
ESSENTIALS OF SOCIOLOGY

A-DOWN-TO-EARTH APPROACH



Eighth Edition
JAMES M. HENSLIN

Essentials *of* SOCIOLOGY

A Down-to-Earth Approach

Edition

8

James M. Henslin

Southern Illinois University, Edwardsville



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Essentials *of*
SOCIOLOGY



Dear Professor Henslin...

The following are excerpts from letters and e-mails to Jim Henslin from students who have used various versions and editions of *Sociology: A Down-to-Earth Approach*.

Dear James,

All of my life I've taken classes where I memorize material, regurgitate it on command, and do not think about it otherwise. That is not the case with this material. I love learning sociology! I enjoy your book! It forces me to think and I love it. I can actually use my brain and not become a regurgitating robot. Your insights just blow me away. I cannot thank you enough for helping me learn something that I actually enjoy learning. I actually think about sociology outside of school. . . . Thank you very much for improving the way I see the world.

With amazement,
Charlie Diehl
St. Louis College of Pharmacy

Hello Dr. Henslin,

I just wanted to join the many people that has thanked you for writing the "Sociology: A Down-to-Earth Approach" textbook. I'll be taking my final tomorrow and will probably end up with a B grade on the class, but I'm satisfied because I learned a lot. The textbook was very easy to read (English is my second language) and understand. I learned many things about people and others I already knew, but didn't know how to voice them. I found myself in some of these pages, and learned to be more open-minded. Thanks for sharing your talent with us students! I'm 38 and working on completing my bachelors in Accounting. I will not forget this class or its teachings.

Thanks again,
Jesus Fuentes
Valencia Community College

Mr. Henslin,

I'll admit that I wasn't exactly thrilled to take sociology, yet it was required through my college. I opted to take the online sociology course—and am I ever glad I did!

Since I didn't really have direct interaction with an instructor I would consider you, along with your book, two GREAT teachers.

I learned a lot that I know will benefit me throughout life! I just wanted to write you a little note and say thanks! A class I was dreading became one of my favorites and, at the next college I attend, I am taking an advanced sociology class. I look forward to learning more!

Holly Reinders
MacMurray College

Mr. Henslin,

After reading your textbook *Sociology: A Down-to-Earth Approach*, I decided to change my major from music production to sociology. Your book has inspired me to focus my life on studying the effects of culture on those living in our country, as well as in countries throughout the world.

Sincerely,
Tyler Wood
Central Missouri State University

Greetings Mr. Henslin,

I just want you to know I scored a 95% on my first Sociology exam. Being out of school for thirty years and learning so well is such a great feeling.

Happy Trails,
Ella Lipchik
Community College of Allegheny County

Hi Mr. Henslin,

I hope this is still your email address. I am a student at Greenville Technical College in Greenville, South Carolina. I am currently taking Introduction to Sociology here at Tech and I must tell you, your book rocks!!!! It is the most fun I have ever had reading any textbook in my life!

Sincerely,
Kim B.
Greenville Technical College

Dear Professor Henslin,

I am a student at Stony Brook University in New York and I'm working toward a major in Sociology. I just completed an introductory summer course in Sociology that was taught with your textbook. I found your book to be incredibly interesting—so much that I am now reading the chapters we skipped over in class.

Thanks again,

Anna Maria Huertas Kormoski
State University of New York, Stony Brook

Mr. Henslin,

I am a student at Texas Pan American University in Edinburg, Texas. I just want to take the time to write and say how much I have enjoyed your book. Not only is it very simple to understand, it is also very interesting. I was reluctant to take the class but through the text, I enjoy the class so much more.

Sincerely,

Julissa Rodriguez
The University of Texas, Pan American

Dear Mr. Henslin,

My name is Sydney Conley. I'm a student at Midlands Technical College in Columbia, South Carolina. I'm studying for a test that I have tomorrow in Sociology and I just thought you might like to know that I find your book *Essentials of Sociology* very interesting. Thanks to your book, I'm considering continuing my study of Sociology.

Thanks again

Sydney Conley
Midlands Technical College

Hello Professor Henslin,

My name is Marta Holliday and I am a student at Marymount College in Tarrytown, NY. I am taking Introduction to Sociology at Nassau Community College to earn extra credits and your text was required reading for our class. I just wanted to tell you how much I enjoyed your book. I found the chapters fun and interesting—especially how you opened each with a sketch or a personal vignette.

It was a pleasure to read your work. I felt as though I became acquainted with you through your words.

Sincerely,

Marta A. Holliday
Nassau Community College

Dear James,

Hey there, my name is Leo Chagolla. I attend the University of Toledo and I am a Pharmacy major. When I registered for classes in the beginning of the fall semester, I was told I would either need to take sociology or psychology as an elective. To tell you the truth, I only took sociology because I had to—and it sounded easier than psychology. What I have discovered is that sociology has become one of the most interesting subjects I have ever studied.

Your book, *A Down-to-Earth Approach*, is marvelously well written and constructed. I seriously believe that reading your book has made me a better person. I am only one chapter away from completing the book—my class was only supposed to read on to chapter 9—but I just cannot stop reading.

Leo Chagolla

Nassau Community College

Dear Professor Henslin,

I am a student at Cape Cod Community College here in Cape Cod, Massachusetts. I have just completed a summer sociology class and we used your textbook during the course. I am emailing you because this was one of the best textbooks I have ever read. Seriously!

It was very interesting and fabulously written. I enjoyed the personal perspective you gave throughout the book and the way you encourage us to “use our sociological imagination.” I especially liked how each chapter began with a vignette and followed with numerous “Down-to-Earth” examples.

I am a dental hygiene major, but I have always been interested in studying people. Your book has taught me to slow down and really listen to what other people are saying (or not saying), and to look at all aspects of their life—not just their current situation.

Thank you for writing such a wonderful book!
Take care!

Danielle Thompson

Cape Cod Community College

*To my fellow sociologists, who do such creative research on
social life and who communicate the sociological imagination to
generations of students.*

With my sincere admiration and appreciation,

Jim Henslin

What's New?

Because sociology is about social life and we live in a changing global society, an introductory sociology text must reflect the national and global changes that engulf us, as well as new sociological research. This revision of *Essentials of Sociology: A Down-to-Earth Approach*, features a new photo essay of the

author's recent research in Spain. It also has 15 new boxes, 35 new illustrations, over 90 new suggested readings, 180 new instructional photos (each tied into the text), and 250 new references. Here are some of the new topics, illustrations, tables, figures, and boxed features.

CHAPTER 1

Figure 1.1 Comparing African American and White Methods of Suicide

Cultural Diversity in the United States box: Studying Job Discrimination: A Surprising Example of Applied Sociology

CHAPTER 2

Topic: Moral holiday places: Locations where norms are expected to be broken

Cultural Diversity in the United States box: Culture Shock: The Arrival of the Hmong

CHAPTER 3

Topic: *Anime* as a medium of gender socialization

By the Numbers: Socialization

CHAPTER 4

Topics:

The Amish reaction to a shooting
Eye contact: Invitation to intimacy?
Applied body language: Training of airport personnel and interrogators
Applied impression management: Helping female executives get promoted

CHAPTER 5

Topics:

"Torture warrants"
The Peter Principle in bureaucracies
The "maximum security society"
The United States' involvement in Iraq as an example of groupthink

Sociology and the New Technology box: Cyberloafers and Cybersleuths: Surfing at Work

CHAPTER 6

Topics:

Degradation ceremonies: An extreme form of shaming
Attention deficit disorder (ADD): An example of the medicalization of deviance

Down-to-Earth Sociology box: Shaming: Making a Comeback?

Down-to-Earth Sociology box: Gang Leader for a Day: Adventures of a Rogue Sociologist

Cultural Diversity around the World box: "What Kind of Prison Is This?"

By the Numbers: Deviance and Social Control

CHAPTER 7

Topics: Controlling information: zFone, voice encryption for telephone calls; the Chinese government control of the Internet

CHAPTER 8

Figure 8.9 Births to Single Mothers by Education of the Mother

By the Numbers: Social Class in the United States

CHAPTER 9

Topics:

The subprime crisis and discrimination
Proposition 2 of the Michigan state constitution
Down-to-Earth Sociology box: The Man in the Zoo

Cultural Diversity box: The Illegal Travel Guide

Figure 9.4 Race-Ethnicity of the U.S. Population

Table 9.4 Race-Ethnicity and Income Extremes

By the Numbers: Race and Ethnicity

CHAPTER 10

Topic: Gerotranscendence theory

Down-to-Earth Sociology box: Feisty to the End: Gender Roles Among the Elderly

Table 10.2 Relationship of Rapists to Their Victims

By the Numbers: Inequalities of Gender and Age

CHAPTER 11

Topics:

Frustrations to the unity of the European Union
Transcreation: The cultural adaptation of cartoons

Down-to-Earth Sociology box: How Can "Good" People Torture Others?

Down-to-Earth Sociology box: The Child Soldiers

Cultural Diversity around the World box: The Child Workers

By the Numbers: Politics and the Economy

CHAPTER 12

Topics:

Today's parents are spending more time with their children

Finding brides for dead sons in China

Division of marital labor; Housework, child care, and paid labor (Bianchi et. al. research)

Lingering attachments: The "continuities" of ex-spouses

Sociology and the New Technology box:

Finding a Mate: Not the Same as It Used to Be

Figure 12.6 Married Women Who Never Give Birth

Figure 12.13 The Marital History of U.S. Brides and Grooms

By the Numbers: Marriage and Family

CHAPTER 13

Topic: Splintering of the Episcopal church upon the election of a gay bishop

Through the Author's Lens: Holy Week in Spain

Mass Media in Social Life box: School Shootings: Exploding a Myth

Down-to-Earth Sociology box: The New Face of Religion: Pentecostals and the Spanish-Speaking Immigrants

Figure 13.3 Social Class, Ability, and College Attendance

By the Numbers: Education and Religion

CHAPTER 14

Figure 14.8 Country of origin of unauthorized immigrants

By the Numbers: Population and Urbanization

CHAPTER 15

Topics:

Identity chips: Big Brother?
China's challenge to U.S. dominance by shooting down an orbiting satellite

Russia's threat to strike Poland with nuclear weapons

U.S. and Poland agreement to locate a missile defense in Poland

Report of the UN's Intergovernmental Panel on Climate Change

Table 15.2 Ogburn's Processes of Social Change

Boxed Features

Down-to-Earth Sociology

Early Sociology in North America: Du Bois and Race Relations

W.E.B. Du Bois wrote more like an accomplished novelist than a sociologist. The following excerpts are from



- Early Sociology in North America: Du Bois and Race Relations, 11
- Careers in Sociology: What Applied Sociologists Do, 13
- Enjoying a Sociology Quiz—Sociological Findings Versus Common Sense, 21
- Loading the Dice: How *Not* to Do Research, 26
- Heredity or Environment? The Case of Jack and Oskar, Identical Twins, 61
- Boot Camp as a Total Institution, 78
- College Football as Social Structure, 88
- Beauty May Be Only Skin Deep, but Its Effects Go On Forever, 101
- The McDonaldization of Society, 126
- Shaming: Making a Comeback?, 149
- Gang Leader for a Day: Adventures of a Rogue Sociologist, 154
- The Killer Next Door: Serial Murderers in Our Midst, 162
- How the Super-Rich Live, 202
- The Big Win: Life After the Lottery, 204
- Exploring Myths about the Poor, 216
- Can a Plane Ride Change Your Race?, 230
- The Man in the Zoo, 238
- Unpacking the Invisible Knapsack: Exploring Cultural Privilege, 243
- The Gender Gap in Math and Science: A National Debate, 268
- Surgical Sexism: Cold-Hearted Surgeons and Their Women Victims, 274
- Feisty to the End: Gender Roles Among the Elderly, 292

- How Can “Good” People Torture Others?, 310
- Child Soldiers, 312
- “You Want Us to Live Together? What Do You Mean By That?”, 348
- “What Are Your Chances of Getting Divorced?”, 352
- Community Colleges: Challenges Old and New, 362
- Home Schooling: The Search for Quality and Values, 367
- Terrorism and the Mind of God, 377
- How the Tsunami Can Help Us to Understand Population Growth, 400
- Reclaiming Harlem: “It Feeds My Soul”, 414
- Urban Fear and the Gated Fortress, 419
- “Tricks of the Trade”—Deception and Persuasion in Propaganda, 438
- Corporations and Big Welfare Bucks: How to Get Paid to Pollute, 443

Cultural Diversity around the World



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- Do You See What I See? Eastern and Western Ways of Perceiving and Thinking, 67
- Human Sexuality in Cross-Cultural Perspective, 143
- “What Kind of Prison Is This?”, 158
- “Pssst. You Wanna Buy a Bride?” China in Transition, 269
- Female Circumcision, 271
- The Child Workers, 315
- Doing Business in the Global Village, 324
- East Is East and West Is West: Love and Arranged Marriage in India, 337
- Killing Little Girls: An Ancient and Thriving Practice, 405
- The Rain Forests: Lost Tribes, Lost Knowledge, 446

Cultural Diversity in the United States

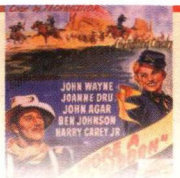


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- Culture Shock: The Arrival of the Hmong, 38
- Miami—The Controversy over Language, 45
- Race and Language: Searching for Self Labels, 46
- Caught Between Two Worlds, 76
- The Amish: *Gemeinschaft* Community in a *Gesellschaft* Society, 99
- How Our Own Social Networks Perpetuate Social Inequality, 123
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- Tiger Woods: Mapping the Changing Ethnic Terrain, 228
- The Illegal Travel Guide, 246
- Glimpsing the Future: The Shifting U.S. Racial–Ethnic Mix, 256
- The New Face of Religion: Pentecostals and the Spanish-Speaking Immigrants, 387

MASS MEDIA in SOCIAL LIFE

Why Do Native Americans Like Westerns?

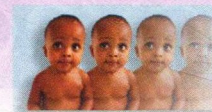
Although Western movies go through a cycle of popularity, their themes are a mainstay of Hollywood.



- Why Do Native Americans Like Westerns?, 52
- Lara Croft, Tomb Raider: Changing Images of Women in the Mass Media, 73
- You Can't Be Thin Enough: Body Images and the Mass Media, 106
- What Price Freedom? Slavery Today, 174
- Shaping Our Perceptions of the Elderly, 288
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SOCIOLOGY and the NEW TECHNOLOGY

"So, You Want to Be Yourself?"
Cloning in the Coming
Biotech Society



No type of society ends abruptly. The edges are fuzzy, and the new one overlaps the old. As the

When genetic duplicates appear, the question

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- Cyberloafers and Cybersleuths: Surfing at Work, 131
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ThinkingCRITICALLY

- Managing Diversity in the Workplace, 129
- If Hitler Asked You to Execute a Stranger, Would You? The Milgram Experiment, 135
- Is It Rape, or Is It Marriage? A Study in Culture Clash, 145
- "Three Strikes and You're Out!": Unintended Consequences of Well-Intended Laws, 160
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Guide to Social Maps

Social Maps illustrate the old Chinese saying, “A picture is worth ten thousand words.” They allow you to see at a glance how social characteristics are distributed among the fifty United States or among the nations of the world. The U.S. Social Maps are a concise way of illustrating how our states compare on such factors as divorce, voting, poverty, or women in the work force. The global Social Maps show how the world’s nations rank on such characteristics as income, the percentage of elderly, and the number of large cities.

These Social Maps are unique to this text. I have produced them for you from original data. At a glance, you can see how your state compares with your region and the other states—or you can see how the United States compares with other countries. I hope that you find these Social Maps informative. If you have suggestions for other Social Maps that you would like to see in the next edition, please share them with me.



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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 is about human behavior, and many of us find that it holds the key to understanding 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. *Essentials of 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 particular path in life. For some, the path leads to more education, more interesting jobs, higher income, and better health, but for others it leads to dropping out of school, dead-end jobs, poverty, 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 our satisfaction in marriage, 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 you will have this experience, too.

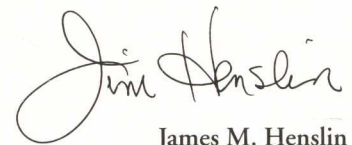
From how people become homeless to how they become presidents, from why people commit suicide to why women are discriminated against in every society around the world—all are part of sociology. This breadth, in fact, is what makes sociology so intriguing. We can place the sociological lens on broad features of society, such as social class, gender, and race-ethnicity, and then immediately turn our focus on the smaller, more intimate 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 concepts 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 what makes sociology so fascinating.

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 are in some far-off part of the world or in some nearby corner of our own society, we gain new insights into who we are and how we got that way. As we see how *their* customs affect *them*, the 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 desire that *Essentials of Sociology: A Down-to-Earth Approach* will contribute to that success.



James M. Henslin

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

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.

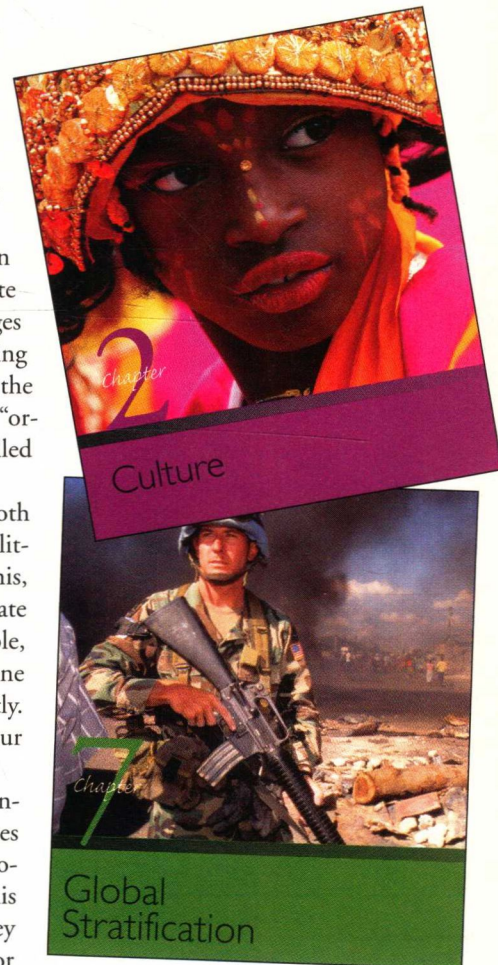
To study sociology is to embark on a fascinating process of discovery. We can compare sociology to a huge jigsaw puzzle. Only gradually do we see how the intricate pieces fit together. As we begin to see these interconnections, our perspective changes as we shift our eyes from the many small, disjointed pieces to the whole that is being formed. 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 with students this process of awareness and discovery called the sociological perspective is our privilege.

As instructors of sociology, we have set ambitious goals for ourselves: to teach both social structure and social interaction and to introduce students to the sociological literature—both the classic theorists and contemporary research. As we accomplish this, we would also like to enliven the classroom, encourage critical thinking, and stimulate our students’ sociological imagination. Although formidable, these goals *are* attainable, and this book is designed to help you reach them. Based on many years of frontline (classroom) experience, its subtitle, *A Down-to-Earth Approach*, was 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 to make today’s multicultural, global society come alive for students. From learning how the international elite carve up global markets to studying the intimacy of friendship and marriage, students can see how sociology is the key to explaining contemporary life—and their 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

This text is laid out in five parts. Part I focuses on the sociological perspective, which is introduced in the first chapter. We then look at how culture influences us (Chapter 2), examine socialization (Chapter 3), and compare macrosociology and microsociology (Chapter 4).

Part II, which focuses on social groups and social control, adds to the students' understanding of how far-reaching society's influence is—how group membership penetrates even their thinking, attitudes, and orientations to life. We first examine the different types of groups that have such profound influences on us and then look at the fascinating area of group dynamics (Chapter 5). After this, we focus on how groups “keep us in line” and sanction those who violate their norms (Chapter 6).

In Part III, we turn our focus on social inequality, examining how it pervades society and its impact on our own lives. Because social stratification is so significant, I have written two chapters on this topic. The first (Chapter 7), with its global focus, presents an overview of the principles of stratification. The second (Chapter 8), with its emphasis on social class, focuses on stratification in U.S. society. After establishing this broader context of social stratification, we examine inequalities of race and ethnicity (Chapter 9) and then those of gender and age (Chapter 10).

Part IV helps students become more aware of how social institutions encompass their lives. We first look at politics and the economy, our overarching social institutions (Chapter 11). After examining the family (Chapter 12), we then turn our focus on education and religion (Chapter 13). One of the emphases in this part of the book is how our 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. We first analyze trends in population and urbanization, those sweeping forces that affect our lives so significantly but that ordinarily remain below our level of awareness (Chapter 14). We conclude the book with an analysis of technology, social movements, and the environment (Chapter 15), which takes us to the cutting edge of the vital changes that engulf us all.

THEMES AND FEATURES

Six central themes run throughout this text: down-to-earth sociology, globalization, cultural diversity, critical thinking, the new technology, and the influence of the mass media on our lives. For each of these themes, except globalization, which is incorporated in several of the others, I have written a series of boxes. These boxed features are one of my favorite components of the book. They are especially useful to introduce the controversial topics that make sociology such a lively activity.

Let's look at these six themes.

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. Therefore, 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 chose this phrase as the book’s subtitle. The term is also featured in my introductory reader, *Down-to-Earth Sociology: Introductory Readings*, now in its 14th edition (New York: The Free Press, 2007).



This first theme is highlighted by a series of boxed features that explore sociological processes that underlie everyday life. The topics that we review in these *Down-to-Earth Sociology* boxes are highly diverse. Here are some of them:

- the experiences of Du Bois, an early sociologist, in studying U.S. race relations (Chapter 1)
- the relationship of heredity and the environment (Chapter 3)
- boot camp as a total institution (Chapter 3)
- how football can help us understand social structure (Chapter 4)
- social consequences of beauty (Chapter 4)
- the McDonaldisation of society (Chapter 5)
- how a sociologist became a gang leader (for a day) (Chapter 6)
- serial killers (Chapter 6)
- what life is like after hitting it big in the lottery (Chapter 8)
- the taken-for-granted privileges attached to being white (Chapter 9)
- how a man became a live exhibit in a New York zoo (Chapter 9)
- the gender gap in math and science (Chapter 10)
- greedy surgeons and their women victims (Chapter 10)
- how “good” people can torture and mutilate (Chapter 11)
- child soldiers (Chapter 11)
- our chances of getting divorced (Chapter 12)
- how cohabitation means different things to people—and how this affects their chances of marriage (Chapter 12)
- terrorism in the name of God (Chapter 13)
- how the tsunami can help us to understand world population growth (Chapter 14)
- the gentrification of Harlem (Chapter 14)
- the coming Star Wars (Chapter 15)
- pollution and corporate welfare (Chapter 15)

This first 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 also use student-relevant examples to illustrate key concepts, and I base 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.”

Globalization

In the second theme, *globalization*, we explore the impact of global issues on our lives and on the lives of people around the world. All of us are feeling the effects of an increasingly powerful and encompassing global economy, one that intertwines the fates of nations. The globalization of capitalism influences the kinds of skills and knowledge we need, the types of work available to us, the costs of the goods and services we consume, and even whether our country is at war or peace—or in some uncharted middle ground between the two. In addition to the strong emphasis on global issues that runs throughout this text, I have written a separate chapter on global stratification (Chapter 7). I have also featured global issues in the chapters on

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FIGURE 10.1 The Globalization of Capitalism: Corporate Ownership of U.S. Business

Businesses in which at least 50 percent of the voting interest is controlled by a foreign owner.

Source: By the author. Based on International Finance 2007 Table 1275.

that about 1 of every 20 U.S. business—employing over 5 million workers—is now owned by people in other countries (International Finance 2008 Table 1275).

Although we make multinational corporations feel grateful—as well as their concepts of products—their power and presence are new in the world scene. In multinational corporations, corporations that operate across national borders, the business they need to become detached from the interests and values of their country of origin. A U.S. executive made this revealing statement: “The United States does not have an economic self in our business. There is no nation that puts the country first” (Gardner 2001). These global giant move investment and production from one part of the globe to another—only to concern for competitors rather than profits. Then opening up China has forced other workers to be concerned to them. With profit as their moral guide, the conscience of multinational corporations is written in dollar signs. As they seek past geographical barriers in the company to conquer markets, the road is not without bumps. As discussed in the Cultural Diversity box on the next page, this can lead to business situations.

This primary allegiance to profits and markets does, rather than to their workers or to any country, accompany a shift in economic power. The shift in orientation and organization is so, however, that we don’t see human beings, but we can consider two great continents. The first, removed from social borders and needing any action across national boundaries, the global corporation. The second, the multinational corporation may be a line for global power. The second, that could create a new World Under domination by a handful of corporate leaders. If so, we all may find ourselves at the mercy of a global elite, a system of interconnected societies, directed by the hands of the world’s corporate giant.

Let’s consider this possibility.

Global Trade: Inequalities and Conflict

The giant multinational corporations are carving up the world into major trading blocs and pushing for the reduction or elimination of tariffs. As a result, we can expect trade among nations to increase beyond anything the



What occurs in Russia, Japan, Germany, and China, as well as in much smaller nations such as Afghanistan and Iraq, has far-reaching consequences on our own lives. Consequently, in addition to the global focus that runs throughout the text, the next theme, cultural diversity, also has a strong global emphasis.

The third 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 about social life. At times, when we learn about other cultures, we gain an appreciation for the life of other peoples; at other times, we may be shocked or even disgusted 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.

- food customs that shock people from different cultures (Chapter 2)
- how Easterners and Westerners perceive the world differently (Chapter 3)
- human sexuality in Mexico and Kenya (Chapter 6)
- a prison that lets its inmates work at outside-of-prison jobs—and have guns (Chapter 6)
- selling brides in China (Chapter 10)
- female circumcision (Chapter 10)
- doing business in the global village (Chapter 11)
- love and arranged marriage in India (Chapter 12)
- child workers around the world (Chapter 12)
- female infanticide in India and China (Chapter 14)
- the destruction of the rain forests and indigenous peoples of Brazil (Chapter 15)

- how studying job discrimination turned into applied sociology (Chapter 1)
- the Hmong's culture shock when they moved to the United States (Chapter 2)
- the controversy over the use of Spanish or English (Chapter 2)
- the terms that people choose to refer to their own race-ethnicity (Chapter 2)
- education and culture in conflict (Chapter 3)
- how the Amish resist social change (Chapter 4)
- how our own social networks contribute to social inequality (Chapter 5)
- the upward social mobility of African Americans (Chapter 8)
- how Tiger Woods represents a significant change in racial-ethnic identity (Chapter 9)
- the author's travels with a Mexican who transports undocumented workers to the U.S. border (Chapter 9)
- Pentecostalism among Latino immigrants (Chapter 13)

Seeing that there are so many ways of “doing” social life can remove some of our cultural smugness, making us more aware of how arbitrary our own customs are—and how even our foundational, taken-for-granted ways of thinking are rooted in culture. The stimulating contexts of these contrasts can help students develop their sociological imagination. They encourage students 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 experiences in their own corners of life—and a better understanding of the social structure of U.S. society.

Critical Thinking

In our fourth theme, *critical thinking*, we focus on controversial social issues, inviting students to examine 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 occasionally I do play the “devil’s advocate” in the questions that close each of the topics. Like the boxed features, these sections can enliven your classroom with a vibrant exchange of ideas. Among the issues addressed are

- managing diversity in the workplace (Chapter 5)
- our tendency to conform to evil authority, as uncovered by the Milgram experiments (Chapter 5)
- culture clash of immigrants (Chapter 6)
- unintended consequences of three-strike laws (Chapter 6)
- bounties paid to kill homeless children in Brazil (Chapter 7)
- *maquiladoras* on the Mexican–U.S. border (Chapter 7)
- social class inequality in the treatment of mental and physical illness (Chapter 8)
- the weaponization of space (Chapter 15)
- ecosabotage (Chapter 15)

These *Thinking Critically* sections are based on controversial social issues that either affect the student’s own life or focus on topics that have intrinsic interest for students. Because of their controversial nature, these sections stimulate both critical thinking and lively class discussions. These sections also make provocative topics for in-class debates and small discussion groups.

Small discussion groups are an effective way to enliven a class and present sociological ideas. Based on extensive experience, I describe the nuts and bolts of this teaching technique in the Instructor’s Manual.

Sociology and the New Technology

The fifth theme, *sociology and the new technology*, explores an aspect of social life that has come to be central in our lives. We welcome these new technological tools, for they help us to be more efficient at performing our daily tasks, from making a living to communicating with others—whether those people are nearby or on the other side of the globe. The significance of our new technology, however, extends far beyond the tools and the ease and efficiency they bring to our lives. The new technology is better envisioned as a social revolution that will leave few aspects of our lives untouched. Its effects are so profound that it even shapes our thinking and leads to changed ways of viewing life.

This theme is introduced in Chapter 2, where technology is defined and presented as an essential aspect of culture. The impact of technology is then discussed throughout the

