

James M. Henslin



Sociology

A Down-to-Earth Approach

Fourth Edition



Sociology:
A Down-to-Earth Approach

F O U R T H E D I T I O N



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Southern Illinois University, Edwardsville

Allyn and Bacon

Boston London Toronto Sydney Tokyo Singapore

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Allyn and Bacon
A Viacom Company
Needham Heights, Massachusetts 02194

Internet: www.abacon.com

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Library of Congress Cataloging-in-Publication Data

Henslin, James M.

Sociology : a down-to-earth approach / James M. Henslin. — 4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-205-28653-4

1. Sociology. I. Title.

HM51.H398 1999

301—dc21

96-17397

CIP

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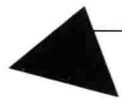
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Printed in the United States of America

10 9 8 7 6 5 6 5 4 3 2 VHP 02 01 00 99 98



To the Student from the Author

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.

In this venture into sociology, you will see especially how social class sets us on different paths in life, and how in one direction these paths lead to better health, more education, higher income, even better marriages—and in the other to more illness and disease, higher school dropout rates, lower income, and greater chances of having a failed marriage. These paths even affect your chances of making it to your first birthday, as well as of getting in trouble with the police—and of reading 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 group 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 women are treated as second-class citizens around the world to why people commit suicide—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, and then immediately turn our focus to the small-scale aspects of everyday life. 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. We don’t come into this world with preconceived notions of what life should be like. At birth, we have no ideas of race, gender, age, social class, of how people “ought” to be. Yet we all learn such things as part of growing 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 (an apt definition of sociology), whether those groups be in some far-off part of the world (if there still are far-off places) or in some nearby corner of our own society, we constantly gain insights into our own selves. As we see how other people’s customs influence their lives, the effects of our own society on ourselves become more visible.

You can look forward to reading this book, then, for it can be the path to a new way of looking at the social world—and in the process, it can help you to better understand both society and yourself.

I would count it a privilege if you would share with me your experiences with this book. If there are sections of this text that you especially enjoy, or that you wish to comment on for whatever reason, don’t hesitate to write me. I enjoy communicating with students.

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* contributes to that success.

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Preface

To study sociology is to embark on a fascinating journey into a new world of perception and understanding. It is an exploration of other worlds and ideas far from your own—as well as a quest to understand your own world and ideas. Since this book is designed to help you on this journey, I'd like to show you how it is organized, and then review its themes and features. After this, I'll summarize its learning aids and supplements.

THE ORGANIZATION OF THIS TEXT

I have organized your text into five parts. Each has a broad focus and is designed to help you acquire the sociological perspective. This will enable you to better analyze social relations—and the particular corner of life in which you find yourself.

Part I focuses on the sociological perspective, an essential concept that I introduce in the first chapter. In the following chapters, I contrast macrosociology and microsociology, present an overview of culture, introduce socialization, and then look at how sociologists do research.

Part II builds on these ideas as we continue our exploration of the significant influence social groups have on our lives. We first present an overview of groups—from society, which encompasses us, to the smaller networks in which we are immersed. Then we examine the impact of bureaucracy and formal organizations. We close this section by examining how groups exert social control on those who violate their norms.

Part III focuses on social inequality, which has such a tremendous impact on our lives. Because social stratification is so significant—and to understand social life we need to know that it penetrates every crevice of our existence—I have written two chapters on this topic. The first has a global focus. In it, I present an overview of the principles of stratification. These principles serve as background for the next chapter, in which I turn the sociological spotlight on social class. After establishing this broader context, we then focus on gender, the most global of the social inequalities. Following this, we examine the inequalities of race, ethnicity, and age.

In Part IV, we turn to those engulfing social arrangements called social institutions. Social institutions are so significant that without understanding them we cannot understand life in society. We begin our analysis with the economy and politics, currently our overarching institutions, which exert such an incredible amount of control over our lives. Following this, I devote separate chapters to four other social institutions that also play a significant role in our lives—the family, education, religion, and medicine.

In Part V, you will gain insight into why your world is changing so rapidly, as well as catch a glimpse of what is yet to come. I open this concluding part by examining population and urbanization, which have such an impact on us all. Then we look at the fascinating topics of collective behavior and social movements, which students often find to be among their favorite topics in sociology. We close this journey into sociology by exploring the “cutting edge” of the changes that engulf us all—technology and the environment.

THEMES AND FEATURES

Perhaps the single greatest goal of the introductory sociology course is to see the connection between the individual and society, to understand how social forces shape our behavior. To help students reach this goal, I use four central themes. Two of these themes, down-to-earth sociology and diversity, have been in the text since the first edition. The third edition introduced the timely and fascinating theme of technology and society. Because of the enthusiastic response that this theme generated, as well as the major impact that technology has on our lives, I maintain technology as a central theme in this edition. With controversy so sharp in our society, I have added a new theme, a contrast of liberal and conservative perspectives on social issues.

Let's look at these themes in more detail.

Down-to-Earth Sociology

Why shouldn't sociology be presented in a manner that conveys its inherent excitement? Without any doubt in my mind, sociology is the most enticing of all the social sciences. Yet textbooks often make sociology seem dull, and thereby fail to reach students.

My choice of subtitle for this book, *A Down-to-Earth Approach*, is deliberate, for my goal is to share sociology's excitement as we embark on our fascinating journey. To note how the basic substance of sociology penetrates our everyday lives is to make visible the influence of the *social* on who we are. I know that you already have an awareness of the influence of the social on your life, and we are going to build on this awareness. Gradually, as we continue our journey, you should become aware of how the social plays a central role in even your innermost being.

This down-to-earth approach is present in the vignettes that open each chapter. Many of these lively vignettes are based on my own sociological experiences. In order to stimulate your sociological imagination, within each chapter I also use examples that you can relate to. Threaded through these examples are the central insights provided by sociology's major perspectives. As we apply symbolic interactionism, for example, you will see how symbols create social life. As we examine functionalism, you will see how people's actions are riddled with both manifest and latent consequences. And you will have no difficulty seeing the far-reaching implications for your own life of the conflict perspective's stress that groups compete for scarce resources.

To underscore this approach, I have written "Down-to-Earth Sociology" boxes. They focus on such topics as Du Bois and race relations (Chapter 1), how college football helps to explain social structure (Chapter 4), strategies women use to survive in the male-dominated business world, a real-life example written by one of my students (Chapter 7), how society is being "McDonaldised" (Chapter 7), how welfare ravages the self-concept, also written by one of my introductory students (Chapter 10)—and in the same chapter an account of my own personal journey out of poverty. I also include Down-to-Earth boxes on the alarming aspects of the racist mind (Chapter 12), and how urban fear is stimulating gated fortresses (Chapter 20). Pages xix–xx contain a complete listing of these Down-to-Earth boxes.

A "Down-to-Earth" Writing Style. I have attempted to reinforce this down-to-earth theme through a writing style that is also "down-to-earth," that is, one that is accessible and inviting. Textbooks, in my opinion, often are written to appeal to the adopters of texts, rather than to the students who study them. As I strive to share with you the excitement and insights of sociology, a constant goal is to maintain and improve this down-to-earth style. The title of my introductory reader, *Down-to-Earth Sociology*, which has now reached its tenth edition (Free Press, 1999), also reflects this approach.

I have tried, then, to avoid unnecessary jargon so you won't have to wade through a linguistic torture path in order to grasp basic ideas. These ideas are of utmost importance in your sociological journey, and to introduce them I attempt to use concise expla-

nations, clear (but not reductive) language, and relevant examples. In addition, I include “In Sum” sections at various places, to help you review important points before going on to new materials. At the end of each chapter, I have written a “user-friendly” summary, which presents the major chapter topics in a question-and-answer format designed to enhance your learning.

Cultural Diversity and Globalization

Any attempt to explain U.S. society must pay keen attention to its diverse populations, for ours is truly a multicultural society. It also must explore the many implications of the globalization of the world’s societies. Consequently, this feature is again stressed in this edition.

Cultural Diversity in the United States. Each year about one million people from around the world legally move to the United States. The number of illegal entrants is at least as large. Currently, about one American in four defines himself or herself as Latino or nonwhite. In the next few years, the population of Asian Americans and Latinos is expected to increase by about 22 percent, that of African Americans by 12 percent. In contrast, whites are expected to increase by a mere 2 percent. In some places the future has already arrived. In New York, for example, 40 percent of all primary and secondary students belong to an ethnic minority, while in California that figure stands at 51 percent.

A sociology textbook that does not explore the implications of this century’s second great demographic shift (the first took place in the early 1900s), simply cannot serve as an adequate introduction to the realities of life in a multicultural society. Thus, in each chapter, Perspectives boxes headed “Cultural Diversity in the United States” explore issues such as the conflict over the use of English versus Spanish (Chapter 2), why Native Americans like Westerns (Chapter 2), a Latino’s reaction to his socialization into Anglo culture (Chapter 3), how the Amish resist social change (Chapter 4), how to define deviance among newly arrived immigrants who come from cultures with different norms (Chapter 8), Tiger Woods and the emerging multiracial identity (Chapter 12), the immigrants’ path to political participation (Chapter 15), the new neighbor, Islam in the United States (Chapter 18), and the Million-Man March as an indicator of an unfinished social movement (Chapter 21). (See page xx for a complete listing of the Perspectives boxes.)

These cultural diversity boxes, as well as the many discussions of diversity throughout the text, help you apply your growing sociological imagination to fundamental changes occurring in U.S. society. They also will help you see connections among key sociological concepts such as culture, socialization, norms, race, gender, and social class. As your sociological imagination grows, you will better understand the social structure of U.S. society—and your own place in it.

Cultural Diversity Around the World. A primary goal as I wrote and revised this text was to increase your awareness of how global interconnections profoundly affect your life. The dawn of a global economy—new to world history—influences the kinds of skills and knowledge you need in order to make a living, the types of work that will be available to you, and the variety and costs of the goods and services you consume. This new global economy, which has married our fate with that of other nations, also determines other essential aspects of your life, such as whether you will experience war or peace, which can be a matter of life and death for you and your children.

Consequently, I stress globalization throughout this text. I have written a separate chapter on global stratification, given extensive coverage of global matters in the chapters on social institutions, and provided a global focus in the final chapter on technology, social change, and the environment. In addition, I have written Perspectives boxes entitled “Cultural Diversity Around the World.” They address such issues as female circumcision (Chapter 11), ethnic conflict among nations and states (Chapter 15), health care in other countries (Chapter 19), urbanization in the Least Industrialized Nations (Chapter

20), and threats posed to the world's remaining preliterate groups (Chapter 22). (See page xx for a complete listing of this feature.)

Sociology and the New Technology

One of the most profound social forces that you face is the accelerated rate of technological change. In just a single generation, computers have become integrated in our daily lives; alternative, or niched, media outlets have proliferated, including online services and the Internet; “sci-fi”-like technologies are being used to aid reproduction; distance learning is becoming common. Each of these topics is the subject of a boxed feature, “Sociology and the New Technology.” Other topics, selected both for their relevance and timeliness, include changing images of women in the mass media (Chapter 3), cybercommunications and the creation of electronic communities (Chapter 6), how pornography has gone high tech (Chapter 8), the adverse impact of technology on African Americans (Chapter 12), how technology affects democracy (Chapter 15), Internet University (Chapter 17); the dilemma of medical rationing (Chapter 19), and opposition to technology (Chapter 22).

I introduce this theme in Chapter 2, where I present technology as a major aspect of culture. The box that I wrote for this chapter—“Technology and Culture—Is Technology the Cart or the Horse?”—harkens back to the French sociologist Jacques Ellul’s fear that technology was destroying civilization and to Marshall McLuhan’s celebration of “the global village”; it concludes by introducing the emerging sociological theory of technology called the “social construction of technology.” Rather than regarding technology as an out-of-control force that drives culture and on which all social change depends, the social construction of technology theorists emphasize that individuals and groups—with all their values and special interests—shape technology. (For a complete listing of the technology boxes, see page xix.)

Because technology is so vital to our well being, I also discuss technology throughout the text. I stress how technology is used to control workers in order to produce the “maximum security” workplace (Chapter 7), how technology helps to maintain global stratification (Chapter 9), how the consequences of technology differ by social class (Chapter 10), how technology often outpaces norms (Chapter 13), and how the new technology stimulates downsizing and the restructuring of work (Chapter 14). In the final chapter, “Technology, Social Change, and the Environment,” I again stress technology as I conclude this introduction to your sociological adventure.

Thinking Critically

Thinking Critically About Social Controversy sections are another important feature of this text. These sections, which address pressing and often controversial social issues, underscore the significance of sociology for understanding the events that are challenging our ideas and changing our lives. They consider the Milgram experiment and conformity to evil authority (Chapter 6), bounties paid to kill homeless children in Brazil (Chapter 9), the welfare debate (Chapter 10), racial and ethnic self-segregation on campus (Chapter 12), the restructuring of work (Chapter 14), marital tensions caused by “the second shift” (Chapter 16), how to get single teen mothers back in school (Chapter 17), a conflict interpretation of the destruction of the Branch Davidians (Chapter 18), and abortion as a social movement (Chapter 21). (For a full listing of these sections, see page xx.)

These Thinking Critically sections make excellent points of departure for class discussions, for they contrast several points of view or theoretical interpretations about areas of social controversy. After presenting these multiple perspectives, you are asked to evaluate the issue. In “Self-Segregation on Campus” (Chapter 12), for instance, you are asked to consider the controversy over students living in segregated housing on campus, along with the many unresolved questions this practice has raised.

A New Theme: Contrasting Liberal and Conservative Views

With our society increasingly divided in its perspectives on social issues, I have written a series of boxes that reflect these contrasting perspectives. This new theme also provides

an excellent opportunity for in-class discussions of controversial topics. Using the title “Liberal and Conservative Views on Social Issues,” we examine diversity training in corporations (Chapter 7), our growing dependence on imprisonment as a response to crime (Chapter 8), sexual harassment and training women in the military (Chapter 11), and rolling back no-fault divorce, the controversial “covenant” form of marriage passed by the Louisiana legislature (Chapter 16).

New Topics

Since sociology is about social life, as society changes the topics in an introductory text reflect those changes. Among the numerous new topics of this edition are culture wars (Chapter 2), myths about the poor (Chapter 10), the dynamics of poverty (Chapter 10), barter in the former Soviet Union (Chapter 14), nuclear, biological, and chemical terrorism (Chapter 15), and intentional families (Chapter 16). I have also made spouse abuse the explanatory theme for research methods in Chapter 5.

IN-TEXT LEARNING AIDS

Sociology: A Down-to-Earth Approach includes a number of other pedagogical aids to help your learning. These include:

Down-to-Earth Chapter Opening Vignettes. In order to pique your interest and alert you to key topics, I wrote opening vignettes for each chapter. To make these vignettes down-to-earth, I have based many of them on my own experiences—from my stay with the homeless (Chapters 1 and 10) to my travels in Africa (Chapters 2 and 11) and Mexico (Chapter 20). I also wrote an opening vignette on the night I spent with street people at Du Pont Circle in Washington, D.C. (Chapter 4). For other opening vignettes, I chose current and historical events (Chapters 12, 19, 21, and 22), classic studies in the social sciences (Chapters 3, 8, and 13), and even a scene from a classic novel (Chapter 15). Many students have reported that these vignettes are compelling, that they stimulate interest in the chapter. I hope that this is your experience as well.

Social Maps. New to this edition is a series of fascinating social maps that help make sociology come alive. Portraying either the United States or the world, they illustrate how geographical areas differ on social conditions. For example, at a glance you will be able to see which states are the safest, and which are the most dangerous (Chapter 8); which states have the highest and lowest divorce rates (Chapter 16); and which areas of the world AIDS has hit the hardest (Chapter 19).

Key Terms. I know that learning new terms is difficult. To help you, I have introduced each key term within a context that explains or illustrates it. I also highlight each term when I introduce it, and then define it again in the margin. To learn sociology, it is necessary to learn the sociologists’ basic vocabulary, and these terms provide a working definition of the most important sociological concepts.

Interactive Chapter Summaries. At the end of each chapter I summarize and review the main points of the chapter. To enhance your learning, I use a question-and-answer format that asks you to think along with me. Organized by major chapter headings, this interactive format highlights and reinforces the important concepts and issues discussed in the chapter.

Using the Internet. Because the Internet has become such a significant aspect of our culture, and because it contains such a vast amount of sociological information, at the end of each chapter is a set of projects and exercises to help you use the Internet to explore ideas from the chapter. You may wish to check my Web site at <http://www.abacon.com/henslin>

Suggested Readings. At the end of the book (page 659), I recommend readings for each chapter, including relevant sociology journals. To help you further investigate topics and to write papers, I include a brief description of these sources.

Comprehensive Glossary. An instructor wrote me about how useful she finds the glossary in her teaching. She pointed out how complete it is and how clear the definitions are. I hope that you, too, find it useful. It is designed to bring together the important concepts and terms that I introduce in the text, organizing them into a single, accessible format.

SUPPLEMENTS FOR THE STUDENT

Study Guide Plus. Prepared by Professor Gwendolyn E. Nyden of Oakton Community College this guide provides learning objectives, key terms, self-tests, and glossaries. Students who need special language assistance will find a glossary for potentially confusing idioms and colloquialisms.

Practice Tests. Consisting of approximately fifteen questions per chapter, these self-tests help students gain mastery of the material covered in the text, above and beyond their reading in the text and the study guide.

Careers in Sociology, 2nd ed. Written by Professor W. Richard Stephens, Jr. of Greenville College this supplement goes beyond the academic career path to explore careers in applied sociology. It examines how people working as sociologists entered the field, and how a degree in sociology can be a preparation for careers in areas such as law, gerontology, social work, and the computer industry.

Breaking the Ice: A Guide to Understanding People From Other Cultures, 2nd ed. This guide helps students better understand and interact with people from other cultures, encouraging them to react and draw upon their experiences. Drawing upon her own personal experience as a Ugandan-born woman living in the United States, Professor Daisy Kabagarama of Wichita State University uses examples to illustrate behavior in different cultures. Numerous exercises are included to help the reader discover and deal with his or her own biases.

Thinking Sociologically: A Critical Thinking Activities Manual, 2nd ed. Written by Professor Josephine Ruggiero of Providence College, this book contains a series of twelve related exercises that focus on helping students to improve their critical thinking skills. Through these exercises, they will learn how to identify and challenge commonly held assumptions, and to better understand and use the sociological perspective. The exercises are arranged to allow students to build increasingly more complex skills and a better understanding of how to think sociologically.

The Essential Sociology Reader. Edited by Professor Robert Thompson of Minot State University, this “essential” anthology consists of sixteen readings in sociology. An introduction to each reading provides a context for the selection, and discussion questions appear at the end of each article.

SUPPLEMENTS FOR THE INSTRUCTOR

Annotated Instructor's Manual

This unique teaching aid provides instructor's annotations keyed to reduced versions of actual text pages. Annotations include learning objectives, suggestions for introducing the chapter, discussion questions, guest speaker suggestions, class activities, student projects, and internet activities. Annotations also tie the text to numerous elements of the supplementary package, including the Test Bank, PowerPoint lectures, Digital Image Archive, Blockbuster Video Guide, the Allyn and Bacon Interactive Video, Learning by Doing Sociology, and the book-specific Web site. Annotations are also provided for several other Allyn and Bacon saleable supplements including Stephens *Careers in Sociology*, 2nd ed. Carter *Doing Sociology with Student CHIP*, 2nd ed. Carter *Analyzing Contemporary Social Issues*, and Thompson *The Essential Sociology Reader*.

In addition to the extensive annotations program, this manual contains a section for the instructor that consists of chapter summaries, outlines a list of “what's new” in

each chapter, learning objectives, and a detailed lecture outline, chapter-at-a-glance grids, and a list of key terms page referenced to the text.

This manual also contains a video guide in the accompanying interactive video for this text. They are also available on disk, which allows instructors to customize lectures by adding their own notes. (Available for Windows and Macintosh.)

Learning by Doing Sociology: In-Class Experiential Exercises. This manual offers step-by-step procedures for numerous in-class activities, general suggestions for managing experiential learning, and trouble-shooting tips. It contains twenty-two exercises on a broad range of topics covered in the introductory sociology course.

PowerPoint Presentation. This PowerPoint presentation provides approximately 500 graphic and text images for complete multimedia presentations in the classroom. The presentation is available on a cross-platform CD-ROM. PowerPoint software is not required to use this program; a PowerPoint viewer is included to access the images.

Test Banks. Thoroughly revised for this edition and prepared by Professor Jacqueline Fellows of Riverland Community College, the test bank contains approximately 2,200 questions in multiple choice, true-false, short answer, and essay formats. An alternative test bank, prepared by Professor Kanwal Prasher of Rock Valley Community College, contains approximately 1,500 questions in the same format. Computerized versions in both Windows and Macintosh are available for both test banks.

Transparencies. Thoroughly revised for this edition, this package includes 100 color acetates featuring illustrations both from the text and from other sources.

Allyn and Bacon Interactive Video. This custom video features both national and global topics. The up-to-the-minute video segments are great to launch lectures, spark classroom discussion, and encourage critical thinking. The accompanying video user's guide provides detailed descriptions of each video segment, specific tie-ins to the text, and suggested discussion questions and projects.

The Blockbuster Approach: A Guide to Teaching Sociology with Video. Written by Casey Jordan of Western Connecticut State University, this manual provides extensive lists, with descriptions, of hundreds of commercially available videos, and shows how they can be incorporated in the classroom.

A&B Video Library. Qualified adopters may select from a wide variety of high quality videos from such sources as Films for the Humanities and Sciences and Annenberg/CPB.

CD-ROM Library. Qualified adopters may select from several exciting CD-ROMs made available by Allyn & Bacon, including: Material World: A Global Family Portrait, and Our Times: Multimedia Encyclopedia of the 20th Century.

Digital Image Archive for Sociology. This exciting new CD-ROM contains hundreds of images you can incorporate in your multimedia presentations in the classroom. The CD-ROM includes original images, as well as selected art from many Allyn and Bacon sociology texts, providing instructors with a broad selection of graphs, charts, and tables to use to illustrate key sociological concepts.

Web site. An extensive Web site has been developed for this text at <http://www.abacon.com/henslin>. Features of the Web site include learning objectives; practice tests (interactive multiple choice, true-false, fill-in and essay questions); Web destinations; exploring the Internet; and an interactive video site.

Allyn and Bacon Quick Guide to the Internet for Henslin: Sociology, 4th ed. This reference guide, which introduces users to the basics of the Internet and the World Wide Web, provides a multitude of sociology-specific references and exercises designed especially for users of this text.

Doing Sociology with Student CHIP: Data Happy!, 2nd ed, and *Analyzing Contemporary Social Issues: A Workbook with Student CHIP Software*. Written by Gregg Lee Carter of Bryant College, these workbooks provide students with the opportunity to explore sociological issues using real data. Exercises explore major subfields of sociology.

ACKNOWLEDGMENTS

The highly gratifying response to the first three 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. But no text comes solely from its author. Although I am responsible for the final words on the printed page, I have received invaluable feedback from instructors who have used this book. I especially want to thank the following reviewers:

Reviewers of previous editions:

Sandra L. Albrecht, *The University of Kansas*
 Kenneth Ambrose, *Marshall University*
 Alberto Arroyo, *Baldwin-Wallace College*
 Karren Baird-Olsen, *Kansas State University*
 Linda Barbera-Stein, *The University of Illinois*
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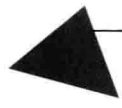
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I especially appreciate the herculean efforts of Hannah Rubenstein, development editor. Her energy, creativity, insightful questioning, and acute perception of the relevance of social events have left an indelible mark on this text. It is difficult for me to adequately express my appreciation for her fine contributions to this book.

I also am indebted to the capable staff of Allyn and Bacon. I wish to thank Karen Hanson, who saw the promise of the early manuscript and has strongly supported this project from the beginning to the present. Heather Ahlstrom at Allyn and Bacon ably coordinated the project as it moved from one person to another. Stephen Forsling did an excellent job researching photos. Dusty Davidson of The Book Company deserves special mention for her cheerful, energetic, and capable handling of both the routine and the urgent.

To all these people, I owe a debt of gratitude. From the bottom of my heart, a sincere thank you—and my best wishes for your many endeavors in life.



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. He earned his master's and doctorate in sociology at Washington University in St. Louis, Missouri. He then spent a year as a post-graduate fellow for the National Institutes on Mental Health. His primary interests in sociology are the sociology of everyday life, deviance, social psychology, and the homeless. Among his more than a dozen books is *Down to Earth Sociology* (Free Press), now in its tenth edition, a book of readings that reflects these sociological interests. He also has published widely in sociology journals, including *Social Problems* and *American Journal of Sociology*.

While a graduate student, Jim 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 Emeritus Professor 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."

During his research on the homeless, Jim learned first hand of the plight of street children. As a result, he is working with and on behalf of the street children of South America. He currently is focusing his efforts on the street children of Medellín and Cúcuta, Colombia.

Henslin enjoys spending time with his family, 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 that he cannot take for granted, experiences that "make sociological principles come alive."



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