

HMH SOCIAL STUDIES

A high-angle, long-exposure photograph of a busy city street. The image is filled with a dense crowd of people walking across a crosswalk marked with yellow stripes. The motion blur gives a sense of constant activity and movement.

# SOCIOLOGY

PROGRAM **OVERVIEW**



## UNCOVER THE **CONNECTIONS**

**HMH Social Studies Sociology** asks students to uncover the connections and inspires them to look beneath the surface—to identify relationships, note influences, and introduce ideas that challenge assumptions.

The next generation of social studies offers flexible programs that foster students' curiosity and cultivate their analytical skills to succeed in college, career, and civic life.

# HMH Social Studies


**HMH Social Studies Sociology** is a solid program that reflects the most current sociological theory and practice. Social, cross-cultural, and historical points of view develop students' sociological imaginations, and special features help expose students to issues affecting our society. **HMH Social Studies Sociology** is the most accessible high school program on the market and the best choice for students.



# Connecting Your Students to the Story

It's all about content with context. Your students learn best when high-quality narrative is blended with media, audio, and visuals for an immersive experience. **HMH Social Studies Sociology** provides relevant content to encourage the "Aha!" moments in your classroom.



**Life** in an **Ec**  **-city**

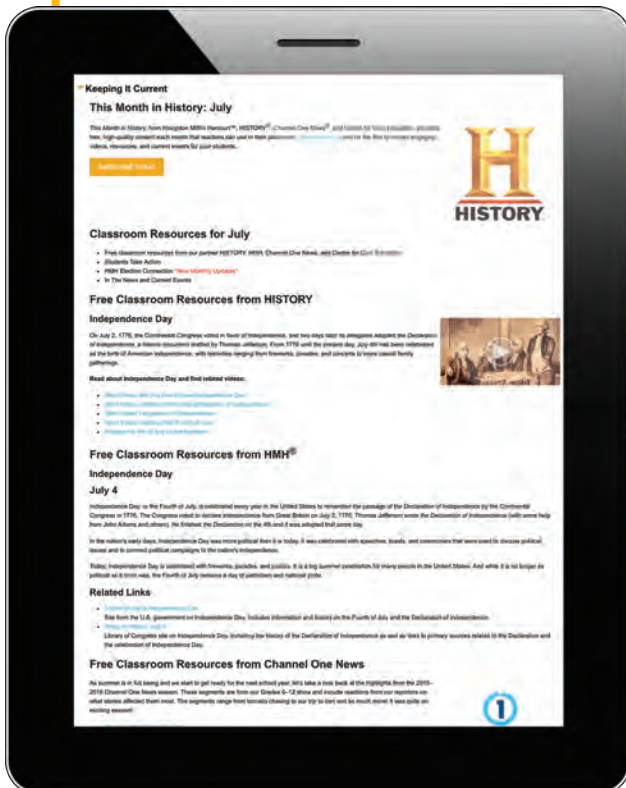
**SOCIOLOGY CLOSE UP** *How are cities helping to protect the environment?* Look around many big cities today and you might notice gardens on rooftops, zippy Smart cars that park in tiny spaces (bottom left), and skyscrapers powered by solar or wind energy. These are just a few of the ways many cities around the world are becoming more environmentally conscious. For example, developers in Paris are planning a rooftop wind farm that will generate a new building's own heating. A garden that sits atop Chicago's city hall (left) is helping to improve the city's air quality and to lessen the heat the building absorbs from the sun. In Austin, Texas, city leaders promote "green building," which includes the use of sustainable construction materials. Leaders and residents hope these environmentally friendly measures will make the cities of the future greener and healthier places to live. ■

**Sociology Close Up** begins each section and provides an anecdote or mini-case study about a particular person or phenomenon in a lively, engaging manner.

**Channel One News**® puts real-world events in context to inform today's digital-savvy citizens.



**Keeping it Current** provides free high-quality content each month that teachers can use in the classroom.



**HMH Current Events** provides trustworthy articles on today's news to connect the classroom to current events.



# You'll Promote Inquiry and Active Learning

**HMH Social Studies Sociology** offers the tools and support necessary to challenge students to approach sociology through active inquiry and prepares them for college and career readiness.

**Case Study** illustrates the concept presented with contemporary examples that provide students with a relevant connection to what they are studying.

**Cultural Diversity and Sociology** emphasizes different cultural perspectives on topics in sociology.

### MEGA CITIES

**Case Study**

Throughout the world, the world's largest cities are growing rapidly. In fact, the world's population is growing so fast that it is expected to reach 10 billion by the year 2050. This rapid growth is causing many cities to face serious challenges. For example, cities are struggling to provide enough housing, clean water, and electricity for their growing populations. In addition, cities are facing increasing air pollution and traffic congestion. These challenges are making it difficult for cities to provide a good quality of life for their residents.

**What do you think?**

1. How do you think cities can solve these problems?
2. What are some of the most serious challenges facing cities today?
3. How do you think cities can prepare for the future?

### CHAPTER 15 POPULATION AND URBANIZATION

**Chapter at a Glance**

**Section 15.1: Population Change**

- 1. Describe the factors that affect population change.
- 2. Explain the difference between natural increase and migration.
- 3. Describe the demographic transition model.

**Section 15.2: Urbanization**

- 1. Describe the process of urbanization.
- 2. Explain the factors that influence urbanization.
- 3. Describe the challenges of urbanization.

### New York City's Ethnic Neighborhoods

Centuries of migration and immigration have shaped New York City's ethnic neighborhoods. Over time, millions of people from all over the world have settled in various parts of the city. Today, New York City contains hundreds of distinct ethnic neighborhoods that have come to reflect the diverse cultures of these immigrants.

**Lower East Side:** Historically, the Lower East Side of New York has been home to a large Jewish population. In 1790, the neighborhood's Jewish residents evicted the city's first synagogue. Today, New York City metropolitan area's Jewish population is about 1 million. In the Lower East Side, Jewish culture continues to thrive because it is still home to many synagogues and Jewish schools, making the neighborhood truly diverse.

**Chinatown:** Recognizable by its street signs in both English and Chinese, Chinatown is the largest Chinese neighborhood in the United States. It was founded by Chinese immigrants who came to New York City in the 1840s. Today, Chinatown is home to over 1 million Chinese residents. It is a vibrant center of Chinese-American culture, with many businesses and services catering to the Chinese community.

**Little Italy:** The area of New York known as Little Italy is not Italian at all. It is home to a large population of Chinese immigrants who came to New York City in the 1980s. Today, Little Italy is home to over 1 million Chinese residents. It is a vibrant center of Chinese-American culture, with many businesses and services catering to the Chinese community.

**Little Haiti:** The area of New York known as Little Haiti is home to a large population of Haitian immigrants who came to New York City in the 1970s. Today, Little Haiti is home to over 1 million Haitian residents. It is a vibrant center of Haitian-American culture, with many businesses and services catering to the Haitian community.

**Little India:** The area of New York known as Little India is home to a large population of Indian immigrants who came to New York City in the 1960s. Today, Little India is home to over 1 million Indian residents. It is a vibrant center of Indian-American culture, with many businesses and services catering to the Indian community.

**Thinking Critically**

1. Comment: How do New York City's ethnic neighborhoods differ?
2. Discuss: What influence do you think immigrants have on the city's culture?

## Applying What You've Learned (Simulations, Labs, and Experiments)

in depth so students can actively apply their knowledge.

### Lab Analyzing World Population Statistics

How does the population of the United States differ from the population of other countries?

- 1. Introduction**

This lab will help you analyze population statistics for the United States and one other country. You will work in pairs to gather the population statistics, make a poster, and present your poster. To complete this lab, follow the steps below:

  - 1. Following your teacher's directions, open the data link.
  - 2. Find the following statistics for the United States and your assigned country: population, percent urban, birthrate, death rate, and growth rate.
  - 3. Conduct additional research on the population of the United States and your assigned country by going to the U.S. Census International Data Base (<http://www.census.gov/ipeds/www/>). There you will find population pyramids for every country in the world. Print out the population pyramids for the United States and your assigned country.
- 2. Compiling Statistics and Creating a Poster**

Enter your statistics into a table like the Sample Statistics Table below.

After you and your partner create a statistics table, cut and paste the table onto a large piece of poster board. Add a title to your poster by identifying the United States and your assigned country.

Put out the population pyramids you found pasted onto your poster. Make at least three sentences under the two pyramids, explaining why the population statistics would differ with your country.

To make your poster more engaging, you and your partner could add photographs or illustrations. Try to find images from magazines or newspapers that would best represent your country's population statistics. For example, if the life expectancy in your country is longer than the average of a rural area with few people.
- 3. Presenting Your Poster**

After you and your partner have completed your poster, choose who will present each part of the poster to the class.

  - 1. One person might want to talk about the statistics table, and another person might want to talk about the population pyramids.
  - 2. The person who presents the statistics table may want to explain how different or similar the population of their assigned country is to the population of the United States.
  - 3. When presenting, remember to look at your audience and speak loud enough for the entire class to hear you clearly.
  - 4. How close is the population of your assigned country with to yours? Do you see any similarities or differences? Do you see any similarities or differences?
  - 5. How close is the population of your assigned country with to yours? Do you see any similarities or differences? Do you see any similarities or differences?
- 4. Discussion**

What did you learn from this lab? Hold a group discussion that focuses on the following questions:

  - 1. What are the differences and similarities of the population of the United States and the countries you discussed?
  - 2. Do you think the growth rate of a country affects that country's economy?
  - 3. Looking at statistics on the percentage of urban area in each country you discussed, how do these percentages reflect how people live in these countries?
  - 4. Which country has the highest birthrate? Which country has the lowest birthrate? Which country has the highest death rate? Which country has the lowest death rate? Which country has the highest percentage of people over age 65?
  - 5. According to population pyramids, which country has the largest percentage of younger people (0 to 14)?
  - 6. According to population pyramids, which country has the largest percentage of people over age 65?
  - 7. How do country birthrate, death rate, and growth rate influence the shape of the population pyramid?

**Sample Statistics Table**

	United States	India
Population		
% Urban		
Birthrate		
Deathrate		
Growth rate		

With an urban population of only 33 percent, however is mostly rural. More than half of the country's population works in agriculture.

The population of Argentina is 42 percent urban. The growth rate there is 0.6 percent, which is about 10 percent higher.

## Current Research in Sociology

reviews the cutting-edge sociological research being conducted today and the application of that research to daily life.

**CURRENT RESEARCH IN SOCIOLOGY**

### Responding to Terrorism



On the morning of September 11, 2001, terrorists launched attacks on New York and Washington, D.C. Although deeply shocked by these horrendous actions, Americans immediately came together in a collective response. For example, there was a strong agreement on how the government should respond to the attacks. As time has passed, however, American attitudes toward terrorism and the appropriate reaction to terrorist acts such as 9/11 have shifted somewhat.

**Early Response** In the aftermath of the attacks, Americans showed considerable compassion in their attitudes. For most Americans, the initial response was shock and anger. After a short time, many—about 75 percent—began to express anxiety over further attacks. More than half stated that their personal sense of security had been shaken. Furthermore, nearly three-quarters said that they felt depressed, half said that they had trouble concentrating at work, and a third admitted that they had difficulty sleeping. Over time, however, these feelings of anxiety declined.

A vast majority of Americans also felt that 9/11 had changed the country in a lasting way. Many Americans found hope in how the country showed a spirit of unity in its response to the attacks. More than 60 percent said this unity made the country stronger. Moreover, nearly 40 percent said that what they had gone through since the attacks had changed them personally and made them better Americans.

It makes one how the country should respond to terrorism also showed considerable unity. A large majority favored giving the police and security services greater powers, even though these powers might adversely affect civil liberties.

Most Americans strongly supported calling military action against the ruling regime of Afghanistan, which had aided al-Qaeda, the terrorist group that carried out the attacks. Most Americans stated a belief that the war on terrorism would be a long one and would take resources away from other important programs. However, about half said that stamping out terrorism was worth this expense. Many Americans also expressed a greater trust in the U.S. government after September 11.

**Long Response** In 2003, President George W. Bush widened the war on terrorism by invading Iraq, which he charged was a terrorist nation. Initially there was strong support for the president's action. In the months immediately after the invasion of Iraq, some 70 percent of Americans approved of his handling of the war on terror (CBS News, 2007). However, with a growing death toll among American soldiers in Iraq, support plummeted. By late 2007, only about 40 percent approved of the management of the war on terror.

Americans also expressed doubts about the effectiveness of the war on terror. About 52 percent opposed sending ground troops to Iraq and 53% to seek groups that are fighting Islamic militants (Gallup, 2016). Others worried that some actions, particularly the war in Iraq, had made the United States more vulnerable to terrorism (CBS News). And while many said that they felt less concerned about an imminent terrorist attack, 44 percent were not confident the government could protect them from future acts of terrorism (Gallup, 2015). So while terrorism continues to be a concern, Americans seem to be less certain on how to respond.

**Thinking Critically**

1. Contrast How have American attitudes to the war on terror changed?
2. Discuss Do you think change in the United States since 9/11 has been positive? Why or why not?

COLLECTIVE BEHAVIOR AND SOCIAL CHANGE 403

## Careers in Sociology

encourages students to explore career possibilities in different fields of sociology.

**CAREERS IN SOCIOLOGY**

### Urban and Rural Sociologists



Urban sociologists study human interactions in metropolitan areas. They examine the effects of the urban environment on the people who live in cities. Rural sociologists study the way of life in rural communities.

How does concentrated living space affect people? What is the best location for recreational areas? What impact has the growth of cities had on the rural communities? These are some of the issues that urban and rural sociologists tackle.

Urban sociologists investigate the origin, growth, structure, composition, and population of cities. These sociologists specialize in studying the social and economic patterns of living that are common in the city environment. They explore the reasons for changes in settlement in urban areas and examine the effect that living in increasingly concentrated areas has on the quality of life.

Some urban sociologists are interested in how people interact in urban spaces. Some study the problems of urban living, such as transportation needs, race relations, and poverty. Others observe population changes and trends. The studies and observations of urban sociologists provide information for planning and policy-making by city government leaders.

Many urban sociologists work as urban planners. They help cities plan for the needs of urban populations. Planners determine the best locations for new houses or stores and the most effective ways of easing traffic congestion or reducing pollution. Urban planners design plans for accommodating increases in population and for determining the need for new roads or schools. Some are involved in environmental issues, such as preserving existing wetlands and forests located near developing urban areas. They may work with lawmakers to draft legislation on environmental issues.

Urban sociology is related to rural sociology. Rural sociologists study the way of life in rural communities and the contrasts between rural and urban living. They study the effects that the extension of cities and suburbs into rural areas and the loss of farmland have on people living in rural communities. Some rural sociologists study the social factors that lead to environmental problems and the actions that people in rural communities take to address these problems. Others examine the ways that agricultural technologies affect family farming.

**Applying ASA Style**

Many urban sociologists publish articles in professional journals in which they relate to people of different races, gender, ethnicity, or religion. In keeping with the guidelines from the American Sociological Association (ASA), the writers try to eliminate language that reflects any bias or stereotyping of groups. This paper you write for your sociology class should follow these guidelines, too.

ASA guidelines call for writers to be as specific as possible in identifying ethnic and racial groups. For example, a sociologist writing about ethnic groups in an urban area would refer to Chinese or Japanese groups rather than using the general term Asian.

Though I think Central you can access the ASA Quick Style Guide for more information on avoiding bias and stereotypes and on using precise racial and ethnic terms. Review the ASA guidelines that you find at the Web site. Then write your own responses to the questions below. An example is provided for you.

Response Terms	Preferred Terms
Response:	Preferred:

430 UNITS

## Technology Focus

explores how technological advances affect culture and society.

**TECHNOLOGY FOCUS**

### The 22nd Century City

What do you think cities will look like in 100 years? Architects and engineers from across the United States tried to answer this question in a competition held in 2008. Competitors from three cities—Atlanta, San Francisco, and Washington, D.C.—attempted to come up with the most interesting and efficient plan for the city of the future.

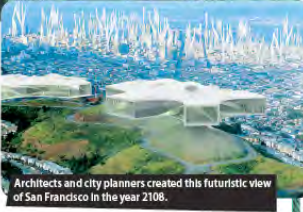
The architects representing the San Francisco team created a city plan based on large, white, geothermal “mushrooms” (in the foreground at right) and tall, curvy, algae-harvesting towers (background). Scattered throughout the city, these geothermal mushrooms would tap into steam deep in the Earth’s crust. The geothermal energy would in turn provide electricity to homes and office buildings.

Hydrogen produced by algae harvested in a “forest” of towers would also generate energy for the city. The hydrogen would be used to power hover cars that would travel through underground tunnels. In addition to algae harvesting, the plans for San Francisco 2108 called for “fog catchers” that would harvest the city’s famous fog as a water source.

Water was also a hot issue for the Atlanta team of architects and planners. They created an enormous system of underground pipes that would filter rainwater throughout the city.

**Thinking Critically**

**Draw Conclusions** How do you think society will be different in the 22nd century?



Architects and city planners created this futuristic view of San Francisco in the year 2108.

## Perspectives on

compares different views on aspects of sociology.

### Perspectives on Social Change

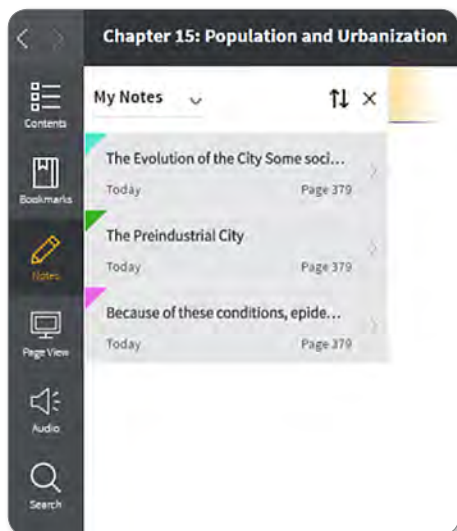
**Functionalist Perspective** Cyclical theory suggests that societies arise, go through various stages of development, then decline. Evolutionary theory holds that societies develop toward increasing complexity. Equilibrium theory states that change occurs in an effort to maintain social stability.

**Conflict Perspective** Social change results from conflict among groups in society. Since conflict is a natural condition for all societies, social change is inevitable.

# Supporting **Learners** the Way You Want

**HMH Social Studies Sociology** presents material and activities in a variety of ways to allow students and teachers to choose the path that works best for them.

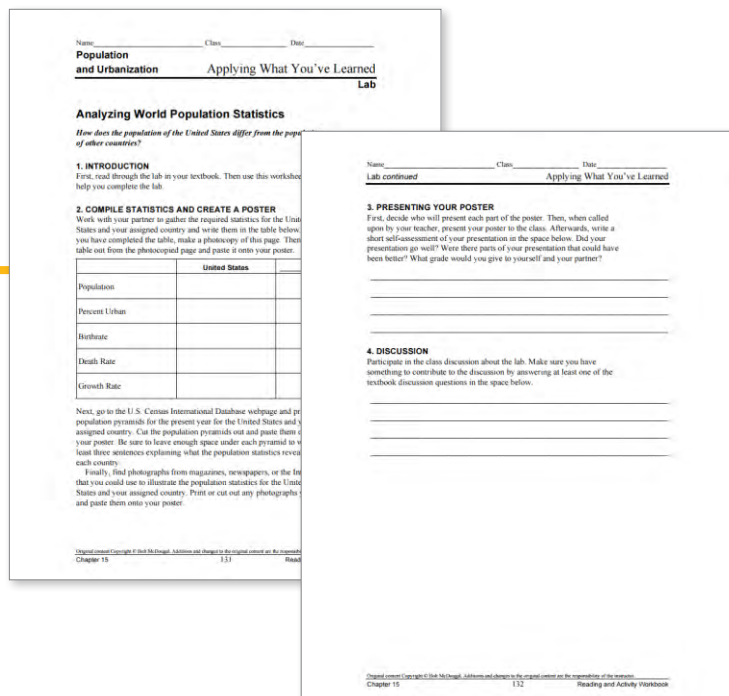
**Notes** gives students the opportunity to take notes while reading the text. They can easily access them and review them later to ensure comprehension.



**Interactive Lesson Graphic Organizers** helps students process, summarize, and track their learning.



**Reading and Activity Workbook** is the companion student consumable workbook. It includes Vocabulary Activities, Guided Reading Activities, and Simulation Support.





# You'll Love the Flexibility and Customization

**HMH Social Studies Sociology** delivers maximum compatibility with options to support various levels of connectivity and devices.



The **Online Student Edition** resides on a responsive learning system, enabling it to function across operating systems and devices.

Features include:

- Full-text audio
- Highlighting and Note-taking
- Access to Reading and Activity Workbook and more



**HMH Player®** gives students and teachers the flexibility to download individual lesson material, work offline, and re-sync upon reconnecting. You can also create custom lessons and add your own content.



Your **Online Teacher's Edition** is organized into three main sections:

1. Discover—Quickly access content and search program resources.
2. Assignments—Create assignments and track progress of assignments.
3. Data & Reports—Monitor students' daily progress.

# The **Support You Need**— When You Need It

Our comprehensive professional learning solutions for leaders, teachers, and families are data- and evidence-driven, mapped to your goals, centered on your students, and delivered by master educators. These tailored, flexible solutions were designed with one goal in mind: to help you more effectively prepare students for college, career, and civic life—known as the C3 Framework for Social Studies State Standards.

## **Start Strong, Finish Stronger**

A Getting Started with **HMH Social Studies Sociology** course will orient you to the program materials and technology, examine the instructional routines, help you support differentiation, and provide effective whole- and small-group instruction.

Need additional support with technology? Our **technical services team** can help you plan, prepare, implement, and optimize your technology so you can get the most out of **HMH Social Studies Sociology** digital tools.

## **Build Capacity, Ensure Success with In-Classroom Support**

You'll get even more personalized support with our **Team and Individual Coaching**. We'll be there to help you plan your lessons and model how to incorporate instructional strategies that help students master C3 concepts.

- ✓ Connect with history and apply it to real life.
- ✓ Deepen investigations by identifying relationships, noting influences, and challenging assumptions.
- ✓ Develop questioning skills, identify bias, and draw conclusions independently.

## **Proven Results**



**In 2014, 80% of teachers reported that coaching significantly strengthened their classroom instruction.**

Based on national survey data collected from teachers who received coaching from HMH® during the 2014–2015 school year

For more information regarding HMH Professional Services, visit [hmhco.com/professionalservices](http://hmhco.com/professionalservices)

# HMH SOCIAL STUDIES



UNCOVER THE **CONNECTIONS**

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