the Impact of Chinese Competition on Mexican Maquiladoras." University of Colorado at Boulder and Banco de Mexico, July 2010.

Vandell, Deborah Lowe, Jay Belsky, Margaret Burchinal, Laurence Steinberg, and Nathan Vandergrift. "No Effects of Early Child Care Extend to Age 15 Years? Results from the NICHD Study of Early Child Care and Youth Development." *Child Development, 81,* 3, May/June 2010:737–756.

Vandiver, John. "New Combat Focus for U.S. Africa Command." *Stars and Stripes,* April 5, 2013a.

Vandiver, John. "550 Marines Head to Spain in Support of AFRICOM." *Stars and Stripes,* April 25, 2013b.

Varese, Federico. *The Russian Mafia: Private Protection in a New Market Economy.* Oxford: Oxford University Press, 2005.

Vartabedian, Ralph, and Scott Gold. "New Questions on Shuttle Tile Safety Raised." *Los Angeles Times,* February 27, 2003.

Vaughan, Diane. "Uncoupling: The Social Construction of Divorce." In *Marriage and Family in a Changing Society,* 2nd ed., James M. Henslin, ed. New York: Free Press, 1985:429–439.

Veblen, Thorstein. *The Theory of the Leisure Class.* New York: Macmillan, 1912.

Venkatesh, Sudhir. *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets.* New York: Penguin, 2008.

Vidal, David. "Bilingual Education Is Thriving but Criticized." *New York Times,* January 30, 1977.

Vidal, Jordi Blanes, Mirko Draca, and Christian Fons-Rosen. "Revolving Door Lobbyists." Center for Economic Performance, Discussion Paper 993, August 2010.

Vigil, Tammy. "Boulder Police: No Full Frontal Nudity." Fox 31, Denver Colorado, June 11, 2009.

Volti, Rudi. *Society and Technological Change,* 3rd ed. New York: St. Martin's Press, 1995.

Von Hoffman, Nicholas. "Sociological Snoopers." *Transaction 7,* May 1970:4, 6.

Wagley, Charles, and Marvin Harris. *Minorities in the New World.* New York: Columbia University Press, 1958.

Wald, Matthew L., and John Schwartz. "Alerts Were Lacking, NASA Shuttle Manager Says." *New York Times,* July 23, 2003.

Waldfogel, Jane, Terry-Ann Craigie, and Jeanne Brooks-Gunn. "Fragile Families and Child Wellbeing." In *Fragile Families, 20,* 2, Fall 2010:87–112.

Walker, Alice, and Pratibha Parmar. *Warrior Marks: Female Genital Mutilation and the Sexual Blinding of Women.* New York: Harcourt Brace, 1993.

Wall, Robert. "China's Armed Predator." *Aviation Week,* November 17, 2010.

Wallace, John M., Ryoko Yamaguchi, Jerald G. Bachman, Patrick M. O'Malley, John E. Schulenberg, and Lloyd D. Johnston. "Religiosity and Adolescent Substance Use: The Role of Individual and Contextual Influences." *Social Problems, 54,* 2, 2007:308–327.

Wallerstein, Immanuel. *The Capitalist World-Economy.* New York: Cambridge University Press, 1979.

Wallerstein, Immanuel. "Culture as the Ideological Battleground of the Modern World-System." In *Global Culture: Nationalism, Globalization, and Modernity,* Mike Featherstone, ed. London: Sage, 1990:31–55.

Wallerstein, Immanuel. *Modern World System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century.* Berkeley, Calif.: University of California Press, 2011.

Wallerstein, Judith S., Sandra Blakeslee, and Julia M. Lewis. *The Unexpected Legacy of Divorce: A 25-Year Landmark Study.* Concord, N.H.: Hyperion Press, 2001.

Walsh, Anthony, and Kevin M. Beaver. "Biosocial Criminology." In *Handbook on Crime and Deviance,* M. D. Krohn et al., eds. Dordrecht, New York: Springer, 2009:79–101.

Wang, Hongyu, and Paul R. Amato. "Predictors of Divorce Adjustment: Stressors, Resources, and Definitions." *Journal of Marriage and the Family, 62,* 3, August 2000:655–668.

Wang, Mo, and Kenneth S. Shultz. "Employee Retirment: A Review and Recommendations for Future Investigation." *Journal of Management, 36,* January 2010:172–206.

Wang, Stephanie. "Colleges Divided Over Value of Free Online Classes." *Community College Week,* April 1, 2013.

Wang, Wendy. "The Rise of Intermarriage: Rates, Characteristics Vary by Race and Gender." Washington, D.C.: PEW Research Center, February 16, 2012.

Ward, Rose Marie, Halle C. Popson, and Donald G. DiPaolo. "Defining the Alpha Female: A Female Leadership Measure." *Journal of Leadership and Organizational Studies 17,* 3, 2010:309–320.

Wark, Gillian R., and Dennis L. Krebs. "Gender and Dilemma Differences in Real-Life Moral Judgment." *Developmental Psychology, 32,* 1996:220–230.

Warren, Jennifer, Adam Gelb, Jake Horowitz, and Jessica Riordan. "One in 100: Behind Bars in America 2008." Washington, D.C.: Pew Charitable Trust, February 2008.

Watson, J. Mark. "Outlaw Motorcyclists." In *Society: Readings to Accompany Sociology: A Down-to-Earth Approach, Core Concepts,* James M. Henslin ed. Boston: Allyn and Bacon, 2006:105–114. Originally published 1980 in *Deviant Behavior, 2,* 1.

Webb, Amy. *Data, A Love Story: How I Gamed Online Dating to Meet My Match.* New York: Dutton, 2013.

Weber, Max. *From Max Weber: Essays in Sociology,* Hans Gerth and C. Wright Mills, trans. and ed. New York: Oxford University Press, 1946.

Weber, Max. *The Theory of Social and Economic Organization,* A. M. Henderson and Talcott Parsons, trans., Talcott Parsons, ed. Glencoe, Ill.: Free Press, 1947. Originally published 1913.

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism.* New York: Scribner's, 1958. Originally published 1904–1905.

Weber, Max. *Economy and Society,* G. Roth and C. Wittich, eds. Berkeley: University of California Press, 1978. Originally published 1922.

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism,* rev. 1920 ed. Stephen Kalberg, trans. New York: Oxford University Press, 2011.

Weinberger, Catherine. "In Search of the Glass Ceiling: Gender and Earnings Growth among U.S. College Graduates in the What is this?" *Industrial and Labor Relations Review, 64,* 5, October 2011.

Weiner, Jill Caryl. "The Home-Schooled Don't Just Stay at Home." *New York Times,* March 14, 2012.

Weiner, Tim. "Pentagon Envisioning a Costly Internet for War." *New York Times,* November 13, 2004.

Weiner, Tim. "Air Force Seeks Bush's Approval for Space Weapons Programs." *New York Times,* May 18, 2005.

Weiss, Karen G. "'Boys Will Be Boys' and Other Gendered Accounts: An Exploration of Victims' Excuses and Justifications for Unwanted Sexual Contact and Coercion." *Violence against Women, 15,* 2009:810–834.

Weitoft, Gunilla Ringback, Anders Hjern, Bengt Haglund, and Mans Rosen. "Mortality, Severe Morbidity, and Injury in Children Living with Single Parents in Sweden: A Population-Based Study." *Lancet, 361,* January 25, 2003:289–295.

Wen, Ming. "Family Structure and Children's Health and Behavior." *Journal of Family Issues, 29,* 11, November 2008:1492–1519.

Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. "Economic Insecurity and Social Stratification." *Annual Review of Sociology, 38,* 2012: 341–359.

Wheaton, Blair, and Philippa Clarke. "Space Meets Time: Integrating Temporal and Contextual Influences on Mental Health in Early Adulthood." *American Sociological Review, 68,* 2003:680–706.

White, Jack E. "Forgive Us Our Sins." *Time,* July 3, 1995:29.

White, Joseph B., Stephen Power, and Timothy Aeppel. "Death Count Linked to Failures of Firestone Tires Rises to 203." *Wall Street Journal,* June 19, 2001:A4.

Whitehead, Barbara Dafoe, and David Popenoe. "The Marrying Kind: Which Men Marry and Why." Rutgers University: The State of Our Unions: The Social Health of Marriage in America, 2004.

Whiteley, Paul, Thomas Sy, and Stefanie K. Johnson. "Leaders' Conceptions of Followers: Implications for Naturally Occurring Pygmalion Effects." *Leadership Quarterly, 23,* 2012:822–834.

Whitehead, Tom. "Warning of New Era Surveillance State." *The Telegraph,* November 12, 2010.

Whorf, Benjamin. *Language, Thought, and Reality,* J. B. Carroll, ed. Cambridge, MA: MIT Press, 1956.

Wiebe, Richard P. "Integrating Criminology through Adaptive Strategy and Life History Theory." *Journal of Contemporary Justice, 28,* 3, 2012:346–365.

Wilde, Elizabeth Ty, Lily Batchelder, and David T. Ellwood. "The Mommy Track Divides: The Impact of Childbearing on Wages of Women of Differing Skill Levels." NBER Working Paper N. 16582. December 2010.

Wilford, John Noble. "Mapping Ancient Civilization, in a Matter of Days." *New York Times,* May 10, 2010.

Williams, Dmitri, Nicole Martins, Mia Consalvo, and James D. Ivory. "The Virtual Census: Representations of Gender, Race, and Age in Video Games." *New Media & Society, 11,* 5, 2009:815–834.

Williams, Jasmin K. "Utah—The Beehive State." *New York Post,* June 12, 2007.

Williams, Robin M., Jr. *American Society: A Sociological Interpretation,* 2nd ed. New York: Knopf, 1965.

Williams, Timothy. "Old Sound in Harlem Draws New Neighbors' Ire." *New York Times,* July 6, 2008.

Willie, Charles Vert. "Caste, Class, and Family Life Experiences." *Research in Race and Ethnic Relations, 6,* 1991:65–84.

Willie, Charles Vert, and Richard J. Reddick. *A New Look at Black Families,* 5th ed. Walnut Creek, Calif.: AltaMira Press, 2003.

Wilson, Edward O. *Sociobiology: The New Synthesis.* Cambridge, Mass.: Harvard University Press, 1975.

Wilson, James Q., and Richard J. Herrnstein. *Crime and Human Nature.* New York: Simon & Schuster, 1985.

Wilson, William Julius. *The Declining Significance of Race: Blacks and Changing American Institutions.* Chicago: University of Chicago Press, 1978.

Wilson, William Julius. *When Work Disappears: The World of the New Urban Poor.* Chicago: University of Chicago Press, 1996.

Wilson, William Julius. *The Bridge over the Racial Divide: Rising Inequality and Coalition Politics.* Berkeley: University of California Press, 2000.

Wilson, William Julius. "Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto." In *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender,* David B. Grusky and Szonja Szelenyi, eds. Boulder: Westview Press, 2007:142–152.

Wilson, William Julius. *More Than Just Race: Being Black and Poor in the Inner City.* New York: W.W. Norton, 2009.

Wimmer, Andreas, and Kevin Lewis. "Beyond and Below Racial Homophily: ERG Models of a Friendship Network Documented on Facebook." *American Journal of Sociology, 116,* 2, 2010:583–642.

Winerip, Mchael. "Ex-Schools Chief in Atlanta Is Indicted in Testing Scandal." *New York Times,* March 29, 2013.

Wines, Michael. "Africa Adds to Miserable Ranks of Child Workers." *New York Times,* August 24, 2006a.

"Winner, Dumbest Moment, Marketing." CNN, February 1, 2006.

Wirth, Louis. "Urbanism as a Way of Life." *American Journal of Sociology, 44,* July 1938:1–24.

Wirth, Louis. "The Problem of Minority Groups." In *The Science of Man in the World Crisis,* Ralph Linton, ed. New York: Columbia University Press, 1945.

Wolfensohn, James D., and Kathryn S. Fuller. "Making Common Cause: Seeing the Forest for the Trees." *International Herald Tribune,* May 27, 1998:11.

Wolfinger, Nicholas H. "Family Structure Homogamy: The Effects of Parental Divorce on Partner Selection and Marital Stability." *Social Science Research, 32,* 2003:80–97.

"Woman Ordered to Hold 'Idiot' Sign and 6 Other Cases of Court-Ordered Shaming." Associated Press, November 13, 2012.

Women's Bureau of the United States, Department of Labor. *Handbook on Women Workers.* Washington, D.C.: U.S. Government Printing Office, 1969.

Wong, Gillian. "Wife Visits Jailed China Activist Ahead of Release." Associated Press, June 20, 2011.

Wood, Daniel B., "Latinos Redefine What It Means to Be Manly." *Christian Science Monitor, 93,* 161, July 16, 2001.

World Bank. "Cost of Pollution in China: Economic Estimates of Physical Damages." Washington, D.C: World Bank, February 2007.

World Population Prospects: The 2011 Revision. New York,: United Nations, 2012.

Worsley, Peter M. "50 Years Ago: Cargo Cults of Melanesia." *Scientific American,* April 24, 2009. A reprint of an article that appeared in *Scientific American,* May 1959.

Worsley, Peter. *The Trumpet Shall Sound.* London: MacGibbon and Kee, 1957.

Wright, Erik Olin. *Class.* London: Verso, 1985.

Wright, Lawrence. "One Drop of Blood." *New Yorker,* July 25, 1994:46–50, 52–55.

Wright, Lawrence. "Double Mystery." *New Yorker,* August 7, 1995:45–62.

Xie, Min, Karen Heimer, and Janet L. Lauritsen. "Violence against Women in U.S. Metropolitan Areas: Change in Women's Status and Risk, 1980–2004." *Criminology,* 2011:1–38.

Yager, Mark, Beret Strong, Linda Roan, Davd Matsumoto, and Kimberly A. Metcalf. "Nonverbal Communication in the Contemporary Operating Environment." United States Army Research Institute for the Behavioral and Social Sciences, Technical Report 1238, January 2009.

Yakaboski, Tamara, and Leah Reinert. "Review of Women in Academic Leadership: Professional Strategies, Personal Choices." *Women in Higher Education, 4,* 1, 2011.

Yamamoto, Yoko, and Mary C. Brinton. "Cultural Capital in East Asian Educational Systems: The Case of Japan." *Sociology of Education, 83,* 1, 2010:67–83.

Yardley, Jim. "As Wealth and Literacy Rise in India, Report Says, So Do Sex-Selective Abortions." *New York Times,* May 24, 2011.

Yardley, Jim. "Faces of Abortion in China: A Young, Single Woman." *New York Times,* May 13, 2007.

Yardley, Jim. "In India, Castes, Honor and Killings Intertwine." *New York Times,* July 9, 2010.

Yardley, Jim. "India Tries Using Cash Bonuses to Slow Birthrates." *New York Times,* August 21, 2010.

Yardley, Jim. "Soaring above India's Poverty, a 27-Story Home." *New York Times,* October 28, 2010.

Yardley, Jim, and Keith Bradsher. "China, an Engine of Growth, Faces a Global Slump." *New York Times,* October 22, 2008.

Yenfang, Qian. "Fast Growth of Economy, Fast Rise of Wealthiest." *China Daily,* March 4, 2011.

Yinger, J. Milton. *Toward a Field Theory of Behavior: Personality and Social Structure.* New York: McGraw-Hill, 1965.

Yinger, J. Milton. *The Scientific Study of Religion.* New York: Macmillan, 1970.

"'You Can Die Anytime.' Death Squad Killings in Mindanao." New York: Human Rights Watch, 2009.

Young, Antonia, and Larenda Twigg. "'Sworn Virgins' as Enhancers of Albanian Patriarchal Society in Contrast to Emerging Roles for Albanian Women." *Emoloska Tribuna, 39,* 2009:117–134.

Young, Robert D., Bertrand Desjardins, Kirsten McCaughlin, Michel Poulain, and Thomas T. Perls. "Typologies of Extreme Longevity Myths." *Current Gerontology and Geriatrics Research,* 2010:1–12.

Yu, Rongqin, John R. Geddes, and Seena Fazel. "Personality Disorders, Violence, and Antisocial Behavior: A Systematic Review and Meta-Regression Analysis." *Journal of Personality Disorders, 26,* 5, 2012:775–792.

Zachary, G. Pascal. "Behind Stocks' Surge Is an Economy in Which Big U.S. Firms Thrive." *Wall Street Journal,* November 22, 1995:A1, A5.

Zakaria, Fareed. *The Post-American World.* New York: W. W. Norton, 2008.

Zamiska, Nicholas. "Pressed to Do Well on Admissions Tests, Students Take Drugs." *Wall Street Journal,* November 8, 2004.

Zaslow, Jeffrey. "Will You Still Need Me When I'm … 84? More Couples Divorce after Decades." *Wall Street Journal,* June 17, 2003:D1.

Zaslow, Jeffrey. "Thinness, Women, and School Girls: Body Image." *Wall Street Journal,* September 2, 2009.

Zellner, William W. *Countercultures: A Sociological Analysis.* New York: St. Martin's, 1995.

Zerubavel, Eviatar. *The Fine Line: Making Distinctions in Everyday Life.* New York: Free Press, 1991.

Zoepf, Katherine. "A Dishonorable Affair." *New York Times,* September 23, 2007.

Zumbrun, Joshua. "The Sacrifices of Albania's 'Sworn Virgins.'" *Washington Post,* August 11, 2007.