



James M. Henslin

Essentials of Sociology

A DOWN-TO-EARTH
APPROACH

SIXTH EDITION

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Essentials of Sociology

A DOWN-TO-EARTH APPROACH

SIXTH EDITION

James M. Henslin

Southern Illinois University, Edwardsville



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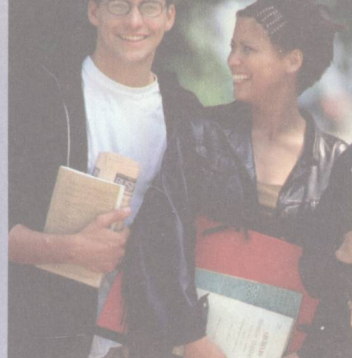
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Mr. Henslin,

I'm an art student working on my Associates degree in Visual Arts. This semester I enrolled in a sociology class, which is a requirement to obtain my degree.

When I first enrolled in this class I wasn't sure what exactly sociology was. Being an art student I tend not to pay much attention to anything but art. To me sociology was the class I had to take in elementary school, which the school called social studies.

Before my first class I was sitting in the cafeteria eating lunch. At that time I decided to get a jump-start on my reading and started to read the first chapter. It was then that I figured out slowly, as it sank in, the meaning of this class. I found it interesting that someone who didn't have to be in a homeless shelter chose to live in one for several days. My biggest contact with a homeless person was giving a man beside the road five dollars, which at the time I prayed he would use for food. It never occurred to me in my wildest dreams that there could be people who studied how that homeless person became homeless.

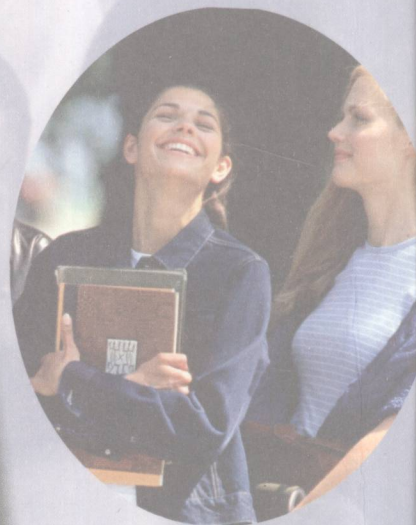
[As] I was looking through the beginning of the book, I stumbled across your entry with the heading "To the Student from the Author." It never occurred to me before to actually read it; however, [now] I did. I believe that, even after only having one class session, and reading the first chapter of this book, this class is a far cry from the social studies class I took so very long ago.

One paragraph in this short message caught my attention, where you said, "When I took my first course in sociology, I was 'hooked.'" Seeing how marvelously my life had been affected by these larger social influences opened my eyes to a new world, one that has been fascinating to explore. I hope that this will be your experience also. I'm positive now that this is going to be a very interesting class. Even though my Major happens to be art I believe I am "hooked" as well.

I thank you for inviting me to share my feelings with you.

Sincerely,
Sarah Owens
Oklahoma City Community College

"I'm positive now that this is going to be a very interesting class. Even though my Major happens to be art I believe I am 'hooked' as well."



"It never occurred to me in my wildest dreams that there could be people who studied how that homeless person became homeless."

“Dear Professor Henslin . . . ”

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

Hello Mr. Henslin,

I am a first semester sociology student at Valley College in San Bernadino, California. To be perfectly honest, I did not anticipate this class being so fascinating. Although we are just beginning your book I just thought I would write you a quick note to tell you I enjoy it very much. I think more textbooks should be written with your “down-to-earth approach.” Thanks for a great book.

Cordially,
John Tornello

Mr. Henslin,

I am a 50(!) year old student. I am really enjoying using your book. I am a mom and a grandmother, so my time is limited. I have never written a letter like this, but I wanted to let you know how strongly I feel about this textbook.

Thank you for helping me realize my dream of going to college!!!

Sincerely,
Marsha Roberts
Shelton State Junior College
Tuscaloosa, Alabama

Your text *Essentials of Sociology* is amazing. I am a student at Tennessee State University and have decided to choose sociology as a second major. I have never been so intrigued with a text as I am with yours.

Jeannie Owen

Mr. Henslin,

I just wanted to say thank you, thank you, and THANK YOU for your incredible book. I have not read a more coherent sociology book in all my years of college. I really appreciate the time that you took in making your book interesting and thought-provoking.

It has been a long time since I wanted to read a textbook straight through from the first page to the finish, but I have to tell you that your book is a fascinating read equal to any paperback novel that I have just devoured.

Thank you for bringing the excitement back into the sociology class and thank you for making me think and wonder again.

Sincerely,
Brandi Altheide
Mott Community College
Flint, Michigan

Hello! My name is Kathy. I am taking a sociology class this summer, and I have already preread this whole textbook. I must say, this is the easiest to understand textbook that I have had so far in my college experience. Thanks!

Kathy Patton
Owens Community College
Findlay, Ohio

Hi Mr. Henslin,

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

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

Hi, Prof. Henslin.

Your book was the required reading for the course and I purchased it on Tuesday . . . since then, I haven't been able to stop reading it. (I've covered all of the material up until midterm time, ha.) Besides that, I think I have discovered my major. I just wanted to thank you for putting such effort into this book because I have really, really enjoyed every part of it that I have read so far. It's always wonderful to find someone that loves a topic so much because it makes learning about it even more interesting. Thanks again . . .

Jessica King
University of Cincinnati

I am currently a freshman at Dordt College, a liberal arts college in Sioux City, Iowa. I really enjoy your book so far. It is very easy to read and understand. I especially appreciate the "down-to-earthiness" of this book. I have found that I can apply the things I have learned [from your text] to my Psychology 201 class also. Thanks for your dedication to making the field of sociology more exciting to learn about.

Joya Gerritsma

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

Dear Mr. Henslin,

I would like to take a minute to write you a brief letter expressing my gratitude for your most interesting and enlightening book. I have just begun my exploration into the world of sociology. With the help of your book, and my college professor, you have helped to educate me in a discipline that was foreign to me. I was unaware of the possibilities available to sociology majors, and after researching I have found this is definitely the field for me!

Sincerely,
Katie Bailey

Dr. James Henslin,

I had acquired *Essentials of Sociology: A Down-to-Earth Approach* as part of my required liberal arts core classes (Sociology 101) at Marquette University. I am now in the middle of my senior year and would like to tell you that I have used this text in most of the subsequent classes that I enrolled in after that class.

I want to thank you for helping the rest of my educational journey to be a pleasant one. It may also interest you to know that I am an adult learner at age 41, who returned to college after 18 years of factory work.

Doug Bulson
East Troy, WI
Marquette University

Dear Mr. Henslin,

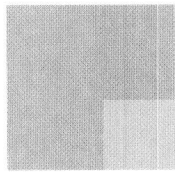
I just finished a Sociology class using your text, the fourth edition of *Sociology, A Down-to-Earth Approach*. Tomorrow, I will take my final exam. I just wanted to commend you on this book. I found it extremely fascinating, well-organized, easy to read and most of all, interesting.

If you want a profile of some of your readers (students), I am 60 years old, a Catholic writer, author of four books, and a late bloomer who is just now getting her college education. I will graduate in August from Ottawa U. with a degree in Religion and a concentration on Psychology.

Thank you again for your fine book. My college education would not have been complete without this course.

Sincerely,
Judy Esway
Mesa, AZ

Essentials of **Sociology**



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 Hansen

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 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. On a global level, these 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. With but one or two exceptions, 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 any 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 holds the key to so much understanding of social life.

If you like to watch people and try to figure out why they do what they do, you will like sociology. Sociology pries open the doors of society so you can see what goes on behind them. *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 path in life. For some, that path leads to better health, more education, and higher income, but for others, it leads to poverty, dropping out of school, and even a higher risk of illness and disease. These paths blazed by social class are so significant that they affect our chances of reaching our first birthday, as well as our chances of getting in trouble with the police. They even influence how our marriage will work out, the number of children we will have—and whether we will read this book in the first place.

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

From how people become homeless to how they become presidents, from why people commit suicide to why women are discriminated against in every society around the world—sociology spans all of these questions. This breadth of discovery, 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 some smaller corner of life. If we look at two people interacting—whether quarreling or kissing—we can see how these broad features of society are being played out in their lives.

We aren't born with instincts. Nor do we come into this world with preconceived notions of what life should be like. At birth, we have no ideas of race-ethnicity, gender, age, or social class. We have no idea, for example, that people "ought" to act in certain ways just because they are male or female. Yet we all learn

such things as we grow up, as we come under the influence of family, friends, and the institutions of 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 constantly gain insights into our own selves. To see how *their* customs affect *them* is to make more visible the influences of our own society on ourselves.

This book, then, can be part of an intellectual adventure: 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.

No matter what your major—whether it be nursing, teaching, physics, engineering, or whatever—sociology provides valuable insight into social relationships. Some people use these principles to help them get along with others. Some even use them to get raises and promotions at work. An individual I know began to apply sociological principles of how groups operate with such success that he moved from being an instructor at a college to the president of my own university. From there, he became the chancellor of a large university system. He told me that applying sociology was the basis of his success.

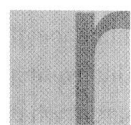
I wish you the very best in college—and in your career afterward. It is my sincere hope that *Essentials of Sociology: A Down-to-Earth Approach* will contribute to that success.



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

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

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 develop 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 that 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. And we would like to accomplish this in ways that enliven the classroom, encourage critical thinking, and stimulate our students’ sociological imagination. Although formidable, these goals are attainable. This book, based on many years of frontline (classroom) experience, is designed to help you reach these goals. Its subtitle, *A Down-to-Earth Approach*, 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 that they can better perceive how the pieces of society fit together, and begin to understand what this means for their own lives.

Filled with examples from around the world as well as from our own society, this text helps make today’s multicultural, global society come alive for students. From learning how the international elite carves 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 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. We examine how social inequality pervades society and how it has an 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 economy and

politics, our overarching social institutions (Chapter 11). We then turn our focus on the family (Chapter 12), education, and religion (Chapter 13). Among our 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 growing influence of the mass media on our lives. For each of these themes, I have written a series of boxes. These boxed features are one of my favorite components of the book. They are especially valuable for introducing 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*, 13th edition (New York: The Free Press, 2005).

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. In them, we analyze how sociology was used to capture Saddam Hussein (Chapter 1), the relationship between heredity and environment (Chapter 3), how football can help us understand social structure (Chapter 4), how the United States is being "McDonaldized" (Chapter 5), what life is like after hitting it big in the lottery (Chapter 8), the taken-for-granted privileges attached to being white (Chapter 9), greedy surgeons and their women victims (Chapter 10), civil liberties and Big Brother's homeland security (Chapter 11), how people's views affect the outcome of cohabitation (Chapter 12), why so many abused women don't leave their abusers (Chapter 12), terrorism in the name of God (Chapter 13), the gentrification of Harlem (Chapter 14), 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 often use student-relevant examples to illustrate key concepts, and I have based several of the chapters' opening vignettes on my own experiences in exploring social life. That this goal of sharing sociology's fascination is being reached is evident from the many comments I receive from instructors and students alike that the text helps make sociology "come alive."

Globalization

The second theme, *globalization*, explores the impact of global issues on our lives and on the lives of people around the world. As the new global economy increasingly intertwines the fates of nations, it vitally affects our own chances in life. 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. In addition to the strong emphasis on global issues that runs throughout this text, I have written a separate chapter on global stratification. I have also featured global issues in the chapters on social institutions as well as in the final chapters on social change: technology, population, urbanization, social movements, and the environment.

What occurs in Russia, Japan, and China, as well as in much smaller nations such as 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.

Cultural Diversity in the United States and Around the World

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 of social life. At times, learning about other cultures gives us an appreciation for the life of other peoples; at other times, we may be shocked 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.

To highlight this subtheme, I have written a series of boxes called ***Cultural Diversity Around the World***. Among the topics in this subtheme are 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), selling brides in China (Chapter 10), female circumcision in Africa (Chapter 10), love and arranged marriage in India (Chapter 12), infanticide in China (Chapter 14), and the destruction of the rain forests and indigenous peoples of Brazil (Chapter 15).

The second emphasis is ***Cultural Diversity in the United States***. In this subtheme, we examine groups that make up the fascinating array of people who comprise the U.S. population. The boxes that I have written with this subtheme review such topics as the controversy over Spanish and English in Miami and the terms that people choose for their own racial-ethnic self-identification (Chapter 2), the resistance of social change by the Amish (Chapter 4), how our own social networks contribute to social inequality (Chapter 5), how Tiger Woods represents a significant change in racial-ethnic identification (Chapter 9), discrimination against immigrants (Chapter 9), and the Million-Man March (Chapter 15).

Looking at cultural diversity—whether it be in the United States or in other regions of the world—often challenges our own orientations to life. Seeing that there are so many ways of “doing” social life highlights the arbitrariness of our own customs—and our taken-for-granted ways of thinking. These con-

trasts help students to develop their sociological imagination. They are better able to see connections among key sociological concepts such as culture, socialization, norms, race-ethnicity, gender, and social class. As your students’ sociological imagination grows, they can attain a new perspective on their own experiences—and a better understanding of the social structure of U.S. society.

Critical Thinking

The fourth theme, *critical thinking*, focuses on controversial social issues and engages students in examining the various sides of those issues. In these sections, titled ***Thinking Critically***, I present objective, fair portrayals of positions and do not take a side—although I occasionally play the “devil’s advocate” in the questions that close each of the topics. Like the boxed features, these sections can enliven your classroom with a vibrant exchange of ideas. Among the issues addressed are our tendency to conform to evil authority, as uncovered by the Milgram experiments (Chapter 5), 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), reparations for slavery (Chapter 9), and ecosabotage (Chapter 15).

Because these *Thinking Critically* sections are based on controversial social issues that either affect the student’s own life or are something in which students are vitally interested, they stimulate both critical thinking and lively class discussions. These sections can also be used as the basis for in-class debates and as topics for small discussion groups. (Using small discussion groups can enliven a class and be an effective way of presenting sociological ideas. I describe this teaching technique in a section that I have written for 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 to our lives. We welcome these new technological tools, for they help us to be more efficient at doing our 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 the new technology goes far beyond the tools and the ease and efficiency they bring to our tasks, however. The new technology is better envisioned as a social revolution that will leave few aspects of

our lives untouched. It even penetrates our being, 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 a major aspect of culture. The impact of technology is then discussed throughout the text. Examples include how technology is related to cultural change (Chapter 2), how technology is being used to control workers in order to produce the “maximum-security” workplace (Chapter 5), the implications of technology for maintaining global stratification (Chapter 7), how the consequences of technology differ by social class (Chapter 8), and how technology led to social inequality in early human history and how it now may lead to world peace—and to Big Brother (Chapter 11). The final chapter (Chapter 15), “Social Change: Technology, Social Movements, and the Environment,” concludes the book with a focus on this theme.

To highlight this theme, I have written a series of boxes titled ***Sociology and the New Technology***. In these boxes, we explore how technology is changing society and affecting our lives. In these boxes, we examine the implications of cloning for our coming society (Chapter 4), the seductiveness of virtual reality (Chapter 4), and cyberloafing and cybersleuthing (Chapter 5).

The Mass Media and Social Life

In the sixth theme, we stress how the *mass media* affect our behavior and permeate our thinking. We consider how they penetrate our consciousness to such a degree that they even influence how we perceive our own bodies. As your students consider this theme, they may begin to see the mass media in a different light, which should further stimulate their sociological imagination.

To make this theme more prominent for students, I have written a series of boxed features called ***Mass Media in Social Life***. Among these are an analysis of why Native Americans like Western novels and movies even though Indians are usually portrayed as losers (Chapter 2), the influence of computer games on images of gender (Chapter 3), the worship of thinness—and how this affects our own body images (Chapter 4), the issue of censoring high-tech pornography (Chapter 6), slavery in today’s world (Chapter 7), finding pleasure in the pain of others (Chapter 10), and the pros and cons of electronic voting (Chapter 11).

New Topics

Because sociology is about social life and we live in a changing global society, the topics of an introductory text must reflect

the national and global changes that engulf us. Among the many new topics in this edition are how applied sociology was the basis for capturing Saddam Hussein (Chapter 1); feral children, how Easterners and Westerners perceive the world differently, and the influence of peer groups on gender socialization (Chapter 3); Milgram’s small world phenomenon as an academic myth, the necessity of replication to overcome sloppiness and fraud in science, and how our own social networks perpetuate inequality (Chapter 5); the decline in crime and how states are backing off minimum sentences in the face of declining budgets (Chapter 6); how the elite of Saudi Arabia keep oil prices low for the Most Industrialized Nations (Chapter 7); what life is like after hitting it big in the lottery, how the super-rich live, and new occupational prestige scores (Chapter 8); how people learn to be prejudiced, the Supreme Court decision on affirmative action and the University of Michigan, and the taken-for-granted privileges that come with being white (Chapter 9); rape in prison, honor killings, and how some surgeons prey on women (Chapter 10); the abuse of Iraqi prisoners at Abu Ghraib prison and the threat that the homeland security laws pose to our civil rights (Chapter 11); “boomerang children,” nannies, how views of child development differ by social class, transitional adulthood, and trends in interracial marriage (Chapter 12); community colleges, home schooling, and religious-based terrorism (Chapter 13); marketing education in cyberspace and how computers are changing education (Chapter 15).

As will be discussed in the next section, some of the most interesting—and even fascinating—new topics are presented in a visual form.

New and Expanded Features

Through the Author’s Lens This edition features three new photo essays called ***Through the Author’s Lens***. Using this format, students are able to look over my shoulder as I experience other cultures or explore aspects of this one. What I found in Cambodia, India, and Georgia expanded my own sociological imagination, and I hope that these reports will do the same for your students. These photo essays should open your students’ minds to other ways of “doing” social life, as well as stimulate excellent class discussion.

The Dump People of Phnom Penh, Cambodia Among the culture shocks that I experienced in Cambodia was not finding out that people scavenge at Phnom Penh’s huge city

dump—this I knew—but that they also live there. With the aid of an interpreter, I was able to interview these people and to photograph them as they went about their everyday lives. An entire community lives in the city dump, complete with restaurants amidst the huge piles of garbage. This photo essay reveals not just these people's activities but also their social organization (Chapter 7).

Work and Gender: Women at Work in India As I traveled in India, I took photos of women at work in public places. The more I traveled in this country and the more photos I took, the more insight I gained into gender relations. Despite the general submissiveness of women to men in India, women are far from limited to family and home. They are found at work throughout the society. What is even more remarkable is how vastly different “women's work” is in India from what it is in the United States. This, too, is an intellectually provocative photo essay (Chapter 10).

When a Tornado Strikes: Social Organization Following a Natural Disaster When a tornado hit a small town just several hours from where I live, I immediately drove there to see the aftermath of the disaster. The police let me in to view the neighborhood where the tornado had struck, destroying homes and killing several people. I was impressed by how quickly people were putting their lives back together, the topic of this third new photo essay in this edition (Chapter 4).

For this series, *Through the Author's Lens*, I have retained these two photo essays from the last edition:

A Walk through El Tiro in Medellin, Colombia One of the most significant social changes in the world is taking place in the Least Industrialized Nations. There, in the search for a better life, people are abandoning rural areas. Fleeing poverty, they are flocking to the cities, only to find even more poverty. Some of these settlements of the new urban poor are dangerous. I was fortunate to be escorted by an insider through a section of Medellin, Colombia (Chapter 14).

Social Movements and Propaganda: The Execution of Timothy McVeigh Although McVeigh's execution is “old news,” what is significant are the sociological principles that the demonstrators at McVeigh's execution exemplified. The national news had piqued my interest, especially the reports about a possible riot and perhaps even an insurrection. This

was too much to resist, and I drove to Terra Haute, Indiana, where I was able to interview and photograph activists on both sides of the death penalty issue and see how the police and military were handling the potential riot. Chapter 15 features my account of this media event, a study in propaganda and social movements.

Photo Essay on Subcultures To help students better understand subcultures, I have added a photo essay to Chapter 2. Because this photo essay consists of photos taken by others, it is not a part of the *Through the Author's Lens* series. The variety of subcultures featured in this photo essay, however, should be instructive to your students.

Other Photos Sprinkled throughout this edition are photos that I took in travels I recently completed. These photos illustrate sociological principles and topics better than photos that are available from commercial sources. As an example, the possibility of photographing and interviewing a feral child was one of the reasons that I made the trip to Cambodia. While in the United States, I was told about a feral child who had been discovered living with monkeys and who had been taken to an orphanage in Cambodia. That particular photo is on page 56. Another of my favorite photos is on page 134.

Thinking Critically About the Chapters In this edition, I have added three critical thinking questions at the end of each chapter. Each question focuses on a major feature of the chapter, asking students to reflect and consider some issue. Many of the questions ask the students to apply sociological findings and principles to their own lives. (The in-chapter Thinking Critically sections of previous editions have been retained.)

Special Pedagogical Features

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

Chapter-opening vignettes feature down-to-earth illustrations of a major aspect of each chapter's content. Some of these

vignettes are based on my research with the homeless, the time I spent with them on the streets and slept in their shelters (Chapters 1 and 8). Others recount my travels in Africa (Chapters 2 and 10) and Mexico (Chapter 14). I also share my experiences when I spent a night with street people at Dupont Circle in Washington, D.C. (Chapter 4). For other vignettes, I use current and historical events (Chapters 9, 13, and 15), classic studies in the social sciences (Chapters 3 and 6), and even a scene from a novel (Chapter 11). Students have often told me that they find the vignettes compelling, that they stimulate interest in the chapter.

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

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

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