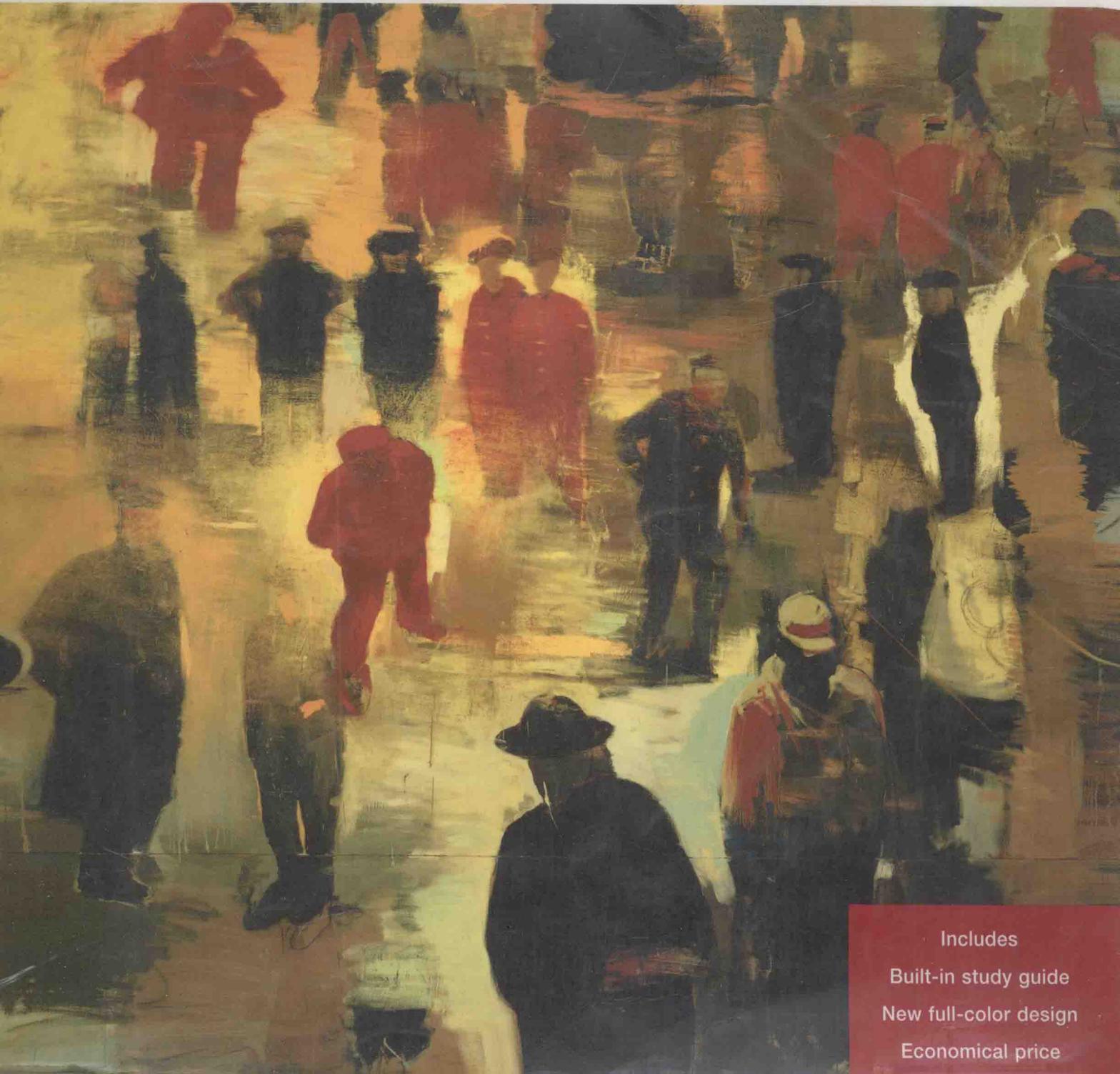


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# SOCIOLOGY

JON M. SHEPARD NINTH EDITION



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# SOCIOLOGY

NINTH EDITION

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## *About the Author*



While an undergraduate student, Jon Shepard was inspired and nurtured by his sociology professor, Richard Scudder. After graduating from Michigan State University with a Ph.D. in sociology, Shepard taught introductory sociology and the sociology of organizations at the University of Kentucky. For the past fourteen years, he has been Head of the Virginia Tech Department of Management. He is the author of ten books and more than forty professional journal articles. He has received teaching awards at both universities, including the University of Kentucky Great Teacher Award. He lives with his wife, Kay Vogel Shepard, in Blacksburg, Virginia. Just retired from college administration, Jon will now be able to devote even more time to writing and teaching.

*Enjoying four new friends:*

*Mocha, Muffin, Tiny, and Pumpkin*

# Preface

## A Note to Students from the Author

---

The issues discussed in my freshman introductory sociology class were not the sort of things I usually spent time thinking about: Is divorce more likely or less likely when people have the same social-class background? Are some races inferior to others? What is the social significance of Darwinism?

Suddenly, I began to see human behavior in a different light. I discovered that Richard Wright's classics, *Native Son* and *Black Boy*, are not merely stories about black youth but rather autobiographical reflections of the black experience in America. Prejudice and discrimination are not just characteristics of individuals; they are part of society as a whole. I learned that football is actually as much a business as a sport. It became apparent that the fraternity I was about to join was not only a brotherhood but also part of the campus social hierarchy.

I began to see social relationships as essential for human survival. And if the world is a stage and all its men and women merely players, these players generally deliver their lines and act out their parts as if they were rehearsed, and with a definite flair for mimicry. Yet, the action that sociologists label "social structure" depends less on the conscious learning of appropriate attitudes, beliefs, and behavior than on unreflective acceptance of our culture and society. In this sense, we are like puppets responding to tugs on the strings that bind us to essential social relationships—relationships in which people, I came to understand, do not usually behave randomly and do not always behave only as individuals. People often think, feel, and behave in rather predictable ways because of what they have been taught and because of the many social pressures to which they have been exposed. At the same time, however, individuals interacting with others create their own understandings of situations. In this sense, human beings are not like puppets, because they have the potential to buck tradition; they are active, thinking creatures even when they are conforming.

Society was demystified for me. I came to value sociology as a tool for understanding the world. In fact, this experience led me to major in sociology and subsequently to obtain my Ph.D. in the field. I have never regretted those choices.

You might not major in sociology. You can, however, enjoy this course and take lifelong benefits from the slant on social life that sociology provides.

## A Note to Instructors from the Author

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Several specific goals continue to energize me as we introduce the significance and excitement of sociology to students. First, sociology—with its perspectives, con-

cepts, theories, and research findings—offers a window on the social forces that affect us all daily. This perspective is vital for students as they grapple to understand the social factors that promote patterned behavior in themselves and others. Second, the material must be readable and at the same time theoretically and empirically sound. Third, students deserve a textbook design that is dynamic and demonstrates, clearly, the application of a new perspective to their personal lives. Fourth, I want a presentation from which students can not only learn the basics of sociology, but can acquire the ability to pose their own questions about social life. Finally, the catalyst: stimulate students to become more active learners.

## Unifying Themes and Features

---

### Sociological Imagination

The study of sociology encourages critical thinking about conventional wisdom through the development of the *sociological imagination*—the mind-set that enables individuals to see the relationship between events in their personal lives and events in their society. To this end, each chapter opens with a question about some aspect of social life. The answer to each question contradicts a popular or commonsense belief. Sometimes the question will focus on a result that even sociologists may have doubted until a sufficient amount of convincing research had been done. The correct answer to each question is given at the beginning of the chapter and is elaborated on within the chapter itself. Topics covered include the following:

- Suicide (Chapter 1, "The Sociological Perspective")
- Television and violence (Chapter 4, "Socialization Over the Life Course")
- Selfishness and human nature (Chapter 5, "Social Structure and Society")
- Date rape (Chapter 7, "Deviance and Social Control")
- Gender income inequality (Chapter 10, "Inequalities of Gender")
- National health care (Chapter 16, "Health and Health Care")
- Revolutions and social change (Chapter 18, "Social Change and Collective Behavior")

Of course, opportunities to build a sociological imagination permeate the entire text.

### Doing Research: Sociologists as Scientists

A boxed feature within each chapter, entitled *Doing Research*, presents the theory, methods, conclusions, and implications of significant sociological studies. This feature is intended to demonstrate the ways sociologists use the scientific method in their work.

Several criteria guided the selection of these research studies. Some studies, such as Emile Durkheim's work on the social antecedents of suicide, are sociological landmarks. Others, such as Philip Zimbardo's experiment involving a simulated prison and George Ritzer's analysis of the McDonaldization of higher education, are included because they reinforce a major point in a chapter. Still other studies are included because they illustrate the imaginative use of a major research method. Durkheim's use of existing sources in the study of suicide and Donna Eder's use of a variety of research methods in her study of popularity in middle school are examples.

Given these criteria, it is hardly surprising that many of the studies included are sociological "classics"; they have had a lasting influence on the field and are continuously being cited by other researchers. Like classics in all fields, these pieces of research generally have high interest value. They are innovative in approach and explore important topics in ingenious ways. If read carefully, these detailed accounts of significant sociological studies cannot fail to pique interest in social research and stimulate the sociological imagination. Here are some examples:

- "Teenagers in a Cultural Bind" (Chapter 3, "Culture")
- "High School Reunions" (Chapter 4, "Socialization Over the Life Course")
- "Adopting Statuses in a Simulated Prison" (Chapter 5, "Culture and Society")
- "Who's Popular, Who's Not" (Chapter 8, "Social Stratification")
- "The McDonaldization of Higher Education" (Chapter 13, "Education")
- "The Secularization of Religion" (Chapter 15, "Religion")
- "Gang Violence" (Chapter 17, "Population and Urbanization")
- "The Withering of the American Dream" (Chapter 18, "Social Change and Collective Behavior")

### **Technology and Society**

Technology is a major engine of social change in modern society. Because our present students grew up with telephones, television, and computers, it may be difficult for them to understand the social effects of these technologies. But think of the changes they have seen with the emergence of the Internet and wireless phones. Each chapter has a boxed feature entitled *Technology and Society*. Topics new to this edition are privacy in the workplace, aging in the mass media, terrorism, and "smart mobs." Other topics include

- "Are Researchers Peeping Toms?" (Chapter 2, "Social Research")
- "Star Wars and the Internet" (Chapter 3, "Culture")

- "Can the Internet Stunt Your Growth?" (Chapter 4, "Socialization Over the Life Course")
- "Look Out for Identity Thieves!" (Chapter 7, "Deviance and Social Control")
- "Gender Equality and the Internet" (Chapter 10, "Inequalities of Gender")
- "Technology and Protection Against Terrorism" (Chapter 14, "Political and Economic Institutions")
- "Is Human Cloning Ethical?" (Chapter 15, "Religion")
- "Virtual Communities" (Chapter 17, "Population and Urbanization")

### **Sociology and the News Media**

C. Wright Mills, creator of the term sociological imagination, valued sociology for its potential in developing a better understanding of news events. His point is only stronger with the addition of cable television and the Internet. A feature called *Sociology and the News Media* stimulates students' newly acquired sociological perspective as they view political and social events in the news. Each chapter contains a boxed feature keyed to a recently broadcast story that appeared on the major news network, CNN. Four of the *Sociology and the News Media* boxes are new to this edition. Each is keyed to a CNN video (available to instructors); each contains brief news stories; and up to one-half are cross-cultural. Here are examples:

- "Being Gay in America" (Chapter 5, "Social Structure and Society")
- "Gang Violence" (Chapter 7, "Deviance and Social Control")
- "Hate Crimes" (Chapter 9, "Inequalities of Race and Ethnicity")
- "Marry for Love or Money" (Chapter 12, "Family")
- "Are School Vouchers a Good Thing?" (Chapter 13, "Education")
- "The Politics of Smoking" (Chapter 14, "Political and Economic Institutions")
- "Modernization and the American Family" (Chapter 18, "Social Change and Collective Behavior")

### **Accent on Theory**

Each chapter contains a prominent section on the distinctive views of three major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism. Each chapter also presents a table entitled "Focus on Theoretical Perspectives," in which succinct illustrations are offered for the three theoretical perspectives. For example, the following table appears in Chapter 11 ("Family"):

### **Cross-Cultural Perspective**

Never has the world been as interconnected as it is now. Gone are the comfort and simplicity of geographically based social isolation. It is now apparent that events in

TABLE 11.2

**FOCUS ON THEORETICAL PERSPECTIVES: Perspectives on the Family**

Both functionalism and conflict theory are more concerned with the ways social norms affect the nature of the family. Symbolic interactionism tends to examine the relationship of the self to the family. If functionalism and conflict theory were used to focus on the self, what examples would you give?

Theoretical Perspective	Social Arrangement	Example
Functionalism	• Sex norms	• Children are taught that sexual activity should be reserved for married couples.
Conflict theory	• Male dominance	• Husbands use their economic power to control how money is spent.
Symbolic interactionism	• Developing self-esteem	• A child is abused by her parents learns to dislike herself.

cities, states, and nations have repercussions for each other. Thus, it is imperative that stimulating sociological phenomena be viewed in a larger geographic frame.

To this end, cross-cultural examples and research are presented throughout the text. This cross-cultural emphasis alerts students to our tendency to accept our own culture while rejecting others. By interacting mentally with other cultures within the context of sociological concepts, theories, and research findings, students are better able to apply the sociological perspective to their daily lives. This cross-cultural emphasis is intended to encourage in students a more self-conscious awareness of their own society and a better understanding of other cultures.

In addition, maps of the United States and the world are included in each chapter. Each map permits the geographic comparison of a particular social phenomenon. Here are some examples from the *Snapshot of America* feature:

- “Gun Control” (Chapter 3, “Culture”)
- “High School Exit Exams” (Chapter 9, “Inequalities of Race and Ethnicity”)
- “Americans Without Health Insurance” (Chapter 16, “Health and Health Care”)

The world map feature, entitled *World View*, includes these social phenomena:

- “The Wired World” (Chapter 2, “Social Research”)
- “National Death Penalty Policy” (Chapter 7, “Deviance and Social Control”)
- “Political Freedom” (Chapter 14, “Political and Economic Institutions”)

### What is New in the Ninth Edition?

#### All New Full-Color Design

The Ninth Edition of *Sociology* marks a return to the use of full color in the design, figures, and photographs.

Long-time users of *Sociology* may recall that from the first through the sixth editions the text was in full color. Then, in order to save students money in their textbook purchases, starting with the seventh and continuing with the eighth editions we published the text using only two colors. Now with the Ninth Edition I am pleased that we are able to offer the text in rich, full color. In the animated world of today’s students, visual learning is even more important. The use of full color thus enhances the learning process. I am, however, most pleased that this use of full color has been achieved without having to resort to a large price increase for the text. *Sociology*, Ninth Edition, continues to be offered as one of the most economical college sociology textbooks available today.

#### Text Additions

This edition of *Sociology* has undergone visibly significant revision throughout. Perhaps the most noticeable change is the replacement of a single chapter on inequalities of gender and age with separate chapters on gender stratification and age stratification. Sociological interest in gender and age stratification has grown to the point that sufficient detail on each topic cannot be presented in a single chapter. New separate chapters provide the space needed for more complete elaboration.

Other important revisions come in the form of expanded coverage and new topics in existing chapters. These revisions are highlighted in the following descriptions.

**Chapter 1** introduces students to the practical uses of the sociological perspective and the history of sociology. Also, the three major sociological theories (functionalism, conflict theory, and symbolic interactionism) are illustrated with sports examples. *Liberation sociology* is introduced as a new concept in this edition. Conflict theory is now illustrated with new information on corporate manipulation of tax laws, including Enron. Emile Durkheim’s study of suicide has been moved to this chapter.

**Chapter 2** introduces the major research methods used by sociologists. It concludes with a discussion of ethics in social research. An interesting new field experiment by Marianne Bertrand and Sendhil Mullainathan (“What’s in a Name?”) on racial discrimination is introduced in *Doing Research*. New data are presented regarding the relationship between sex, race, and education.

**Chapter 3** is thoroughly reorganized—promoting a broader understanding of the pivotal concept of culture. The chapter offers many new contemporary examples, including the Taliban’s maltreatment of women in Afghanistan, corporate scandals in Enron, Arthur Anderson, and WorldCom, and attitudes in Arab countries. New to this edition are considerations of *gestures* as an aspect of language and the concept of *multiculturalism*. The sections on subculture and counterculture are expanded and revised. New data on premarital sexual intercourse among U.S. teenage women are presented. Also included are two new tables: one on do’s and taboos around the world, the other on symbols created for Internet communication.

**Chapter 4** explores our learning to participate in society through the acquisition of culture (socialization). Socialization from infancy to old age is investigated within the context of functionalism, conflict theory, and symbolic interactionism. A concept, *continuity theory*, is introduced in a new discussion of adjustment among aging adults.

**Chapter 5** removes, for students, the mystery of the meaning of social structure. It explains and illustrates the major sociological concepts underlying the central concept of social structure. A new table compares the nature of different types of societies from hunting and gathering to postindustrial. A new *World View* displays the extent of employment in service industries around the globe.

**Chapter 6** distinguishes among various types of groups and the basic interactions within them. A new table compares primary and secondary groups, and *social networks* is presented as a new concept. The last half of the chapter is devoted to formal organizations or bureaucracies. A description of formal organization in Japan closes the chapter. New maps include a *Snapshot of America* on the size of state bureaucracies and a revised *World View* on the size of military budgets in major countries.

**Chapter 7** The first part of this chapter focuses on biological, psychological, and sociological explanations of deviant behavior. An expanded discussion of deviance in high places includes contemporary examples from college sports and the Catholic Church. An almost entirely new discussion of white-collar deviance emphasizes the recent corporate scandals. The last half of the chapter deals with a more detailed discussion of crime in the United States. The crime control section has a completely updated exploration of capital punishment and imprisonment in the United States,

including new data from the FBI. A new *Sociology and the News Media*, “Capital Punishment,” has been added to this edition.

**Chapter 8** is a pivotal chapter on one of the most important concepts in sociology—social stratification. Material on poverty in America is thoroughly updated and revised, including new information on the outcomes of welfare reform. An updated *Snapshot of America* shows the percentage of the U.S. population in poverty by state. A completely new *World View* displays the nature of global inequality. A heavily revised section on global poverty closes the chapter.

**Chapter 9** explores the significance of race and ethnicity and the operation of prejudice and discrimination in the United States. *Scapegoat* is included as a new concept. A subsequent large section, “Institutionalized Discrimination,” details the nature and extent of inequality among American minorities. Discussions of inequality among African Americans and Latinos are completely revised and updated. A new *Snapshot of America* focuses on high school exit exams and their impact on minority and poor children. A new *World View* illustrates the extent of global ethnic diversity.

**Chapter 10** concentrates on gender inequality. As noted earlier, this area of study has grown in such importance that it requires a stand-alone chapter. This expanded coverage is reflected in the sections on “Women as a Minority Group,” “Occupational and Economic Inequality,” “Sexism in Sports,” and “Legal and Political Inequality.” All tables and graphs from the eighth edition are updated and revised. A new figure shows the persistent gender inequality in college sports. A new *World View* displays women’s earnings as a proportion of men’s earnings around the globe.

**Chapter 11** covers age inequality with sections added on “Aging and Stratification” and “The Graying of America.” Five new concepts are included: *age cohort*, *age structure*, *feminization of poverty*, *geronticide*, and *gerontocracy*. Each feature in this chapter is new. Technology and Society deals with the unfavorable depiction of aging in the mass media. *Doing Research* documents the consequences of aging in rural Ireland. *Sociology and the News Media* has a new topic entitled “Baby Boomer Marketing.” Three new tables and four new figures are incorporated. A new *Snapshot of America* displays the percentage of the U.S. population 65 years and over by state. Gender differences in life expectancy around the world are shown in a new *World View*.

**Chapter 12** explores the nature of the family as viewed by sociologists. There are also sections on “Family and Marriage in the United States” and “Lifestyle Variations.” Expanded coverage is given to the divorce rate in the United States. An added section entitled “Family Resiliency” presents two new concepts: *family resiliency* and *public policy*. Nearly all graphs have been updated, and a new bar graph on

international divorce rates is included. “Cyber Sperm” is a *Sociology and the News Media* new to this edition.

**Chapter 13** examines the organization of schools, the functions of education, educational inequality, and the transmission of culture in schools. The section on the back-to-basics movement is enlarged. New material is presented in the section on “Competitors to the Traditional Public School,” including vouchers, charter schools, and for-profit schools. The section on “Promoting Equality in Education” is beefed up. “Higher Education” is expanded. Data in graphs and U.S. maps are updated. A new *Sociology and the News Media*, entitled “School Test Trouble,” is included in this edition.

**Chapter 14** covers political and economic institutions with a significant revision of “Political Power in American Society,” particularly the discussions about voting and political action committees. The concept of *corporate welfare* is introduced in this edition. A new *Technology and Society* explores the uses of technology in the fight against terrorism.

**Chapter 15** presents sociology’s unique perspective on the institution of religion. This edition includes a new section entitled “Gender and Religion.” The Raelians have been added to the discussion of “New Religious Movements.” A study challenging the secularization of religion argument is presented in a new *Doing Research*.

**Chapter 16** explores health care in the United States. The relationship between illness and age is significantly expanded. A completely new section on mental illness is introduced. Treatment of HMOs is expanded. All graphs and maps are updated.

**Chapter 17** is devoted to the dual and related topics of population and urbanization. In an entirely new section, “Population Growth in the United States,” the concept *natural increase* is introduced. *Boomburbs* is a new concept included in the section on “Suburbanization.” This chapter contains new *Snapshot of America* and *World View* maps. All data on population and urbanization have been updated.

**Chapter 18** combines the areas of social change and collective behavior. The section on “World-System Theory” is increased. Most of the discussion on “Mass Hysteria and Panics” is new. A new section entitled “The Future Direction of Social Movement Theory” closes this chapter.

## Distinctive Study Aids

Joseph Butler, an eighteenth-century English minister and moral philosopher, wrote:

*[P]eople habituate themselves to let things pass through their minds, as one may speak, rather than to think of them. Thus by use they become satisfied merely with seeing what is said, without going any further. Review and attention, and even forming a judgment, becomes fatigue; and to lay any-*

*thing before them that requires it, is putting them quite out of their way. (Butler 1983:11; originally published in 1726)*

Butler eloquently expresses the elements underlying our approach to learning in this textbook: the SQ3R method and critical thinking. Students continue to express enthusiasm for this approach. It helps them combat passivity and become better active learners, comprehending the material more fully as they become progressively more mentally involved.

## SQ3R: A Format for Study

This text is designed with the “SQ3R” study format at its core. Research tested, this approach helps students identify significant ideas, understand these ideas rapidly, remember important points, and review effectively for exams. As a result, students learn more about sociology more easily while performing better on tests. *I recommend that instructors and students go over these steps together.*

The letters in SQ3R symbolize five steps in effective reading and learning: survey (S); question (Q); read, recite, and review (3R). The steps in the SQ3R method are built into each chapter.

1. *Survey.* Before reading the chapter, students should read the outline, the introduction, and the summary. This survey, which will give them an overall picture of the chapter content, should take only a few minutes.
2. *Question.* Third-order headings are phrased as questions to help students select and concentrate on the important points. For example, instead of seeing subtopic headings such as “Working Women,” they will find such questions as “Have men and women reached financial equality?” and “How do American women fare globally?”
3. *Read.* For increased comprehension, students should focus on each third-order question as they read the material that answers it.
4. *Recite.* Students should answer each third-order heading immediately after reading the relevant material. If they are unable to answer a question, they should examine the material until they find the answer. Also, at the end of every major topic is a final recitation check called *Feedback*. (See sample *Feedback* on Page xvii.) If students cannot answer one of these self-test questions, they should note the correct answer given under the questions and look back at the text material to find out why this is the right answer. The recitation dimension of the SQ3R method will prevent them from deluding themselves into believing that they understand material when, in fact, they do not. This process is designed to replace surface recognition with a more thorough comprehension.

- \_\_\_\_\_ is the scientific study of social structure.
- Match the social sciences listed below with the examples of research projects beside them.
 

___ a. sociology	(1) a study of how children learn to talk
___ b. anthropology	(2) a study of the impact of taxation on consumer spending
___ c. psychology	(3) a study of African American family structure during the slavery era
___ d. economics	(4) a study of village ruins
___ e. political science	(5) a study of presidential power
___ f. history	(6) a study of drug use patterns among high school students

Answers: 1. Sociology 2. a. (6) b. (4) c. (1) d. (2) e. (5) f. (3)

- Review.** After completing a chapter, students should once again briefly answer the questions posed in the third-order headings. Even better, they should have another person ask them the questions. They can complete their review of a chapter by using the *Review Guide* that appears at the end of each chapter.

### Critical Thinking

Critical thinking—questioning commonly held assumptions—is traced by intellectual historians to fifth-century-B.C. Greece, particularly to the Athenians (Brinton 1963). Full-fledged Western interest in critical analysis did not appear until the eighteenth century, the period known as the Enlightenment (Gay 1966). Respect for critical and reasoned analysis, rather than judgments based on emotion, has been a key element of the Western world ever since.

Critical thinking is crucial for today's college students. First, the tradition of liberal education is the tradition of critical thought (Pelikan 1992). Second, as the nature of work continues to move from physical labor to cerebral activities, the facility for critical reasoning becomes an increasingly valuable asset on the job. Third, it doesn't take a rocket scientist to figure out the need for critical thought among all American voters; behavior of our political leaders makes this point daily. Finally, not least, critical thinking is vital in personal contexts such as family life, decision making outside of work, and personal enrichment.

Critical thinking is incorporated in this edition in three ways:

- Critical Thinking within the SQ3R Method.** The promotion of critical thinking lies at the heart of the "question" step of the SQ3R method. This point can be made by contrasting two approaches to learning: the *informational* approach and the *critical thinking* approach. The objective in the informational approach is knowledge acquisition, important when one is exposed to new material. Following are some sample SQ3R informational questions.

- Do extremely isolated children develop human characteristics?

- To what extent do Americans exercise power through the ballot box?
- Do American workers like their jobs?

Although gaining information is essential, it is only the beginning. Critical thinking emphasizes further interaction with knowledge as it is being acquired. Following are some sample critical-thinking SQ3R questions:

- If prisons do not rehabilitate, what are some alternatives?
  - Is the negative image of the poor in America accurate?
  - What is required to prove the existence of the power elite in American society?
- Critical-Thinking Questions.** Critical-thinking questions are liberally interspersed throughout each chapter. Questions follow the *Doing Research*, *Technology and Society*, and *Sociology and the News Media* features. A critical-thinking question is also included in each table, figure, and map. A set of four to six critical-thinking questions appears in the *Review Guide* at the end of each chapter. Consequently, a critical-thinking opportunity is offered at least every few pages. These wide-ranging questions encourage students to think critically and creatively about the ideas within a chapter. Sometimes students will apply these ideas to a particular aspect of society. At other times students will use sociological ideas to analyze and understand events and experiences in their own lives.
  - Critical Feedback.** Each *Doing Research* closes with a series of critical-thinking questions under the heading, "Thinking About the Research," designed to help students better understand the piece of sociological research involved and to probe below the surface. For example, these questions are posed following the description of Stanley Milgram's study of group pressure and conformity:
    - Discuss the ethical implications of Milgram's experiment.
    - If the researcher had not been present as an authority figure during the experiment to approve the use

of all shock levels, do you think group pressure would have been as effective? Explain.

4. **The Sociological Imagination.** It is easy to fall into a pattern of nonreflection about prevailing ideas that are passed from generation to generation. The feature *Using the Sociological Imagination*, described earlier, opens each chapter with a question designed to challenge some aspect of a social myth.

### Review Guide

Each *Review Guide* begins with a chapter summary, followed by the chapter learning objectives. Next is a concept review of approximately 50 percent of the concepts introduced in the chapter. Students can test their grasp of key concepts by matching concepts with definitions. Several critical-thinking questions follow the concept review. These broad questions provide practice for essay tests. A set of multiple-choice questions then acts as a mini self-test. The feedback review consists of a sample of questions taken directly from the *Feedback* questions throughout the chapter. In most chapters a graphic review feature tests understanding of a particular table or figure in the chapter. An answer key closes each *Review Guide*.

### Supplements for the Ninth Edition

#### Supplements for the Instructor

##### **Instructor's Edition of *Sociology: The Essentials*.**

An Instructor's Edition (IE) of this text containing several features useful to instructors is available. The IE contains the Visual Preface, a walk-through of the several themes and many features of *Sociology* along with a complete listing of available bundles for this text. To obtain a copy of the Instructor's Edition, contact your Thomson Sales Representative.

##### **Instructor's Resource Manual with Test Bank (with the MultiMedia Manager CD-ROM).**

This manual offers the instructor chapter outlines, discussion topics, and lecture suggestions to facilitate in-class discussion, and innovative class activities for each chapter. The test bank includes 50–75 multiple-choice questions and true/false questions with answers and page references, as well as essay questions for each chapter. A concise user guide for InfoTrac and WebTutor is included as an appendix. A new MultiMedia Manager CD-ROM is now located in the print Instructor's Resource Manual. The CD also includes book-specific PowerPoint lecture slides, graphics from the book itself, the Instructor's Resource Manual and Test Bank as Word documents, CNN video clips, and links to many of Wadsworth's important sociology resources.

**ExamView Computerized Testing.** Create, deliver, and customize tests and study guides (both print and online)

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##### **Wadsworth's Introduction to Sociology 2005 Transparency Acetates.**

A set of four-color acetates consisting of tables and figures from Wadsworth's introductory sociology texts is available to help prepare lecture presentations. Free to qualified adopters.

**Videos.** Adopters of *Sociology* have several different video options available with the text.

##### **Wadsworth's Lecture Launchers for Introductory Sociology**

An exclusive offering jointly created by Wadsworth/Thomson Learning and Dallas TeleLearning, this video contains a collection of video highlights taken from the "Exploring Society: An Introduction to Sociology" Telecourse (formerly "The Sociological Imagination"). Each 3- to 6-minute-long video segment has been especially chosen to enhance and enliven class lectures and discussion of 20 key topics covered in any introductory sociology text. Accompanying the video is a brief written description of each clip, along with suggested discussion questions to help effectively incorporate the material into the classroom.

##### **Sociology: Core Concepts.**

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

##### **CNN® Today Sociology Video Series (Volumes I–VII).**

Illustrate the relevance of sociology to everyday life with this exclusive series of videos for the Introduction to Sociology course. Jointly created by Wadsworth and CNN, each video consists of approximately 45 minutes of footage originally broadcast on CNN and specifically selected to illustrate important sociological concepts. The videos are broken into short 2- to 7-minute segments, perfect for use as lecture launchers or as illustrations of key sociological concepts. Each video includes an annotated table of contents, descriptions of the segments, and suggestions on their use within the course.

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

### Supplements for the Student

**Wadsworth's Sociology Online Resources and Writing Companion, First Edition.** This valuable guide shows students how they can use Wadsworth's exclusive online resources—InfoTrac College Edition, the Opposing Viewpoints Resource Center (OVRC), and MicroCase Online—to assist them in their study of sociology and to build essential research and writing skills. Part One provides informative user guides that introduce each of these powerful research tools. Part Two contains directed exercises designed to develop research and critical-thinking proficiency for each of the core topics in sociology. Part Three provides an overview of some of the research and writing tools available online, such as InfoWrite and the OVRC Research Guide, and shows students how they can effectively integrate their research findings into class assignments.

**SocCoach CD-ROM.** The new, interactive SocCoach CD-ROM can be packaged for free with each new copy of the text. This tutorially driven CD-ROM is firmly grounded in sociology. It enables students to review chapter content, conduct online research, think critically about sociology statistics, watch well-known sociologists discussing important concepts, and complete book-specific quizzes, all on one, easy-to-use CD-ROM. The new Study Plan feature prompts students to take a diagnostic chapter quiz, and then generates a personalized Study Plan that shows students exactly what they need to review further. Students can then access study material for each concept, including material from the book itself, illustrative graphs, videos, and statistics that help students to better understand each concept.

### Readers

**Classic Readings in Sociology, Third Edition (edited by Eve Howard).** This series of classic articles written by key sociologists will complement any introductory sociology textbook. This reader serves as a touchstone for students, where they can read original works that teach the fundamental ideas of sociology.

**Understanding Society: An Introductory Reader, Second Edition (edited by Margaret Andersen, University of Delaware, Kim Logio, St. Joseph's University, and Howard Taylor, Princeton University).** This reader includes articles with a variety of styles and perspectives, with a balance of the classic

and contemporary. The editors selected readings that students will find accessible yet intriguing, and have maximized the instructional value of each selection by prefacing each with an introduction and following each with discussion questions. The articles center on the following five themes: classical sociological theory, contemporary research, diversity, globalization, and application of the sociological perspective.

### Online Resources

**Wadsworth's Virtual Society: The Wadsworth Sociology Resource Center.** [www.wadsworth.com/sociology](http://www.wadsworth.com/sociology)

Here you will find a wealth of sociology resources, such as Census 2000: A Student Guide for Sociology, Breaking News in Sociology, a Guide to Researching Sociology on the Internet, Sociology in Action, and much more. Contained on the home page is the text-specific site for *Sociology: The Essentials*, Third Edition.

### Shepard, Sociology, Ninth Edition Companion

**Web Site.** [sociology.wadsworth.com/shepard/soc9e](http://sociology.wadsworth.com/shepard/soc9e)  
Access useful learning resources for each chapter of the book. Here are some of the many resources available:

- Tutorial practice quizzes that can be scored and emailed to the instructor
- Internet exercises and Web links
- Video exercises
- Periodical exercises via InfoTrac College Edition
- Flashcards of the text's glossary
- Crossword puzzles
- Essay questions
- Learning objectives
- MicroCase online data exercises
- Virtual explorations

### And much more!

### WebTutor™ ToolBox for WebCT or Blackboard.

Preloaded with content and available free via pincode when packaged with this text, WebTutor ToolBox pairs all the content of this text's rich Book Companion Web Site with all the sophisticated course management functionality of a WebCT or Blackboard product. You can assign materials (including online quizzes) and have the results flow automatically to your gradebook. ToolBox is ready to use as soon as you log on—or, you can customize its preloaded content by uploading images and other resources, adding Web links, or creating your own practice materials. Students have access only to student resources on the Web site. Instructors can enter a pincode for access to password-protected Instructor Resources.

**InfoTrac® College Edition.** With each purchase of a new copy of the text comes a free 4-month pincode to InfoTrac College Edition, the online library that gives students anytime, anywhere access to reliable resources.

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**Opposing Viewpoints Resource Center (OVRC).** Newly available from Wadsworth, this online center presents varying perspectives on today's most compelling issues. OVRC draws on Greenhaven Press's acclaimed Social Issues Series, as well as core reference content from other Gale and Macmillan Reference USA sources. The result is a dynamic online library of current event topics—the facts as well as the arguments of each topic's proponents and detractors. Special sections focus on critical thinking—walking students through the steps involved in critically evaluating point-counterpoint arguments—and on researching and writing papers. OVRC is also available through Wadsworth's Sociology Online Resources and Writing Companion.

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