

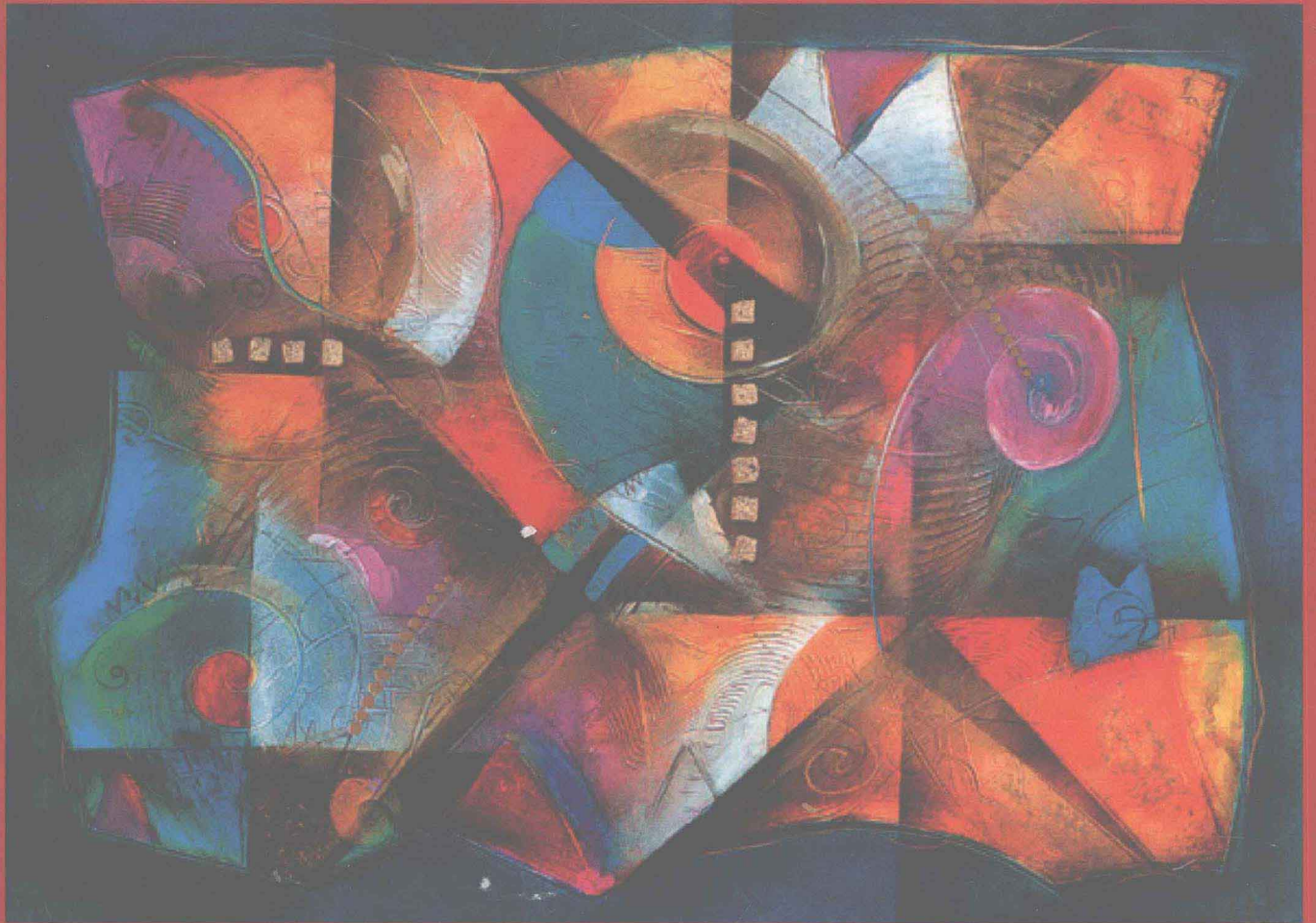
SIXTH



EDITION

SOCIOLOGY

A DOWN-TO-EARTH APPROACH



James M. Henstlin



Sociology

A DOWN-TO-EARTH APPROACH

SIXTH EDITION

James M. Henslin Southern Illinois University, Edwardsville



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To the Student from the Author

Welcome to sociology! I've loved sociology since I was in my teens, and I hope you enjoy it, too. Sociology is fascinating because it holds the key to so much understanding of social life.

If you like to watch people and try to figure out why they do what they do, you will like sociology. Sociology pries open the doors of society so you can see what goes on behind them. *Sociology: A Down-to-Earth Approach* stresses how profoundly our society and the groups to which we belong influence us. Social class, for example, sets us on a path in life. For some, the path leads to better health, more education, and higher income, but for others it leads to poverty, dropping out of school, and even a higher risk of illness and disease. These paths are so significant that they affect our chances of making it to our first birthday, as well as of getting in trouble with the police. They even influence how our marriage will work out, the number of children we will have—and whether or not we will read this book in the first place.

When I took my first course in sociology, I was “hooked.” Seeing how marvelously my life had been affected by these larger social influences opened my eyes to a new world, one that has been fascinating to explore. I hope that this will be your experience also.

From how people become homeless to how they become presidents, from why people commit suicide to why women are discriminated against in every society around the world—all are part of sociology. This breadth, in fact, is what makes sociology so intriguing. We can place the sociological lens on broad features of society, such as social class, gender, and race-ethnicity, and then immediately turn our focus on the small-scale level. If we look at two people interacting—whether quarreling or kissing—we see how these broad features of society are being played out in their lives.

We aren't born with instincts. Nor do we come into this world with preconceived notions of what life should

be like. At birth, we have no ideas of race-ethnicity, gender, age, or social class. We have no idea, for example, that people “ought” to act in certain ways because they are male or female. Yet we all learn such things as we grow up in our society. Uncovering the “hows” and the “whys” of this process is also part of sociology's fascination.

One of sociology's many pleasures is that as we study life in groups (which can be taken as a definition of sociology), whether those groups be in some far-off part of the world or in some nearby corner of our own society, we constantly gain insights into our own selves. As we see how *their* customs affect *them*, effects of our own society on us become more visible.

This book, then, can be part of an intellectual adventure, for it can lead you to a new way of looking at your social world—and in the process, help you to better understand both society and yourself.

I wish you the very best in college—and in your career afterward. It is my sincere hope that *Sociology: A Down-to-Earth Approach* will contribute to that success.



James M. Henslin, Professor Emeritus
Department of Sociology
Southern Illinois University, Edwardsville

P. S. I enjoy communicating with students, so feel free to comment on your experiences with this text. Because I travel a lot, it is best to reach me by e-mail: henslin@aol.com

Also, you may want to look at the Website for this text: www.ablongman.com/henslin6e

To the Instructor from the Author

Remember when you first got “hooked” on sociology, how the windows of perception opened as you began to see life-in-society through the sociological perspective? For most of us, this was an eye-opening experience. This text is designed to open those windows onto social life, so students can see clearly the vital effects of group membership on their lives. Although few students will get into what Peter Berger calls “the passion of sociology,” we at least can provide them the opportunity.

Sociology is like a huge jigsaw puzzle. Only very gradually do the intricate pieces start to fit together. As they do so, our perspective changes as we shift our eyes from the many small, disjointed pieces onto the whole that is being formed. Although this analogy is imperfect, it indicates a fascinating process of sociological discovery. Of all the endeavors we could have entered, we chose sociology because of the ways in which it joins together the “pieces” of society and the challenges it poses to “ordinary” thinking. To share the sociological perspective with students is our privilege.

As instructors of sociology, we have set formidable tasks for ourselves—to teach both social structure and social interaction, and to introduce students to the main sociological literature, to both the classic theorists and contemporary research. And we would like to accomplish this in ways that enliven the classroom, encourage critical thinking, and stimulate our students’ sociological imagination. Although formidable, these goals are attainable. This book, based on many years of frontline (classroom) experience, is designed to help you reach these goals. Its subtitle, *A Down-to-Earth Approach*, is not proposed lightly. My goal is to share the fascination of sociology with students, and thereby make your teaching more rewarding.

Over the years, I have found the introductory course especially enjoyable. It is singularly satisfying to see students’ faces light up as they begin to see how separate pieces of their world fit together. It is a pleasure to watch them gain insight into how their social experiences give shape to even their innermost desires. This is precisely what this text is designed to do—to stimulate your students’ sociological imagination so they can better perceive how the “pieces” of society fit together—and what this means for their own lives.

Filled with examples from around the world as well as from our own society, this text helps make today’s multicultural, global society come alive for the student. From the international elite carving up global markets to

the intimacy of friendship and marriage, the student can see how sociology is the key to explaining contemporary life—and his or her own place in it.

In short, this text is designed to make your teaching easier. There simply is no justification for students to have to wade through cumbersome approaches to sociology. I am firmly convinced that the introduction to sociology should be enjoyable, and that the introductory textbook can be an essential tool in sharing the discovery of sociology with students.



The Organization of this Text

The text is laid out in five parts. Part I focuses on the sociological perspective, which I introduce in the first chapter. We then look at how culture influences us in Chapter 2, examine socialization in Chapter 3, and compare macrosociology and microsociology in Chapter 4. In Chapter 5, we look at how sociologists do research. Placing research methods in the fifth chapter is not usual, but doing so allows students to first become immersed in the captivating findings of sociology—then, after whetting their interest, teaching them how sociologists gather their data. This works very well, but if you prefer the more traditional order, simply teach this chapter as the second chapter. No content will be affected.

Part II, which focuses on groups and social control, adds to the students’ understanding of how significantly social groups influence our lives. Chapter 6 opens this part with an overview of groups—from society, which encompasses us, to the smaller networks in which we are immersed. In this chapter, we also look at the fascinating area of group dynamics. In Chapter 7, we examine the impact of bureaucracy and formal organizations. Then in Chapter 8, we focus on how groups “keep us in line” and sanction those who violate their norms.

In Part III, we examine how social inequality pervades society and how those inequalities have an impact on our own lives. Because social stratification is so significant, I have written two chapters on this topic. The first (Chapter 9), with its global focus, presents an overview of the principles of stratification. The second (Chapter 10), with its emphasis on variations in social class, focuses on stratification in U.S. society. After

establishing this broader context, in Chapter 11 we examine gender, the most global of the social inequalities. Then in Chapter 12, we focus on inequalities of race and ethnicity, and in Chapter 13, those of age.

Part IV helps students become more aware of how social institutions encompass their lives. In Chapters 14 and 15, we look at how the economy and politics are our overarching social institutions. In Chapter 16, we examine the family, and in Chapter 17 we turn our focus on education. In Chapter 18, we look at the significance of religion, and, finally, in Chapter 19, that of medicine. Throughout, we look at how these social institutions are changing, and how their changes, in turn, influence our orientations and decisions.

With its focus on broad social change, Part V provides an appropriate conclusion for the book. Here we examine why our world is changing so rapidly, as well as catch a glimpse of what is yet to come. In Chapter 20, we analyze trends in population and urbanization, sweeping forces in our lives that ordinarily remain below our level of awareness. Our focus on collective behavior and social movements in Chapter 21, and social change and the environment in Chapter 22, takes us to the “cutting edge” of vital changes that engulf us all.

Themes and Features

Six central themes run throughout this text: globalization, cultural diversity, down-to-earth sociology, critical thinking, the new technology, and the growing influence of the mass media on our lives. Let's look at these six themes.

Globalization

The first theme, globalization, explores the impact of global issues. The new global economy, for example, which has intertwined the fates of nations, vitally affects our lives. The globalization of capitalism influences the kinds of skills and knowledge we need, types of work available to us, costs of the goods and services we consume, and even whether our country is at war or peace. In addition to the strong emphasis on global issues that runs throughout this text, I have written a separate chapter on global stratification. I have also featured global issues in the chapters on social institutions and the final chapters on social change: technology, population, urbanization, social movements, and the environment.

What occurs in Russia, Japan, and China, as well as in much smaller nations such as the various parts of the former Yugoslavia, has direct and far-reaching consequences

on our own lives. Consequently, in addition to the global focus that runs throughout the text, the second theme, Cultural Diversity, also has a strong global emphasis.

Cultural Diversity in the United States and Around the World

The second theme, cultural diversity, has two primary emphases. The first is cultural diversity around the world. Gaining an understanding of how social life is “done” in other parts of the world often challenges our taken-for-granted assumptions of social life. At times, learning about other cultures gives us an appreciation for the life of other peoples; at other times, we may be shocked at some aspect of another group's way of life (such as female circumcision) and come away with a renewed appreciation of our own customs.

To highlight this sub-theme, I have written a series of boxes called *Cultural Diversity Around the World*. The boxed features, here and throughout the text, are one of my favorite features of the book. They are especially valuable for introducing the provocative and controversial materials that make sociology such a lively activity. Among the boxed features that stress this sub-theme of cultural diversity around the world are the appearance of apology specialists for hire in Japan (Chapter 3), an examination of human sexuality in Mexico and Kenya (Chapter 8), selling brides in China (Chapter 11), female circumcision in Africa (Chapter 11), love and arranged marriage in India (Chapter 16), infanticide in China (Chapter 20), and the destruction of the rain forests and indigenous people in Brazil (Chapter 22).



The second emphasis is cultural diversity in the United States. In this sub-theme, we examine groups that make up the fascinating array of people who compose the United States. Among the boxes I have written with this sub-theme (*Cultural Diversity in the United States*), are the significance of language—Spanish and English in Miami, and the terms people choose for their own racial-ethnic self-identification (both in Chapter 2), the resistance of social change by the Amish (Chapter 4), how Tiger Woods represents a significant change in racial-ethnic identification (Chapter 12), discrimination against immigrants (Chapter 12), Islam as the new religious neighbor (Chapter 18), cultural confusion in the health care of Mexican immigrants (Chapter 19), our shifting racial-ethnic mix (Chapter 20), and the Million-Man March (Chapter 21).

Looking at cultural diversity—whether it be in the United States or in other regions of the world—often challenges our own orientations to life. To see that there are so many varieties of “doing” social life is to highlight the arbitrariness of our own customs—and our taken-for-granted ways of thinking. These contrasts help students develop their sociological imagination. They are better able to see connections among key sociological concepts such as culture, socialization, norms, race-ethnicity, gender, and social class. As your students’ sociological imagination grows, they can attain a new perspective on their own experiences—and a better understanding of the social structure of U.S. society.

■ Down-to-Earth Sociology

As many years of teaching have shown me, all too often textbooks are written to appeal to the adopters of texts rather than to the students who must learn from them. Thus, a central concern in writing this book has

been to present sociology in a way that not only facilitates understanding but also shares its excitement. During the course of writing other texts, I often have been told that my explanations and writing style are “down-to-earth,” or accessible and inviting to students—so much so that I have used this phrase as the book’s subtitle. The term is also featured in my introductory reader, *Down to Earth Sociology*, 11th edition (New York: Free Press, 2001).

This third theme is highlighted by a series of boxed features that explore sociological processes that underlie everyday life. In these *Down-to-Earth Sociology* boxes, we consider such topics as the relationship between heredity and environment (Chapter 3), improper and fraudulent social research (Chapter 5), how the United States is being “McDonaldized” (Chapter 7), whether or not money can buy happiness (Chapter 10), lifestyles of the super-rich (Chapter 10), voice and racial discrimination in the rental market (Chapter 12), the globalization of capitalism (Chapter 14), cohabitation (Chapter 16), home schooling (Chapter 17), how to be successful in college (Chapter 17), prayer and pregnancy (Chapter 18), why abused women don’t pack up and leave (Chapter 16), the gentrification of Harlem (Chapter 20), mass hysteria (21), and corporate welfare (Chapter 22).

This third theme is actually a hallmark of the text, as my goal is to make sociology “down to earth.” To help students grasp the fascination of sociology, I continuously stress sociology’s relevance to their lives. To reinforce this theme, I avoid unnecessary jargon and use concise explanations and clear and simple (but not reductive) language. I often use student-relevant examples to illustrate key concepts, and I have based several of the chapters’ opening vignettes on my own experiences in exploring social life. That this goal of sharing sociology’s fascination is being reached is evident from the many comments I receive from instructors and students alike that the text helps make sociology “come alive.”

Critical Thinking

The fourth theme, critical thinking, focuses on controversial social issues and engages students in examining the various sides of those issues. In these sections, titled *Thinking Critically*, I present objective, fair portrayals of positions, and do not take a side—although I occasionally play the “devil’s advocate” in the questions that close each of the topics. These sections can enliven your classroom with a vibrant exchange of ideas. Among the issues addressed are our tendency to conform to evil authority, as uncovered by the Milgram experiments (Chapter 6), bounties paid to kill homeless children in Brazil (Chapter 9), *maquiladoras* on the U.S.-Mexican border (Chapter 9), reparations for slavery (Chapter 12), a consideration of quality of life and our potential to increase our life span (Chapter 13), social class inequality





in the treatment of mental and physical illness (Chapter 19), and abortion as a social movement (Chapter 21).

Because these *Thinking Critically* sections are based on controversial social issues that either affect the student's own life or are something that he or she is vitally interested in, they stimulate critical thinking and lively class discussion. They also lend themselves especially well to debates and small-group discussion.

■ Sociology and the New Technology

The fifth theme, sociology and the new technology, investigates an aspect of social life that has come to be central to our existence. We welcome these new tools, for they help us to be more efficient at doing our tasks, from making a living to communicating with people on the other side of the globe. The significance of the new technology goes far beyond the tools and the ease and efficiency they bring to our tasks, however. The new technology also penetrates our being—it shapes our thinking, leading to changed ways of viewing life. We are in the midst of a social revolution that will leave few aspects of our lives untouched.

This theme is introduced in Chapter 2, where technology is defined and presented as a major aspect of culture. It is then discussed throughout the text. Examples include how technology is being used to control workers in order to produce the “maximum security” workplace (Chapter 7), the implications of technology for maintaining global stratification (Chapter 9), and how the consequences of technology differ by social class (Chapter 10). The final chapter (22), “Social Change and the Environment,” concludes the book with a focus on this theme.

To highlight this theme, I have written a series of boxes (*Sociology and the New Technology*), on how technology is changing society and affecting our lives.



Among these are the coming bionic competition in sports (Chapter 3), how virtual friendship is replacing some people's flesh-and-blood friends (Chapter 4), dilemmas of cloning (Chapter 6); electronic communities (Chapter 6), cyberslacking and cybersleuthing (Chapter 7), social inequality and the digital divide (Chapter 10), how technology is restructuring work (Chapter 14), the technology that underlies terrorism (Chapter 15), the genetic revolution and genetic privacy (Chapter 19), and unusual reproduction (Chapter 16).

■ The Mass Media and Social Life

In the sixth theme, we stress how the mass media affect our behavior and permeate our thinking. We consider how they even penetrate our consciousness to such a degree that they influence how we perceive our own



bodies. As your students consider this theme, they should begin to see the mass media in a different light, which should further stimulate their sociological imagination.

In addition to making this a recurring theme throughout the text, I have also written a series of boxed features called *Mass Media in Social Life* to make it more prominent for students. Among these are an analysis of why Native Americans like Western novels and movies even though Indians are usually portrayed as victims (Chapter 2), the influence of computer games on images of gender (Chapter 3), the worship of thinness—and how this affects our own body images (Chapter 4), the issue of censoring high-tech pornography (Chapter 8), slavery in today's world (Chapter 9), preaching hatred and online censorship (Chapter 12), stimulating greed to stimulate the economy (Chapter 14), and God on the Net (Chapter 18).

■ New Topics

Because sociology is about social life, as society changes the topics in an introductory text reflect those changes. Consequently, this edition contains numerous new topics. Among them are apology specialists (Chapter 2); genetic engineering (Chapter 3); the coming bioeconomy (Chapter 6); shaming (Chapter 8); voice recognition and racism in the rental market (Chapter 12); reparations for slavery (Chapter 12); terrorism and technology (Chapter 15); the decline in two-parent families (Chapter 16); how people's meanings of cohabitation affect its outcome (Chapter 16); the dilemma of abused women (Chapter 16); home schooling (Chapter 17); an experiment with prayer (Chapter 18); the practice of medicine in the coming bioeconomy (Chapter 19); the health care of Mexican immigrants (Chapter 19); racism in the development of fetal surgery (Chapter 19); the migration of African Americans to the South (Chapter 20); and mass hysteria (Chapter 21).

■ New Features

Experiencing Sociology In this new edition, I have included three special photo essays called *Experiencing Sociology*.

- **Terrorism:** 9–11, the stunning day that changed the United States. We will only realize its impact on society and our own lives as time goes on. A selection of photos in Chapter 15 picks up some of the highlights of this watershed event.
- **Colombia:** One of the most significant changes in the world is the global rush of poor, rural people to the cities of the Least Industrialized Nations. Some of these settlements are dangerous. I was fortunate to be escorted by an insider through a section of Medellín, Colombia, which you will see in Chapter 20.



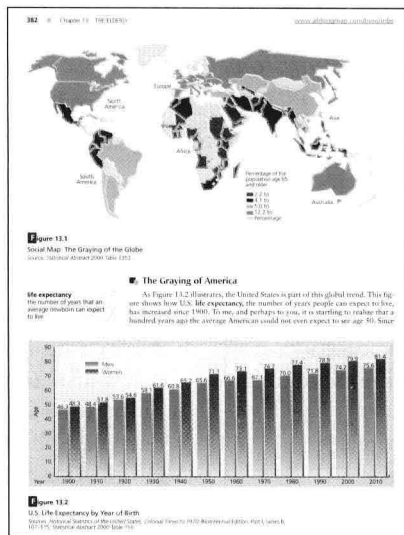
- **The Execution of Timothy McVeigh:** With such a great focus in the national news—amidst concerns about a riot and perhaps even an insurrection—I couldn't resist going to Bloomington, Indiana, where Timothy McVeigh was to be executed. Chapter 21 features my account of this media event, a study in collective behavior—"the riot that never was."

Using ContentSelect Each chapter ends with a listing of search terms that facilitate chapter-related online research. Students are able to use ContentSelect™, which gives them access to a huge online collection of professional journals.

■ Special Pedagogical Features

In addition to chapter summaries and reviews, key terms, and a comprehensive glossary, I have included several special features to aid students in learning sociology. *In Sum* sections help students review important points within the chapter before going on to new materials. I have also developed a series of **Social Maps**, which illustrate how social conditions vary by geography.

Chapter-opening vignettes feature down-to-earth illustrations of a major aspect of each chapter's content. Some of these are based on my own experiences. Several come from my research with the homeless, the time I spent with them on the streets and slept in their shelters (Chapters 1, 10, and 19). Others recount my travels in Africa (Chapters 2 and 11) and Mexico (Chapter 20). I also share my experiences when I spent a night with street people at DuPont Circle in Washington, D.C. (Chapter 4). For other vignettes, I use current and historical events



(Chapters 5, 7, 12, 17, 18, 21, and 22), classic studies in the social sciences (Chapters 3, 8, and 13), and even a scene from a novel (Chapter 15). Students have told me that they find the vignettes compelling, that they stimulate interest in the chapter.

On Sources and Terms Sociological data are found in an amazingly wide variety of sources, and this text reflects that variety. Cited throughout this text are standard journals such as the *American Journal of Sociology*, *Social Problems*, *American Sociological Review*, and *Journal of Marriage and the Family*, as well as more esoteric journals such as the *Bulletin of the History of Medicine*, *Chronobiology International*, and *Western Journal of Black Studies*. I have also drawn heavily from standard news sources, especially the *New York Times* and *Wall Street Journal*, as well as more unusual sources such as *El País*. In addition, I cite unpublished papers by sociologists.

Finally, a note on terms. Although still in use, the terms First World, Second World, and Third World are biased. Even though unintentional, to say First World inevitably connotes superiority of some sort—a sort of coming in first place, with other nations following in lesser, inferior positions. To substitute the terms Most Developed Countries, Less Developed Countries, and Least Developed Countries carries the same ethnocentric burden. These terms indicate that our economic state is superior: *We* are “developed,” but *they* are not. To overcome this problem, I use neutrally descriptive terms: the Most Industrialized Nations, the Industrializing Nations, and the Least Industrialized Nations. These terms do not carry an ethnocentric value burden, for they indicate only that a nation’s amount of industrialization is measurable and relative, without a connotation that industrialization is desirable.

■ Instructor’s Supplements

Instructor’s Manual

Mark Rubinfeld, Loyola University.

For each chapter in the text, the Instructor’s Manual provides an At-a-Glance grid that coordinates use of the other supplements, a chapter summary, learning objectives, a lecture outline, key terms and people (with page references), classroom discussion topics, and a list of key changes in this new edition. The manual also includes a section on how to incorporate the text’s website into your course.

Test Bank

Kenneth Mietus, Western Illinois University and Joseph Jacoby, Bowling Green State University.

This heavily revised and expanded test bank contains a multitude of questions in multiple choice, true-false, short answer, and essay formats. A new section contains in-depth questions designed for open-book testing.

Computerized Test Bank The printed Test Bank is also available on Windows or Macintosh CD-ROM through Allyn and Bacon’s computerized testing system, TestGen EQ. This fully networkable test generating software is available on a multi-platform CD-ROM. The user-friendly interface allows you to view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts. Search and sort features allow you to locate questions quickly and to arrange them in whatever order you prefer.

Allyn & Bacon Transparencies for Introductory Sociology Revised for this edition, this package includes more than 125 color acetates featuring illustrations from current Allyn & Bacon Sociology titles, including Henslin.

Companion Website with Online Practice Tests This website is available to all users of the Henslin Sixth Edition text. This site features practice tests, annotated Web resources, interactive maps, detailed interactivities on Census 2000, and a link to ContentSelect™, Allyn and Bacon’s online research database. In addition, you will find a Teaching Tool section that will help you to incorporate your Companion Website into your course. There is also a video guide section that contains synopses and sample assignments for hundreds of commercially available videos that contain sociological ideas and themes.

Online Course Management CourseCompass, powered by Blackboard and hosted nationally is Allyn and Bacon’s own course management system. CourseCompass

helps you manage most aspects of teaching the introductory course. It features pre-loaded content for Henslin Sixth Edition including the Test Bank and an ebook version of the text. A special CourseCompass edition of the text is also available, which includes margin notes and icons that support the accompanying CourseCompass cartridge (Your sales rep can give you additional information.) For colleges and universities with WebCT™ and Blackboard™ licenses, special course management packages are available in these formats as well.

Sociology Video Program If you want to use news footage and documentary-style programs to illustrate sociological themes, these videos are from *Nightline*, *World News Tonight*, and *20/20*. Each video comes with a user's guide. The themes of the first titles are poverty and stratification, race and ethnicity, and marriages, families, and intimate relationships. Other themes will be added.

Sociology Video Library Videos are available on every major topic in sociology. Some of the videos are from Films for the Humanities and Sciences and Annenberg/CBP.

The Blockbuster Approach: A Guide to Teaching Sociology with Video

By Casey Jordan, Western Connecticut State University

This electronic manual describes hundreds of commercially available videos that represent sociological ideas and themes. Included are samples of in-class discussions; homework assignments, and projects.

■ Presentation Solutions

Text-Specific PowerPoint

Lori Jowell of Tarrant County College

These PowerPoint presentations on CD-ROM, created for the 6th edition, feature lecture outlines for every chapter. PowerPoint software is not required, as a PowerPoint viewer is included on the CD.

The Sociology Digital Media Archive III Want more electronic presentations in your classroom? This CD-ROM contains hundreds of graphs, charts, and maps to supplement your lectures and illustrate key sociological concepts. It also includes 40 topical lectures with 20–50 PowerPoint slides each. If you have full multimedia capability, you can use the DMA's video segments and links to sociology Web sites.

Sociology PowerPoint Lectures

Prepared by Lori Jowell, Tarrant County Community College

Here is an overview of the topics:

The Sociological Perspective	The Family
Origins of Sociology	Aging and Late Adulthood
Sociological Theory	Abduction
Plastic Surgery	Child Molestation
Scientific Sociology	Handwriting and Dreams
Steps to Doing Research	Social Class and Homelessness
Culture	What is a Social Problem?
Social Experience	Alcohol As a Social Problem
Understanding Socialization	School Violence
Social Interactions	Sexual Deviance
Nonverbal Communication	Tattoos and Body Modification
Gestures	Domestic Violence
Label of Deviance	Teenagers
Crime	Music and Its Influence
Self Defense	AIDS
Violence, Murder, and Aggression	Poverty
Race and Ethnicity	Date Rape
Gender	Eating Disorders
Deluxe Barbie	The Color Code-
Presentation	Personality Testing
Service Learning	Terrorism

Telecourse Support Allyn and Bacon provides special assistance for instructors who use the video series from Dallas TeleLearning, *The Sociological Imagination*. They also correlate the questions in their standard test bank with the videos. To help instructors give tests based on the video programs, we also correlate every question in our standard Test Bank with the videos. These telecourse materials are included in the CourseCompass and Blackboard courses for Henslin Sixth Edition.

■ Student Supplements

Study Guide Plus

Gwendolyn E. Nyden, Oakton Community College

This manual provides learning objectives, key terms, self-tests, and glossaries. A separate section on Successful Study Strategies is also included.

Practice Tests with PowerPoint Lecture Outlines

Sharon LeBlond, Cincinnati State Technical and Community College

The practice tests in this manual help students prepare for quizzes and exams. Answers are included at the end of the manual. For this edition we have added lecture outlines that follow the PowerPoint presentation available to instructors. Students may find the outlines useful as they take notes during your lectures.

Study Guide for Speakers of Spanish

This study guide is designed to help native Spanish speakers who are taking a course in English. It includes Spanish translations of chapter summaries and definitions of key terms.

Companion Website with Online Practice Tests

This website features practice texts, annotated Web resources, interactive maps, activities, a detailed section on Census 2000, and a link to the research database ContentSelect. This site features a ContentSelect activity section with key search terms and recommended articles.

ContentSelect Research Database for Sociology (Access Code Required)

(<http://www.ablongman.com/contentselect>)

Free for your students is this research database. Searchable by keyword, it gives your students access to hundreds of scholarly journals and popular publications. An assigned ISBN is required.

■ Additional Supplements**Sociology iSearch Guide**

This free reference guide includes tips, resources, activities, and URLs to help students. The first part introduces students to the basics of the Internet and the World Wide Web. Part two includes over thirty Net activities that tie into the content of the text. Part three lists hundreds of WWW resources for sociologists. The guide also includes information on how to correctly cite research, and a guide to building an online glossary.

Building Bridges: The Allyn & Bacon Guide to Service Learning

Doris Hammer

This manual offers practical advice for students who must complete a service-learning project as part of their required course work.

Careers in Sociology, 2e

W. Richard Stephens, Eastern Nazarene College

This supplement explains how sociology can help students prepare for careers in such fields as law, gerontology, social work, business, and computers. It also examines how sociologists entered the field.

Doing Sociology with Student CHIP: Data Happy!, 3e

By Gregg Lee Carter, Bryant College

This workbook with CHIP software is designed for classes with an empirical orientation. The computer exercises allow students to explore sociological issues using real data.

Acknowledgments

The gratifying response to earlier editions indicates that my efforts at making sociology down to earth have succeeded. The years that have gone into writing this text are a culmination of the many more years that preceded its writing—from graduate school to that equally demanding endeavor known as classroom teaching. No text, of course, comes solely from its author. Although I am responsible for the final words on the printed page, I have received excellent feedback from instructors who used the first five editions. I am especially grateful to

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Since this text is based on the contributions of many, I would count it a privilege if you would share your teaching experiences with this book, including any suggestions for improving the text. Both positive and negative comments are welcome. It is in this way that I learn.

I wish you the very best in your teaching. It is my sincere desire that *Sociology: A Down-to-Earth Approach* contributes to that success.

A handwritten signature in cursive script that reads "Jim Henslin".

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About the Author

James M. Henslin, who was born in Minnesota, graduated from high school and junior college in California and from college in Indiana. Awarded scholarships, he earned his Master's and doctorate degrees in sociology at Washington University in St. Louis, Missouri. After this, he was awarded a postdoctoral fellowship from the National Institute of Mental Health, and spent a year studying how people adjust to the suicide of a family member. His primary interests in sociology are the sociology of everyday life, deviance, and international relations. Among his more than a dozen books is *Down to Earth Sociology: Introductory Readings* (Free Press), now in its eleventh edition. This book of readings reflects some of these sociological interests. He has also published widely in sociology journals, including *Social Problems* and *American Journal of Sociology*.

While a graduate student, James Henslin taught at the University of Missouri at St. Louis. After completing his doctorate, he joined the faculty at Southern Illinois University, Edwardsville, where he is Professor Emeritus of Sociology. He says, "I've always found the introductory course enjoyable to teach. I love to see students' faces light up when they first glimpse the sociological perspective and begin to see how society has become an essential part of how they view the world."

Henslin enjoys spending time with his wife, reading, and fishing. His two favorite activities are writing and traveling. He especially enjoys living in other cultures, for this brings him face to face with behaviors and ways of thinking that he cannot take for granted, experiences that "make sociological principles come alive."



Phoebe Beasley, *Second Circle Dance*, 1987

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