

DIANA KENDALL

Sociology

IN OUR TIMES



SIXTH EDITION

Sociology in Our Times

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Diana Kendall

Baylor University

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Sociology in Our Times, Sixth Edition
Diana Kendall

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P R E F A C E

Welcome to the sixth edition of *Sociology in Our Times*! The twenty-first century offers unprecedented challenges and opportunities for each of us as individuals and for our larger society and world. In the United States, we can no longer take for granted the peace and economic prosperity that many—but far from all—people were able to enjoy in previous decades. However, even as some things change, others remain the same, and among the things that have not changed are the significance of education and the profound importance of understanding how and why people act the way they do. It is also important to analyze how societies grapple with issues such as economic hardship and the threat of terrorist attacks and war, and to gain a better understanding of why many of us seek stability in our social institutions—including family, religion, education, government, and media—even if we believe that some of these institutions might benefit from certain changes.

Like previous editions of this widely read text, the sixth edition of *Sociology in Our Times* is a cutting-edge book that highlights the relevance of sociology. It does this in at least two ways: (1) by including a diverse array of classical and contemporary theory, interesting and relevant research, and lived experiences that accurately mirror the diversity in society itself, and (2) by showing students that sociology involves important questions and issues that they confront both personally and vicariously (for example, through the media). This text speaks to a wide variety of students and captures their interest by taking into account their concerns and perspectives. The research used in this text includes the best work of classical and established contemporary sociologists—including many white women and people of color—and it weaves an inclusive treatment of *all* people into the examination of sociology in *all* chapters. Through the use of the latest theorizing and research, *Sociology in Our Times* not only provides students with the most relevant information about sociological thinking but also helps them consider the signifi-

cance of the interlocking nature of class, race, and gender in all aspects of social life.

I would encourage you to read a chapter in the book and judge for yourself the writing style, which I have sought to make both accessible and engaging for students and instructors. Concepts and theories are presented in a straightforward and understandable way, and the wealth of concrete examples and lived experiences woven throughout the chapters makes the relevance of sociological theory and research abundantly clear to students.

INNOVATIONS IN AND ORGANIZATION OF THE TEXT

Sociology in Our Times, sixth edition, contains twenty carefully written, well-organized chapters to introduce students to the best of sociological thinking. The length of the text makes full coverage of the book possible in the time typically allocated to the introductory course. As a result, students are not purchasing a book that contains numerous chapters which the instructor may not have the time or desire to cover.

The sixth edition builds on the best from previous editions while providing students with new insights and learning tools. New to this edition are **Media Framing** boxes, which have been added to many of the chapters to demonstrate the process by which information and entertainment are packaged by the mass media (newspapers, magazines, radio and television networks and stations, and the Internet) before being presented to an audience. This box helps students understand how the manner in which information is packaged by the media affects the opinions of the audience about that information. Also new to this edition is the integration of **SociologyNow™** throughout the text. In addition to the helpful diagnostic and assessment features and the customized

study plans that enable students to pinpoint and master areas on which they especially need to focus as they review, SociologyNow also provides students with a number of interactive exercises and activities designed to help them review the concepts covered in each chapter. Throughout the chapters, students will find references to these exercises and activities that enable them to go directly to SociologyNow if they want immediate help in understanding a concept about which they are reading. (For more details on SociologyNow, please see the foldout at the beginning of the book.) Such exciting new features as these make the sixth edition an even more engaging and effective counterpart to class lectures.

In the sixth edition of *Sociology in Our Times*, all chapters have been revised to reflect the latest in sociological theory and research. All statistics, such as data relating to suicide, crime, population composition, health, and poverty, are the latest available at the time of this writing. It is my goal to make each edition better than the previous one and to offer students and instructors an analysis of how the content of each chapter can be applied to relevant sociological issues and major concerns of the twenty-first century.

Some of the updates and additions to the various chapters are recounted in the following paragraphs along with a description of each of the five parts and twenty chapters that make up *Sociology in Our Times*.

Part 1 establishes the foundation for studying society and social life. **Chapter 1** introduces students to the sociological imagination and traces the development of sociological thinking. The chapter sets forth the major theoretical perspectives used by sociologists in analyzing compelling social issues such as the problem of credit card abuse and hyperconsumerism among college students and others. The chapter contains a new Sociology and Social Policy box (“Online Shopping and Your Privacy”) that shows students how sociology can make us more aware of key social policy issues that affect our everyday life.

Chapter 2 focuses on sociological research methods and shows students how sociologists conduct research. This chapter provides a thorough description of both quantitative and qualitative methods of sociological research, and shows how these approaches have been used from the era of Emile Durkheim to the present to study social concerns such as suicide. It has a new opening lived experience in which a journalist explains how saddened he was by the suicide of a person he knew, leading into the text’s discussion of how sociological theories and research can help us understand topics such as the seemingly individualistic act

of taking one’s own life. The chapter contains a new Framing Research in the Media box (“Fast Term Papers, No Strings Attached?”) that discusses how the Internet has brought with it new ideas and new norms for behavior but warns students about the dangers of copying someone else’s work and pretending that it is their own.

In **Chapter 3**, culture is spotlighted as either a stabilizing force or a force that can generate discord, conflict, and even violence in societies. Cultural diversity is discussed as a contemporary issue, and unique coverage is given to popular culture and leisure and to divergent perspectives on popular culture. The chapter includes a new Framing Culture in the Media box (“Is It Entertainment, or Is It Advertising?”) to demonstrate to students how entertainment and advertising are often meshed together in such a way that it may be difficult to determine when a television program’s content ends and the ads begin.

Chapter 4 looks at the positive and negative aspects of socialization and presents an innovative analysis of gender and racial–ethnic socialization and issues associated with recent immigration. The opening lived experience—in which actress Drew Barrymore recounts her first encounter with her father—has been updated to include her feelings after his recent death. A new Sociology and Social Policy box (“Who Should Pay for Child Care?”) discusses the issues involved in formulating a national policy regarding the funding of child care.

Part 2 examines social groups and social control. **Chapter 5** applies the sociological imagination to an examination of society, social structure, and social interaction, using homelessness as a sustained example of the dynamic interplay of structure and interaction in society. A new Framing Homelessness in the Media box shows how the manner in which homeless people are depicted in the media influences our thinking about issues such as poverty and homelessness. Unique to this chapter are discussions of the sociology of emotions and of personal space as viewed through the lenses of race, class, gender, and age.

Chapter 6 analyzes groups and organizations, including innovative forms of social organization and ways in which organizational structures may differentially affect people based on race, class, gender, and age. A new Framing Community in the Media box discusses how Internet service providers and others often encourage us to believe that we become part of a true community of like-minded people when we participate in chat rooms and similar activities. **Chapter 7** examines how deviance and crime emerge in

societies, using diverse theoretical approaches to describe the nature of deviance, crime, and the criminal justice system. Key issues are dramatized for students through an analysis of recent research on peer cliques and gangs. A new Sociology in Global Perspective box discusses the worldwide reach of Russian organized crime.

Part 3 focuses on social differences and social inequality, looking at issues of class, race/ethnicity, sex/gender, and age discrimination. In response to the wishes of many instructors, the order of the first two chapters in this part of the text has been reversed. **Chapter 8** focuses on class and stratification in the United States, analyzing the causes and consequences of inequality and poverty, including a discussion of the ideology and accessibility of the American Dream. A new Media Framing box discusses how social class is depicted on television and the effect this has on our perceptions of stratification. **Chapter 9** addresses the issue of global stratification and examines differences in wealth and poverty in rich and poor nations around the world. Explanations for these differences are discussed. A new Sociology and Social Policy box asks if we in the United States should do something about child labor in other nations.

The focus of **Chapter 10** is race and ethnicity, which includes an illustration of the historical relationship (or lack of it) between sports and upward mobility by persons from diverse racial-ethnic groups. A thorough analysis of prejudice, discrimination, theoretical perspectives, and the experiences of diverse racial and ethnic groups is presented, along with global racial and ethnic issues. A new Media Framing box discusses whether or not multiracial scenes in television advertising reflect the realities of social life in the United States.

Chapter 11 examines sex and gender, with special emphasis on gender stratification in historical perspective. Linkages between gender socialization and contemporary gender inequality are described and illustrated by lived experiences and perspectives on body image. A new Framing Gender in the Media box discusses plastic surgery for teenagers. **Chapter 12** provides a cutting-edge analysis of aging, including theoretical perspectives and inequalities experienced by people across the life course. A new Media Framing box examines how the elderly are depicted on television and in the news.

Part 4 offers a systematic discussion of social institutions, making students more aware of the importance of social institutions and showing how a problem in one often has a significant influence on

others. The economy and work are explored in **Chapter 13**, including the different types of global economic systems, the social organization of work in the United States, unemployment, and worker resistance and activism. A new Sociology and Social Policy box asks if globalization changes the nature of social policy in this country and around the world. **Chapter 14** discusses the intertwining nature of politics, government, and the media. The opening example is new: how “story packages” about news topics are paid for by the government in order to place a “spin” on a particular topic. Political systems are examined in global perspective, and politics and government in the United States are analyzed with attention to governmental bureaucracy and the military-industrial complex. New to this chapter are the Framing Politics in the Media (“Hero Framing and the Selling of an Agenda”) and You Can Make a Difference (“Keeping an Eye on the Media”) boxes.

Chapter 15 focuses on families in global perspective and on the diversity found in U.S. families today. A new Sociology and Social Policy box examines the issue of “Should the U.S. Constitution Be Amended to Define ‘Marriage?’” **Chapter 16** investigates education in the United States and contrasts it with systems of education in other nations. In the process, the chapter highlights issues of race, class, and gender inequalities in current U.S. education. A new Media Framing box reflects on how movies and television shows almost make you believe that the students run the high schools they attend, while a new You Can Make a Difference box encourages students to consider reaching out to younger people by becoming volunteer tutors.

In **Chapter 17**, religion is examined in global perspective, including a survey of world religions and an analysis of how religious beliefs affect other aspects of social life. Current trends in U.S. religion are also explored, including various sociological explanations of why people look to religion to find purpose and meaning in life. A new Framing Religion in the Media box examines how the media shape our perceptions about the relationship between science and religion.

Chapter 18 analyzes health, health care, and disability in both U.S. and global perspectives. Among the topics included are social epidemiology, lifestyle factors influencing health and illness, health care organization in the United States and other nations, the social implications of advanced medical technology, and holistic and alternative medicine. This chapter is unique in that it contains a thorough discussion of the sociological perspectives on disability and of

social inequalities based on disability. A new Media Framing box examines how the media sometimes turn end-of-life issues and death into a television spectacle.

Part 5 surveys social dynamics and social change. **Chapter 19** examines population and urbanization, looking at demography, global population change, and the process and consequences of urbanization. Special attention is given to race- and class-based segregation in urban areas and the crisis in health care in central cities. A new box examines how media framing of stories about immigration influences our views on immigration policy. **Chapter 20** concludes the text with an innovative analysis of collective behavior, social movements, and social change. Environmental activism is used as a sustained example to help students grasp the importance of collective behavior and social movements in producing social change.

DISTINCTIVE FEATURES

The following special features are specifically designed to reflect the themes of relevance and diversity in *Sociology in Our Times*, as well as to support students' learning.

Interesting and Engaging Lived Experiences Throughout the Chapters

Authentic first-person accounts are used as opening vignettes and throughout each chapter to create interest and give concrete meaning to the topics being discussed. Lived experiences provide opportunities for students to examine social life beyond their own experiences and for instructors to systematically incorporate into lectures and discussions an array of interesting and relevant topics demonstrating to students the value of applying sociology to their everyday lives. Some examples of the lived experiences include the following:

- Annalee Newitz, describing her first experience using a credit card, which occurred when she was a University of California–Berkeley graduate student (Chapter 1, “The Sociological Perspective”)
- George Pataki, New York governor, discussing his first trip to the World Trade Center disaster site following the 2001 terrorist attacks (Chapter 6, “Groups and Organizations”)

- Drs. Sampson Davis, George Jenkins, and Rameck Hunt, describing their path from the streets of Newark to being named among the forty most influential African Americans by *Essence* magazine and thus, in the eyes of many people, achieving the *American Dream* (Chapter 8, “Class and Stratification in the United States”)
- John Cronin and Robert F. Kennedy, Jr., environmental activists, describing their work to save the Hudson River from environmental degradation (Chapter 20, “Collective Behavior, Social Movements, and Social Change”)

Focus on the Relationship Between Sociology and Everyday Life

Each chapter has a brief quiz that relates the sociological perspective to the pressing social issues presented in the opening vignette. (Answers are provided on a subsequent page.) Topics such as these will pique students' interest:

- “How Much Do You Know About Homeless Persons?” (Chapter 5, “Society, Social Structure, and Interaction”)
- “How Much Do You Know About Privacy in Groups and Organizations?” (Chapter 6, “Groups and Organizations”)
- “How Much Do You Know About Body Image and Gender?” (Chapter 11, “Sex and Gender”)
- “How Much Do You Know About Collective Behavior and Environmental Issues?” (Chapter 20, “Collective Behavior, Social Movements, and Social Change”)

Emphasis on the Importance of a Global Perspective

Sociology in Our Times analyzes our interconnected world and reveals how the sociological imagination extends beyond national borders. Global implications of all topics are examined throughout each chapter and in the Sociology in Global Perspective box found in many chapters. Here are a few examples:

- “Stay-at-Home Dads: Socialization for Kids and Resocialization for Parents” (Chapter 4, “Socialization”)
- “The Global Reach of Russian Organized Crime” (Chapter 7, “Deviance and Crime”)
- “Oppression, Resistance, and the Women of Afghanistan” (Chapter 11, “Sex and Gender”)

- “The European Union: Transcending National Borders and Governments” (Chapter 14, “Politics and Government in Global Perspective”)

Focusing on Media Framing

A significant benefit of a sociology course is encouraging critical thinking about pressing social issues such as how the media “package” news and entertainment and what effect this framing has on our perception of social relations. Here are some of the Media Framing boxes that will foster critical-thinking skills:

- “Framing Culture in the Media: Is It Entertainment, or Is It Advertising?” (Chapter 3, “Culture”)
- “Framing Homelessness in the Media: Thematic and Episodic Framing” (Chapter 5, “Society, Social Structure, and Interaction”)
- “Framing Class in the Media: Television’s New Look at Family Life” (Chapter 8, “Class and Stratification in the United States”)
- “Framing Aging in the Media: ‘Old But Human All the Same’” (Chapter 12, “Aging and Inequality Based on Age”)

Applying the Sociological Imagination to Social Policy

The Sociology and Social Policy boxes in selected chapters help students understand the connection between sociology and social policy issues in society. Here are some of the topics in these interesting and informative boxes:

- “Online Shopping and Your Privacy” (Chapter 1, “The Sociological Perspective”)
- “Who Should Pay for Child Care?” (Chapter 4, “Socialization”)
- “Should the U.S. Constitution Be Amended to Define ‘Marriage’?” (Chapter 15, “Families and Intimate Relationships”)

“You Can Make a Difference” Helps Get Students Involved in Each Chapter

The You Can Make a Difference boxes look at ways in which students can address, on a personal level, issues raised by the chapter theme. For example:


- “One Person’s Trash May Be Another Person’s Treasure: Recycling for Good Causes” (Chapter 5)

ter 5) makes students aware of programs—some of which may be located on a college campus—that gather discarded items to benefit local charities.

- “Creating Small Communities of Our Own Within Large Organizations” (Chapter 6) passes on ideas for building microcommunities of informal friendships and small groups within larger organizations.
- “Reaching Out to Youth: College Student Tutors” (Chapter 16) discusses how college students can help younger people be better students.

UNPARALLELED STUDY AIDS

Sociology in Our Times includes a number of pedagogical aids to promote students’ mastery of sociological perspectives:

- **Chapter Outlines.** A concise outline at the beginning of each chapter gives students an overview of major topics and a convenient aid for review.
- **Questions and Issues.** After the opening lived experience in each chapter, a series of introductory questions invites students to think about the major topics discussed in the chapter. *Sociology in Our Times* also features a “Chapter Focus Question” that links the chapter topic to the compelling social theme analyzed in the chapter.
- **Sociology  Now™** This icon appears throughout each chapter to remind students to take advantage of SociologyNow, a helpful study and review tool. (For more details on SociologyNow, please see the foldout at the beginning of the book.)
- **Writing in Sociology.** This feature asks a critical-thinking essay question at the end of one of the boxes in each chapter. It provides students with the opportunity to examine the topic addressed in the box in more detail and to develop their personal writing and critical-thinking skills as they formulate and organize a coherent response.
- **Concept Tables.** These tables categorize and contrast the major theories on the specific topics presented in a chapter.
- **Census Profiles.** This feature highlights relevant data from the U.S. Census Bureau, providing students with further insight into the United States.

- **Key Terms.** Major concepts and key terms are concisely defined and highlighted in bold print within the text flow to avoid disrupting students' reading. For further reinforcement, the concepts and terms are also listed at the end of the chapter with page references and in the glossary at the back of the text.
- **End-of-Chapter Summaries in Question-and-Answer Format.** Chapter summaries provide a built-in review for students by re-examining material covered in the chapter in an easy-to-read question-and-answer format to review, highlight, and reinforce the most important concepts and issues discussed in each chapter.
- **Questions for Critical Thinking.** Each chapter concludes with "Questions for Critical Thinking" to encourage students to reflect on important issues, to develop their own critical-thinking skills, and to highlight how ideas presented in one chapter often build on those developed previously.

SUPPLEMENTS

Sociology in Our Times, sixth edition, is accompanied by a wide array of supplements prepared to create the best learning environment inside as well as outside the classroom for both the instructor and the student. All the continuing supplements for *Sociology in Our Times*, sixth edition, have been thoroughly revised and updated, and several are new to this edition. I invite you to take full advantage of the teaching and learning tools available to you.

Supplements for the Instructor

Instructor's Resource Manual. This supplement offers the instructor chapter focus questions, "What's New to the Sixth Edition," brief chapter outlines, questions and issues, chapter summaries, chapter review questions, key terms, student learning objectives, detailed chapter lecture outlines, Writing in Sociology exercises, questions for critical thinking, lecture ideas, questions for discussion, student activities, active learning, Internet activities, video suggestions, InfoTrac® College Edition exercises, additional resources for instructors, and creative lecture and teaching suggestions. Also included is a Resource Integration Guide (RIG); a list of additional print, video, and online resources; and concise user guides for SociologyNow, InfoTrac College Edition, Turnitin,™ and WebTutor.™

Test Bank. This test bank consists of 75–100 multiple-choice questions and 20–25 true–false questions for each chapter of the text, all with answer explanations and page references to the text. Each multiple-choice item has the question type (factual, applied, or conceptual) indicated. Also included are 5–10 short-answer and 3–5 essay questions for each chapter. All questions are labeled as new, modified, or pickup so instructors know if the question is new to this edition of the test bank, modified but picked up from the previous edition of the test bank, or picked up straight from the previous edition of the test bank.

ExamView® Computerized Testing for Macintosh and Windows. Create, deliver, and customize printed and online tests and study guides in minutes with this easy-to-use assessment and tutorial system. ExamView includes a Quick Test Wizard and an Online Test Wizard to guide instructors step-by-step through the process of creating tests. The test appears on screen exactly as it will print or display online. Using ExamView's complete word processing capabilities, instructors can enter an unlimited number of new questions or edit the questions included with ExamView.

Extension: Wadsworth's Sociology Reader Database. Create a customized reader for your sociology class by drawing from dozens of classic and contemporary articles found on the exclusive Thomson Wadsworth TextChoice database. Using the TextChoice Web site (<http://www.TextChoice.com>), you can preview articles, select your content, and add your own original material. TextChoice will then produce your materials as a printed supplementary reader for your class.

Classroom Presentation Tools for the Instructor

JoinIn™ on TurningPoint.™ Transform your lecture into an interactive student experience with JoinIn. Combined with your choice of keypad systems, JoinIn turns your Microsoft® PowerPoint® application into audience-response software. With a click on a hand-held device, students can respond to multiple-choice questions, short polls, interactive exercises, and peer-review questions. You can also take attendance, check student comprehension of concepts, collect student demographics to better assess student needs, and even administer quizzes. In addition, there are interactive text-specific slide sets that you can modify and merge with your own PowerPoint lecture slides. This tool is available to quali-

fied adopters at <http://turningpoint.thomsonlearningconnections.com>.

Multimedia Manager Instructor Resource CD: A 2006 Microsoft® PowerPoint® Link Tool. With this one-stop digital library and presentation tool, instructors can assemble, edit, and present custom lectures with ease. The Multimedia Manager contains figures, tables, graphs, and maps from this text; pre-assembled Microsoft PowerPoint lecture slides; video clips from DALLAS TeleLearning; ShowCase presentational software; tips for teaching; the instructor's manual; and more.

Introduction to Sociology 2006 Transparency Masters. A set of black-and-white transparency masters consisting of tables and figures from Wadsworth's introductory sociology texts is available to help prepare lecture presentations. Free to qualified adopters.

Videos. Adopters of *Sociology in Our Times*, sixth edition, have several different video options available with the text. Please consult your Thomson Learning sales representative to determine if you are a qualified adopter for a particular video.

Wadsworth's Lecture Launchers for Introductory Sociology. An exclusive offering jointly created by Thomson Wadsworth and DALLAS TeleLearning, this video contains a collection of video highlights taken from the *Exploring Society: An Introduction to Sociology Telecourse* (formerly *The Sociological Imagination*). Each 3–6-minute video segment has been specially chosen to enhance and enliven class lectures and discussions of 20 key topics covered in the introduction to sociology course. Accompanying the video is a brief written description of each clip, along with suggested discussion questions to help effectively incorporate the material into the classroom. Available on VHS or DVD.

Sociology: Core Concepts Video. Another exclusive offering jointly created by Thomson Wadsworth and DALLAS TeleLearning, this video contains a collection of video highlights taken from the *Exploring Society: An Introduction to Sociology Telecourse* (formerly *The Sociological Imagination*). Each 15–20-minute video segment will enhance student learning of the essential concepts in the introductory course and can be used to initiate class lectures, discussion, and review. The video covers topics such as the sociological imagination, stratification, race and

ethnic relations, social change, and more. Available on VHS or DVD.

CNN® Today Sociology Video Series, Volumes V–VII. Illustrate the relevance of sociology to everyday life with this exclusive series of videos for the introduction to sociology course. Jointly created by Wadsworth and CNN, each video consists of approximately 45 minutes of footage originally broadcast on CNN and specifically selected to illustrate important sociological concepts.

Wadsworth Sociology Video Library. Bring sociological concepts to life with videos from Wadsworth's Sociology Video Library, which includes thought-provoking offerings from Films for Humanities as well as from other excellent educational video sources. This extensive collection illustrates important sociological concepts covered in many sociology courses.

Supplements for the Student

SociologyNow. This book works hand in hand with SociologyNow, a student Web site and instructor course management system that greatly improves students' chances at success. SociologyNow allows students to create a personalized study plan for each chapter of the text. This tutorially driven Web site is firmly grounded in sociology and enables students to complete a pretest to determine how well they know the chapter material, receive a personalized study plan based on their answers to the pretest, easily review chapter content via their study plan, conduct online research, as well as do such things as think critically about sociological statistics, watch well-known sociologists as they discuss important topics and concepts, complete learning modules that explain key concepts, and take a posttest to see how their score has improved. As they work through the text, students will see icons that direct them to SociologyNow.

Study Guide with Practice Tests. This student study tool contains brief chapter outlines, chapter summaries, student learning objectives, a list of key terms and key people with page references to the text, detailed chapter outlines, "Analyzing and Understanding the Boxes," study activities, learning objectives, practice tests consisting of 25–30 multiple-choice questions, 10–15 true–false questions, 5 essay questions ("Sociology in Our Times: Diversity

Issues”), InfoTrac College Edition readings and exercises, Internet exercises, and student class projects and activities. All multiple-choice and true–false questions include answer explanations and page references to the text.

Internet-Based Supplements

InfoTrac College Edition with InfoMarks.™

Available as a free option with newly purchased texts, InfoTrac College Edition gives instructors and students four months of free access to an extensive online database of reliable, full-length articles (not just abstracts) from thousands of scholarly and popular publications going back as much as 22 years. Among the journals available 24/7 are *American Journal of Sociology*, *Social Forces*, *Social Research*, and *Sociology*. InfoTrac College Edition now also comes with InfoMarks, a tool that allows you to save your search parameters as well as save links to specific articles (available to North American college and university students only—journals are subject to change).

WebTutor™ Advantage on WebCT and Blackboard.

This Web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. Students gain access to a full array of study tools, including chapter outlines, chapter-specific quizzing material, interactive games and maps, and videos. With WebTutor Advantage, instructors can provide virtual office hours, post syllabi, track student progress with the quizzing material, and even customize the content to suit their needs.

Wadsworth's Sociology Home Page at <http://sociology.wadsworth.com>.

Combine this text with the exciting range of Web resources on Wadsworth's Sociology Home Page, and you will have truly integrated technology into your learning system. Wadsworth's Sociology Home Page provides instructors and students with a wealth of *free* information and resources, such as *Sociology in Action*, *Census 2000: A Student Guide for Sociology*, *Research Online*, a Sociology timeline, a Spanish glossary of key sociological terms and concepts, and more.

Turnitin™ Online Originality Checker. This online “originality checker” is a simple solution for professors who want to use a strong deterrent against plagiarism and to make sure that their students are employing proper research techniques. Students

upload their papers to their professor's personalized Web site, and within seconds, the paper is checked against three databases—a constantly updated archive of over 4.5 billion Web pages; a collection of millions of published works, including a number of Thomson Higher Education texts; and the millions of student papers already submitted to Turnitin. For each paper submitted, the professor receives a customized report that documents any text matches found in Turnitin's databases. At a glance, the professor can see if the student has used proper research and citation skills or if he or she has simply copied the material from a source and pasted it into the paper without giving credit where credit was due. Our exclusive deal with iParadigms, the producers of Turnitin, gives instructors the ability to package Turnitin with *Sociology in Our Times*, sixth edition. Please consult your Thomson Learning sales representative to find out more!

Companion Web Site for *Sociology in Our Times*, Sixth Edition

(<http://sociology.wadsworth.com/kendall6e>). The book's companion site includes chapter-specific resources for instructors and students. For instructors, the site offers a password-protected instructor's manual, PowerPoint presentation slides, and more. For students, there is a multitude of text-specific study aids, including the following:

- Tutorial practice quizzes that can be scored and e-mailed to the instructor
- Web links
- InfoTrac College Edition exercises
- Flash cards
- MicroCase Online data exercises
- Crossword puzzles
- Virtual Explorations
- And much more!

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I invite you to send your comments and suggestions about this book to me in care of:

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