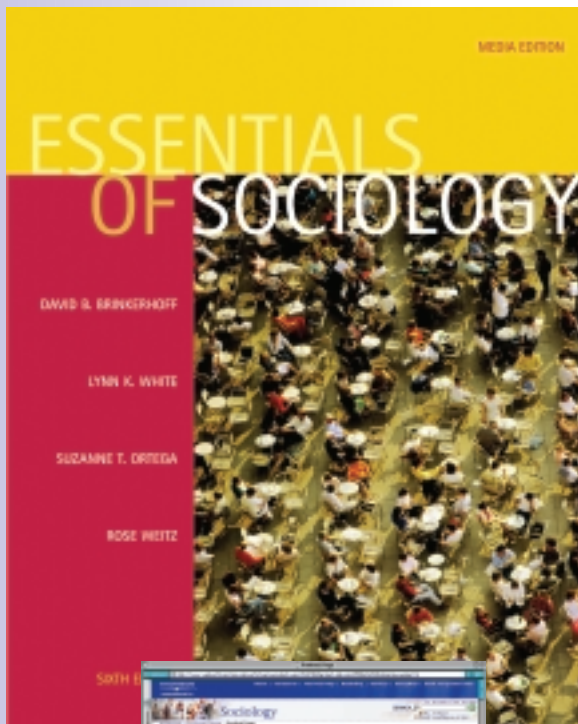


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One underlying cause of the 9/11 attacks is the deepening belief among many Muslims that their culture and religion are under political attack. This belief has roots in the Russian invasion of Afghanistan and the civil war in Bosnia that pitted Muslims against Christians. Actions taken by the United States have also played a

Pro-Palestine supporters in Palestine and around the world after the 9/11 attacks on the United States. Such demonstrations reflect the way that Americans abroad and overseas groups have also affected American political and cultural events.



large role in creating the sense of victimhood among Muslims. The United States consistently has supported Israel against the Palestinians. It has also used its economic muscle to try to sway not the Iranian and Iraqi governments, invaded Iraq, and forced military troops in Saudi Arabia, where the most holy sites of Islam are located. These actions on the part of the United States and other non-Muslim nations have led some Muslims to feel that not only are individual Muslim governments under attack, but their religion is as well. It also has contributed to a sense of wounded pride among Muslims, who feel that they no longer control their own national destinies. In these national problems are added cultural, economic, and political problems. The Middle East and the Muslim countries of Asia have been wracked by war for the last 50 years. Poverty is very high, inequality is extreme, governments by and large

- **Increased coverage of globalization** in Chapter 8, now titled “Global Inequality and Globalization,” including sections on the sources of globalization; the cultural, economic, and political impacts of globalization; and the links among globalization, global inequality, and the terrorist attacks of 9/11
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- **“Focus on Technology”** boxes feature true accounts and current research that demonstrate the impact of technological innovation on society. For example, “Models, Magazines, and Self-Esteem” in Chapter 2 and “Global Inequality” in Chapter 8, which opens students’ eyes to how the spread of information technology throughout the world is accelerating societal change in many countries.
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“Straightforward . . . Uses examples that are relevant to students’ lives. . . . I find the ‘American Diversity’ particularly effective.” *Allison Vetter, University of Central Arkansas*

Critical thinking and review opportunities—reinforcing each chapter’s material!

Socialization is the process of learning the roles, statuses, and values necessary for participation in social institutions.

The **self** is a complex whole that includes unique attributes and normative responses. In sociology, these two parts are called the *I* and the *me*.

The **I** is the spontaneous, creative part of the self.

The **me** represents the self as social object.

The **self-concept** is the self we are aware of. It is our thoughts about our personality and social roles.

Concept definitions linked to “Concept Summaries”

This book’s new, visually strong design guides students from definitions of key concepts in the margins to “Concept Summary” boxes located at important junctures within each chapter. “Concept Summaries” reinforce definitions, give examples, and clarify differences.

The Two Schools of Symbolic Interaction		
	Interaction School	Structural School
The self-concept is . . .	Negotiated	Determined by roles
The individual is . . .	Active in creating self-concept; has more freedom to choose self	Less active in creating self-concept; has less freedom to choose self
The self-concept is developed through . . .	Role taking (taking the role of others)	Performing institutionalized roles
Roles are . . .	Negotiated	Allocated
Major concepts	Looking glass self, role taking, and self-esteem	Role identity and identity salience hierarchy

Where This Leaves Us

Most of the time, we think of culture simply as something that we have, in the same way that we have two arms or a home. As this chapter has shown, though, culture is dynamic, constantly changing as the world changes around us. Languages, eating habits, clothing fashions, and the rest evolve, spread, or die. Ask your parents about the clothing they wore as children, the slang they spoke as teenagers, or the first time they ate a burger or a burrito.

Culture is also active, a force that changes us as it changes the world in which we live. The rise of American consumer culture is only one example of the way culture changes and the effects cultural changes have on all aspects of our lives, from how many hours we work each day to how we define ourselves as individuals.

NEW! “Where This Leaves Us” sections

Found at the end of each chapter, these brief sections pull together the various topics and competing viewpoints discussed within the chapter, giving students the opportunity to evaluate and reflect on the material.

Thinking Critically

1. Which of your own personal troubles might reasonably be advanced as a public issue? Does such a reforming change the nature of the solutions you can see?
2. Consider how a structural-functional analysis of gender roles might differ from a conflict analysis. Are men or women more likely to choose conflict theory?
3. Can you think of situations in which a change of friends, living arrangements, or jobs has caused you to have new interpretations of the events surrounding you?

“Thinking Critically” questions

Useful as discussion starters or for individual writing assignments, the book’s “Thinking Critically” questions are located at the end of each chapter. They challenge students to examine their reasons for a certain viewpoint.

Summary

1. Culture is a design for living that provides ready-made solutions to the basic problems of a society. It can be conceived of as a tool kit of mental and nonmaterial components that help people adapt to their circumstances. Culture is normative, learned, and relative. Sociologists believe that human culture and behavior also have biological roots.
2. Language, or symbolic communication, is a central component of culture. Language embodies culture, serves as a framework for perceiving the world, and symbolizes common bonds among a social group.
3. Values spell out the goals that a culture finds worth pursuing, and norms specify the appropriate means to reach them.

PLUS detailed, point-by-point “Summary” sections at the end of every chapter

“The chapter ‘Summaries’ are excellent. . . . The ‘Thinking Critically’ questions are exceptional. This is the sort of activity I find most beneficial to students.” *Ron Matson, Wichita State*

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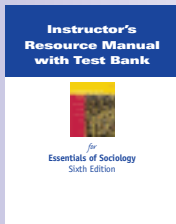
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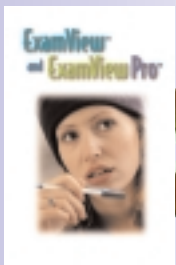
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