This new edition of Mooney, Knox, and Schacht’s respected text helps students see the wide-reaching effects of social problems as they examine their own attitudes, beliefs, and behaviors

Whether the issue is crime, the high cost of health care, unemployment, prejudice and discrimination, pollution, or war and terrorism, chances are everyone has been personally touched by social problems. The Fifth Edition of *Understanding Social Problems* helps students see the effects of social problems and examine their own attitudes, beliefs, and behaviors that apply to each topic.

The authors lead students on a powerful journey that includes the stories of real people struggling with the challenges created by social problems. The book illustrates how social structure and culture contribute to society’s problems, and also explores alternative solutions and policies.

Interesting and timely, the book presents a social problem in each chapter and frames it in a global as well as U.S. context. In every chapter, the three major theoretical perspectives are applied to the social problem under discussion, and the consequences of the problem—as well as alternative solutions—are explored. Pedagogical features such as The Human Side, Taking a Stand, Social Problems Research Up Close, Focus on Technology, and Self and Society, popular in previous editions, have been updated in this new edition.

This thoroughly revised edition includes so much that is new:

- updated statistics and research throughout each chapter
- exercises and activities connected to ThomsonNOW™ for social problems, the online tutorial and self-assessment program
- new chapter-opening vignettes
- updated Taking a Stand features
- a new section on obesity in America
- new information on Internet addiction, fraud, and identity theft
- recent crime statistics from the *National Crime Victimization Survey and Uniform Crime Reports*
- new coverage of how poor populations are most vulnerable to natural disasters, such as Hurricane Katrina and the 2004 Asian tsunami
- an exploration of the sociological cost of U.S. involvement in Iraq and mistreatment of prisoners at Abu Ghraib prison

This PREVIEW highlights the new features in this edition and its outstanding technology tools. 

*Turn the page for your quick tour!*
With new chapter-opening vignettes, new topic coverage, new figures and tables, and new and updated pedagogical features, the Fifth Edition of Understanding Social Problems presents a fresh and comprehensive look at social problems. The authors have re-organized the table of contents, moving the chapters on “Poverty and Economic Inequality” (Chapter 6) and “Work and Unemployment” (Chapter 7) earlier in the text, because these issues underlie so many other social problems.

Updated!

The authors have revised the popular feature, Taking a Stand, and integrated it within each chapter. The Taking a Stand features promote the use of Wadsworth’s research and writing resources on the Internet to help students develop their own opinions about particular issues presented in each chapter. These features explore questions such as:

- Should college and universities require students to have health insurance coverage?
- Should pharmacists have the right to refuse to fill a prescription for birth control?
- Should undocumented immigrants qualify for in-state tuition?

A new section on the growing problem of obesity has been added to Chapter 2, “Illness and the Health Care Crisis,” as well as updated information on the public health effects of international free trade agreements, HIV/AIDS, the problem of inadequate health insurance coverage, and racial disparities in health care.

The latest updates, research, and new coverage ensure that the Fifth Edition is current and cutting-edge.
Arms race and build up of military forces. The arms race has a military and economic dimension. The military dimension involves competitions in arms and military technology. The economic dimension involves competitions in military spending and economic resources. The arms race has been criticized for its destabilizing effects on international relations and for its potential for escalation to nuclear war.

Japan's role in the arms race. Japan has been a major participant in the arms race, producing and exporting weapons to many countries around the world. Japan's arms industry has beenprofitable and has provided employment for many workers. However, the arms race has also had negative consequences for Japan, such as increased military spending and decreased funding for education and social welfare programs.

Conclusion. The arms race is a complex and multidimensional phenomenon that involves economic, political, and military factors. It is a crucial issue that requires international cooperation and dialogue to address. The arms race has significant implications for international relations and global security, and it is important to work towards reducing the arms race and promoting peace and stability.

Updated!

Information on crime and violence has been updated with recent crime statistics from the National Crime Victimization Survey and the Uniform Crime Reports. Chapter 4, “Crime and Social Control,” includes expanded sections on white collar crime, computer crime, identity theft and Internet fraud, child pornography, international incarceration rates, and serial killers.

New!

The authors have updated the statistics, graphs, and tables in Chapter 8, “Issues in Education,” and also include new material on bullying, violence against teachers, special education, Head Start, and total immersion programs. This chapter also examines President Bush’s No Child Left Behind initiative, and includes new sections on the Individuals with Disabilities Act (IDEA), and special education programs.

Updated!

Chapter 9, “Race, Ethnicity, and Immigration,” includes an expanded discussion on immigration in America.

New!

Chapter 10, “Gender Inequality,” extends the coverage of men’s studies, the men’s movement, and feminism. Examples of new topics include gender and religion, and sex selection technologies.

Updated!

Chapter 16, “Conflict, War, and Terrorism,” presents new information on the costs of the U.S. war in Iraq, the London bombings, social psychological variables associated with being a terrorist, and the mistreatment of military prisoners. In this chapter, a new opening vignette traces the evolution of an Israeli suicide bomber.

WHAT'S NEW
Outstanding features and boxes promote critical thinking and encourage students to examine their own attitudes and beliefs.

**Social Problems Research Up Close** boxes present social science research and help students see the sociological enterprise from theory and data collection to findings and conclusions. These features expose students to a variety of studies and research methods, and encourage critical thinking. Some topics examined in this feature include, “Attitudes of Generation Xers Towards the Military,” “Guns, Kids, and Schools,” and “Television Portrayals of the Elderly and the Consequences of Such Portrayals.”

**Reducing school violence is consistently listed as one of the top education priorities in public opinion polls and is one component of President Bush’s educational reform package titled “The Child Left Behind.” In an effort to curb violence, schools have established “zero-tolerance policies.” For example, nationwide, more than 95% of schools have zero tolerance for students carrying firearms or other weapons to school. As a result, in part, the percentage of students carrying weapons to school has decreased from 12% to 6% over the last decade (NCES 2005b). Sociologist Pamela Roundtree (2000) addresses the issue of violence in schools by asking adolescents why they carry weapons.

**Sample and Methods**

The respondents in Roundtree’s (2000) study were sixth- through twelfth-grade students who had participated in a statewide research project, the Kentucky Youth Survey. Because weapon carrying is likely to vary by region, data from three distinct areas of the state were collected: (1) “Urban County” (from the wealthiest, north-central part of Kentucky), (2) “Western County” (from the rural tobacco-growing area), and (3) “Eastern County” (from the poorer, high-unemployment mining region). Race and sex distributions varied between county samples, but whites and females were the majority in each of the three samples.

The dependent variable was possession of weapons at school, measured by whether a student reported carrying a weapon to school in the 30 days before the survey. In addition to the standard demographic variables of sex, race, age, and family socioeconomic background, variables thought to be predictors of weapon carrying were measured. The independent variables include (1) fear of crime indicators (fear of victimization, fear of victimization), (2) criminal involvement indicators (previous arrest, drug involvement), (3) pro-weapon socialization indicators (weapon ownership or use by respondent, weapon ownership by parent, weapon carrying by peers), and (4) social isolation indicators (distress, antisocial traits).

**Findings and Conclusion**

Roundtree (2000) found that carrying a weapon to school was a relatively rare event, with 5% or less of students reporting that they had carried a weapon to school in the previous 30 days. Possession was slightly lower in Urban County than in Eastern or Western County, with the Urban County sample being the most industrialized and the wealthiest of the three.

In general, age, race, and sex were un-related to the likelihood of a student taking a weapon to school. Only in Eastern County did sex significantly predict carrying a weapon, with males 70% more likely than females to possess a weapon in school. Surprisingly, prior victimization and fear of crime were unrelated to weapon carrying. However, drug dealing was predictive of weapon carrying in both Eastern and Western counties, and student drug use as an indicator of criminal involvement was significantly related to weapon possession in each of the three county samples.

Pro-weapon socialization had an even stronger effect than criminal involvement. Of the three measures of this variable—weapon ownership or use by respondent, ownership by parent, or carrying by peers—carrying by peers had the strongest relationship with carrying a weapon. With each “best friend” the respondent reported as having carried a gun to school, the likelihood of the respondent carrying a gun to school increased by 75–100%.

Social isolation variables were not related to carrying a weapon in any consistent way. Unlike many studies on adult weapon carrying, the results of Roundtree’s (2000) study indicate that peer-based socialization has a much larger impact on the probability of carrying a weapon than fear-of-crime variables. However, consistent with research on adults, carrying a weapon to school was significantly related to criminal involvement and, specifically, to drug involvement.

**Self and Society** boxes provide student-centered social surveys designed to help students assess their own attitudes, beliefs, knowledge, or behavior regarding some aspect of a social problem. In Chapter 5, “Family Problems,” the authors present an “Abusive Behavior Inventory” that invites students to assess the frequency of abusive behaviors in their own relationships, and in Chapter 6, “Poverty and Economic Inequality,” a “Food Insecurity Scale” asks students to assess their own level of food security.
**The Human Side**

The book personalizes the social problem under discussion by including the experiences of real people who have been affected in The Human Side boxes, which appear in every chapter. The Human Side feature in Chapter 9, “Race and Ethnic Relations,” describes the experience of an immigrant day laborer who was the victim of a violent hate crime.

**Anti-Immigrant Hate: One Immigrant’s Experience**

Domingo Lopez Vargas left his dirt-poor Guatemalan farm family in 2001 to come to the United States, where he hoped to earn decent money for his wife and nine chil-
dren. After picking oranges in Florida, he moved to Georgia, where the booming construction business lured immigrant workers. Unlike many of his comrades, Lopez had legal status, which helped him find steady work hanging doors and win-
dows. When work died up, Lopez joined the more than 100,000 janitors—day laborers—who wait for landscaping and construction jobs on street corners and in front of convenience stores all across Georgia. Usually there are plenty of pickup trucks that swing by, offering $5 to $12 an hour for digging, planting, painting, or hammering. But this day, solidarity, Lopez had tired of waiting in the cold, so he walked up the street to pick up a few things at a grocery store. “I got milk, shampoo and toothbrush,” Lopez recalled. “When I was leaving the store, this truck stopped right in front of me and said, ‘Do you want to work?’ I said, yes, how much? They said nine dollars an hour. I didn’t ask what kind of job. I just wanted to work, so I said yes.”

Until that afternoon, Lopez said, “Americans had always been very nice to me”—which might explain why he wasn’t concerned that the four guys in the pickup truck looked awfully young to contractors. Or why he didn’t think morning. This day, nada. By late after-
noon, Lopez had tired of waiting in the cold, so he walked up the street to pick up a few things at a grocery store.

**Focus on Technology**

Throughout the book, the authors examine the myriad ways technology may contribute to social problems and their solutions. Focus on Technology boxes look at issues such as the controversy surrounding the use of agricultural biotechnology and Americans’ use of the Internet to find health information. Additionally, Chapter 15, “Science and Technology,” is devoted entirely to social problems related to science and technology concerns.

**Chapter Review / Critical Thinking**

A question and answer style Chapter Review section provides commentary at the end of each chapter and gives students an effective, straightforward way to review the main points of the chapter. Also, a Critical Thinking section at the end of each chapter raises several questions related to the chapter’s topic, and invite students to apply their critical thinking skills to the information discussed in the chapter.

**Chapter Review**

**ThomsonNOW**

- Before you do your final review, take the ThomsonNOW diagnostic quiz to help you identify the areas on which you should concentrate.
  - You will find information on ThomsonNOW and instructions on how to access all of its great resources on the hotline at the beginning of the test.
- As you review, take advantage of ThomsonNOW’s study videos and Interactive Map the Stats exercises to help you master the chapter material.
- When you are finished with your review, take ThomsonNOW’s posttest to confirm you are ready to move on to the next chapter.

**The United States is described as a “post-industrialized” society. What does that mean?**

Post-industrialization refers to the shift from an industrial economy dominated by manufacturing jobs to an economy dominated by service-oriented, information-intensive occupations. The U.S. post-industrialized economy is characterized by a highly educated workforce, automated and computerized production methods, increased government involvement in economic issues, and a higher standard of living.

**What are transnational corporations?**

Transnational corporations are corporations that have their home bases in one country and branches, or affili-
ates, in other countries. Transnational corporations dominate the world economy today. In less than 20 years the number of transnational corporations has increased from 7 to more than 45,000, and the top 100 economies around the world are transnational corporations rather than nation-states.

**What are the four principles of McDonalldization?**

The four principles of McDonalldization are (1) efficiency, (2) predictability, (3) calculability, and (4) control through technology.
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- Tutorial Practice Quizzes with feedback
- Web Links
- Internet Exercises
- InfoTrac® College Edition Exercises
- Flash Cards of the Text’s Glossary
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Investigating Social Problems: Using MicroCase® ExplorIt®
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by David J. Ayers
Ideal for instructors who wish to take a hands-on statistical approach to social problems, this workbook helps instructors impart an understanding of sociological methods, concepts, and creativity in asking and answering specific questions about social reality within the context of a social problems course.

Study Guide with Practice Tests
0-495-12827-9
by Lori Ann Fowler, Tarrant County College
The study guide includes learning objectives, brief and detailed chapter outlines, key terms, internet activities, InfoTrac College Edition exercises, student projects and classroom activities, and practice tests consisting of 20-25 multiple-choice and 10-15 true/false questions with answers and page references, 5 short answer questions and 5 essay questions with page references to enhance and test your students’ understanding of chapter concepts.

Social Problems: Readings with Four Questions, Second Edition
by Joel M. Charon, Moorhead State University, and Lee G. Vigilant, Minnesota State University at Moorhead
0-495-00460-X
A unique and groundbreaking collection of 54 articles organized in 11 thematic sections, this book takes a structural/conflict approach yet lets the voices of those impacted by social problems be heard. The articles are a mix of classic and contemporary readings, covering a wide range of issues in the United States and the world.

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Instructor’s Resource Manual with Test Bank
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by Katheryn A. Dietrich, Texas A&M University and Blinn College
This supplement offers the instructor learning objectives, key terms, lecture outlines, student projects, classroom activities, Internet and InfoTrac College Edition exercises. Test items include 60-80 multiple-choice and 10-15 true/false questions with answers and page references, as well as 5 short-answer and 5 essay questions for each chapter. Each multiple-choice item has the question type (factual, applied, or conceptual) indicated. Concise user guides for InfoTrac College Edition, ThomsonNOW, and WebTutor ToolBox are included as appendices.

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