The background of the book cover is a photograph of a group of people, likely children, playing on a large, curved wooden structure that resembles a giant slide or a play structure. The structure is made of vertical wooden planks and has a curved top. Several children are visible: one is standing on the top edge, another is sitting on the edge, and others are positioned further down. The scene is set against a light blue sky with some clouds. A large, solid yellow square is placed over the middle of the image, partially obscuring the children. The overall tone is bright and somewhat somber, reflecting the book's theme of social change.

Sociology

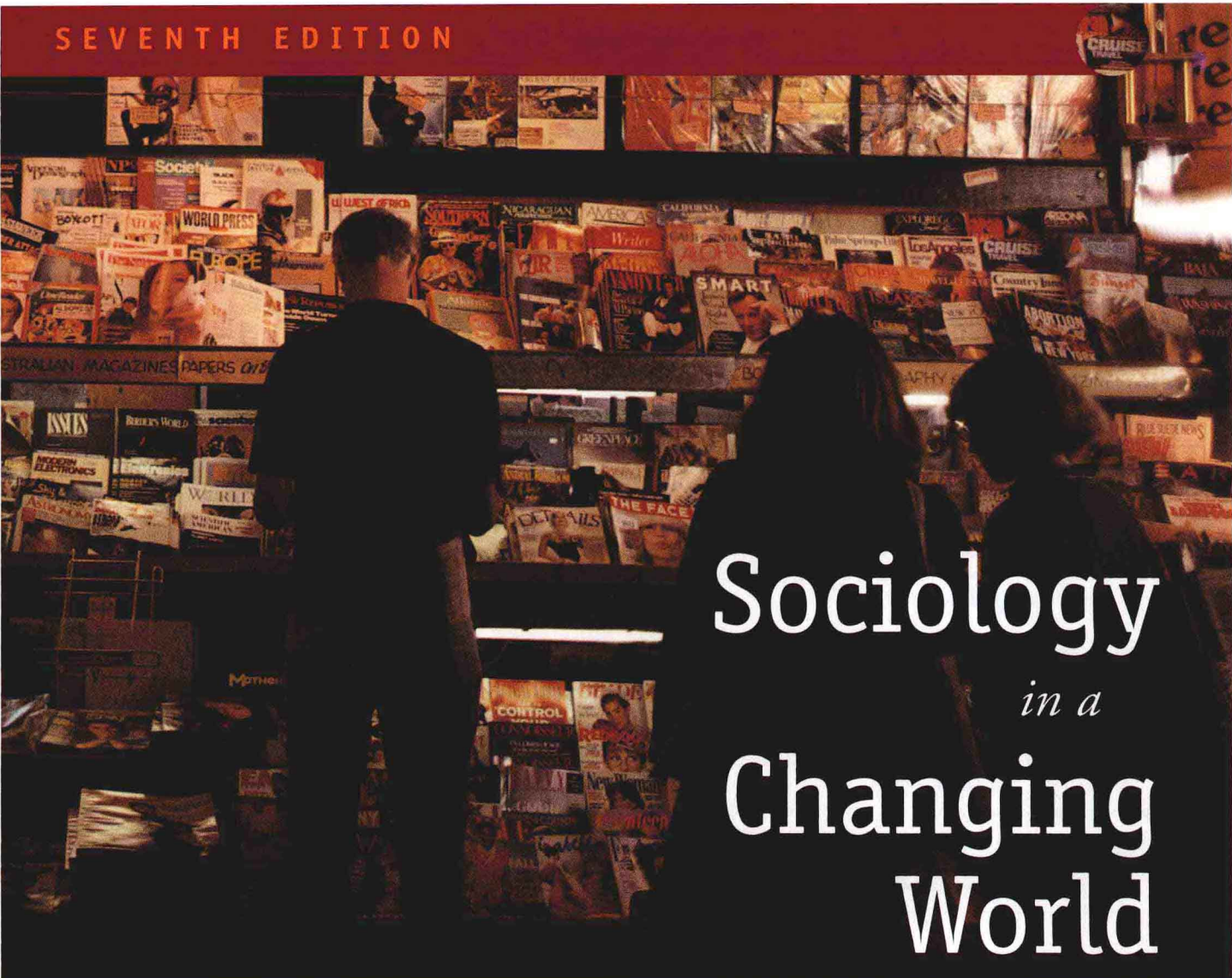
IN A

Changing World

SEVENTH EDITION

William Kornblum

SEVENTH EDITION



Sociology *in a* Changing World

William Kornblum

City University of New York,
Graduate School and University Center

In collaboration with
Carolyn D. Smith

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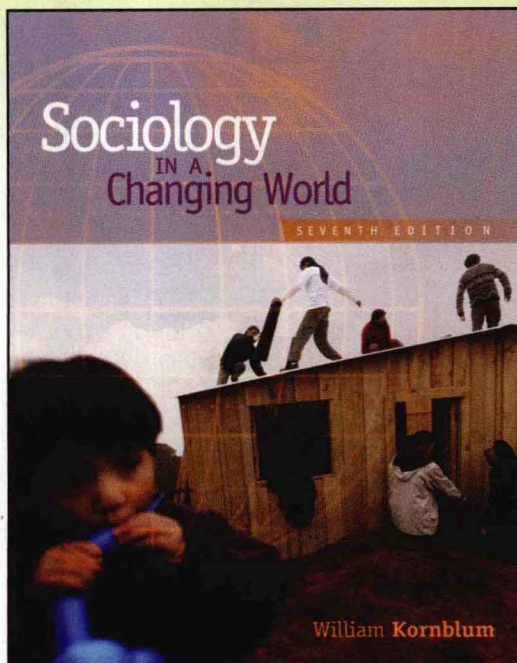
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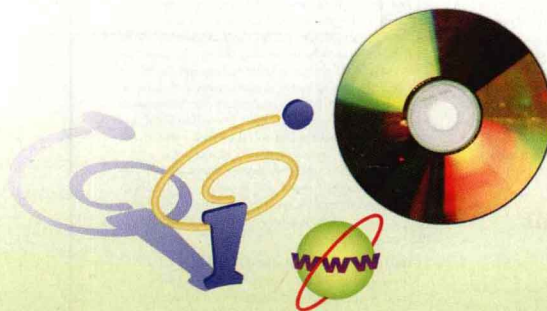
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See pages 7–11 for details.



**Turn the page—
your sociological tour begins here!**

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Preview

Kornblum's emphasis on *social change* helps students understand our similarities, our differences, and society as a whole

New!

Kornblum now includes a powerful opening, Chapter 1, "Sociology: An Introduction," that emphasizes **social change** and why this emphasis is essential to studying sociology. Additionally, the book's *Preface* now addresses and thoroughly explains not only its social change philosophy but also its unique table of contents organization.

I

chapter

Sociology: An Introduction

The Sociological Imagination

Sociology and Social Change

The Social Environment
Levels of Social Reality

From Social Thought to Social Science

The Age of Enlightenment
The Age of Revolution
The Founders of Sociology
The Rise of Modern Sociology

Major Sociological Perspectives

Interactionism
Functionalism
Conflict Theory

Visual Sociology: Society on Parade

The Multidimensional View of Society

two within society" (Mills, 1959, p. 6). Individual greed may explain why some executives manipulated company portfolios to enrich themselves beyond imagining, but in addition to these more psychological reasons, there were widespread failures of control and oversight in the accounting systems that made the excesses possible; in other words, failures at the sociological level were as important as individual motivations. In the case of the war in Iraq, the heroism of Private Jessica Lynch and her rescuers also can be explained only partially by individual characteristics. Private Lynch fully deserves to join the parade of American and British heroes who won the war, but her motivations for joining the army in the first place had a lot to do with sociological forces. She wanted to go to college and become a classroom teacher, but her family's limited resources made it desirable for her to first join the army, in the hopes of eventually going to college with support from the government based on her military service (Baker, 2003).

One of the main objectives of this book is to help you apply your sociological imagination to an understanding of the social forces that are shaping your own place in the parade—that is, the forces that are shaping your life and those of the people you care about. The sociological imagination can help us avoid blaming ourselves needlessly for the troubles we encounter in life. It can help us understand, for example, why some people are rich and powerful but many others are not; why the benefits of good health care or enriching education are available to some but not to others; or why women may find themselves resenting the men in their lives. The sociological imagination helps us sort out which facts about ourselves are explained by our place in society and which ones are a result of our own actions. Above all, the sociological imagination can suggest ways in which we can realistically effect change in our lives and in society itself.

SOCIOLOGY AND SOCIAL CHANGE

Sociology is the scientific study of human societies and human behavior in the many groups that make up a society. Sociologists must ask difficult, sometimes embarrassing questions about human life in order to explore the consequences of cataclysmic events such as those that shut down factories or enslave an entire people. To understand the possible futures of people who confront such drastic changes, sociologists are continually seeking knowledge about what holds societies together and what makes them bend under the impact of major forces such as war and migration.

We will see throughout this book that there are many ways in which sociologists can already predict the social changes that are likely to occur in coming years and

decades. For example, our society increases, social change will bring health care or for improvements of the elderly. But there have been predicted Sociologists are trying the causes of terrorism in search to better understand or remain from social change, and

The Social

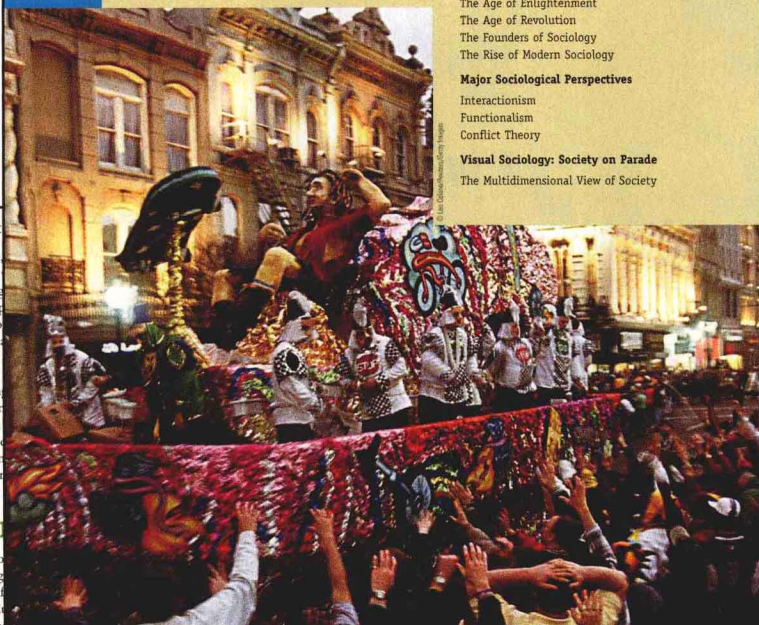
The knowledge sociologists study religious; the behavior of the activities of voluntary teacher groups and p

relationships between men and women or between aging individuals and their elderly parents; the behavior of groups in cities and neighborhoods; the activities of gangs, criminals, and judges; differences in the behaviors of entire social classes—the rich, the middle classes, the poor, the down-and-out; the way cities grow and change; the fate of entire societies during and after revolutions; and a host of other subjects. But how to make sure the information gathered is reliable and precise, how to use it to build theories of social cohesion and social change—that is the challenge faced by the young science of sociology.

As in any science, there are many debates in sociology about the appropriate ways to study social life and about which theories or types of theories best explain social phenomena. Most sociologists, however, would agree with the following position:

Human actions are limited or determined by "environment." Human beings become what they are at any given moment not by their own free decisions, taken rationally and in full knowledge of the conditions, but under the pressure of circumstances which delimit their range of choice and which also fix their objectives and the standards by which they make choices. (Shils, 1985, p. 805)

This statement expresses a core idea of sociology: Individual choice is never entirely free but is always determined to some extent by a person's environment. In sociology, *environment* refers to all the expectations and incentives established by other people in a person's social world. For the sociologist, therefore, the environment within which an individual's



A Focus on Social Change

The theme of *social change* is revisited and examined within the book's fascinating features

Mapping Social Change boxes—many include new maps—use clear and inviting maps, charts, and photos to illustrate how collective behaviors, social changes, and social movements are distributed throughout the United States or the world.

Global Social Change boxes explain major social changes around the world by applying sociological concepts.



POPULAR CULTURE & SOCIAL CHANGE Jocks, Nerds, Punks, Abercrombies, and Others

The rash of high school violence, culminating perhaps in the Columbine shootings in 1998, brought to national attention the subject of high school peer groups, sometimes pejoratively called cliques. But educators and sociologists have been concerned for many decades about the influence of teen peer groups, an influence that can be extremely constructive and prosocial or, in some cases, can lead to destructive behavior and conflict. To understand high school peer groups, it is vital to understand the way groups of teenagers adopt particular forms of popular culture as their own.

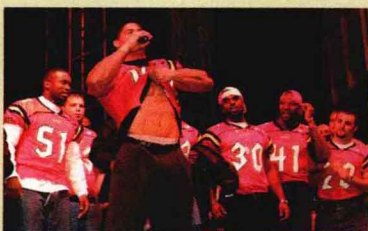
Here is an example of how a journalist described the different peer groups of a high school he visited in Illinois:

Jocks rule and nerds still struggle for acceptance just about everywhere. But many schools have their own unique cliques. A look at Illinois' Glenbrook South High.

- **Trophy-Case Kids.** Named for their hangout under the school awards case. They're punkish in black hooded sweatshirts.
- **Wall Kids.** Mostly seniors, mostly popular.

- **Lots of preppies and "Abercrombies."** Their turf: a wall outside the cafeteria.
- **Bandies, Musicians.** They stick to themselves outside rehearsal room. Not especially cool or uncool, just good friends.

- **Backstage People.** Theater and arts types (both genders) lounge on couches backstage to talk, do homework, and take naps.



- **Student-Council Kids.** Clean-cut, popular. Lunch-time hangout: the council office. (Adler & McCormick, 1999, p. 56)

Surely there were more groups in the high school that the journalist did not discover. Perhaps there were technology nerds who hung out in the computer labs or the AV room, and if it was a rural school, maybe there were farm kids involved in 4-H. And what about skateboarders or cheer-

Tribal Societies Within the Modern State of Nigeria

MAPPING SOCIAL CHANGE

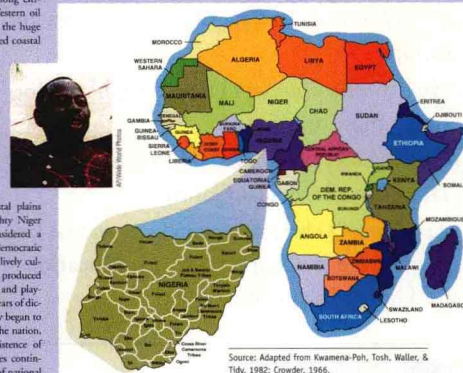
Nigeria is the largest nation of Africa south of the Sahara desert. It is also a nation where social change is extremely rapid and unpredictable, for tribal and religious differences make it difficult to create a Nigerian identity among citizens, and the influence of Western oil companies seeking to exploit the huge oil reserves in the impoverished coastal region creates opportunities for both development and corruption.

As the detailed map shows, it is composed of many societies with their own cultures and languages. Some, like the Hausa, are spread out over vast territories in the northern savannas; others, like the Tiv and Ibo, are clustered in the more densely populated coastal plains and on the delta of the mighty Niger River. Nigeria was once considered a leader in the development of democratic political institutions. It had a lively cultural and intellectual life and produced some of Africa's best novelists and playwrights. In 1998, after many years of dictatorship, the Nigerian military began to relinquish its harsh rule over the nation, but at this writing the persistence of regional and ethnic animosities continues to hamper the emergence of national leadership. Conflict between its many societies, often over the disposal of oil revenues from the Niger delta region, and rampant political and economic corruption continually threaten the viability of its democratic institutions.

Ken Saro-Wiwa, shown in the photo, was one of the leaders of the effort to create a modern Nigerian nation even as

1995. Saro-Wiwa was the founder and leader of the movement for the survival of the Ogoni people in Nigeria's oil-rich Niger delta region. Although the government and the Dutch Shell Corporation

awarded a "Ken Saro-Wiwa Memorial Prize for Ethnic and Religious Tolerance." In a recent speech about this award, Nigeria's Nobel laureate, the world-famous playwright Wole Soyinka, said that "Since



Source: Adapted from Kwame-Ninsin, Tosh, Waller, & Tidy, 1982; Crowder, 1966.

have taken billions of dollars' worth of oil from their lands, the Ogoni, a small tribal society in the Cross River region, still live in mud huts and dig for yams with bamboo sticks. Acid rain and oil pollution have destroyed many productive farms. Saro-Wiwa was attempting to organize a peaceful social movement to

the death of Ken Saro-Wiwa . . . the state of ethnic consciousness has assumed a violent dimension." Worried that inequalities among Nigeria's different ethnic groups could result in civil strife, Soyinka issued an urgent call for a conference of "nationalities." Leaders around the world will be watching the

CRITICAL SOCIOLOGY AND SOCIAL CHANGE

Empowering Women

The term *empowerment* is often used in discussions of women and development. The term refers to the process whereby relatively powerless people of any gender, race, ethnicity, or social class organize to assert their needs and

overcome obstacles to their full participation in the institutions of their societies. The term can also refer to the processes whereby people gain the ability to assert their needs in more personal contexts—in their families, work groups, schools, or communities.

Empowerment of women is a major global issue because such a large proportion of the world's females are trapped in patriarchal societies. Indeed, the extent to which different nations move toward greater parity between male and female holders of elective office (as shown in Figure 14.8) is an international measure of relative progress in dealing

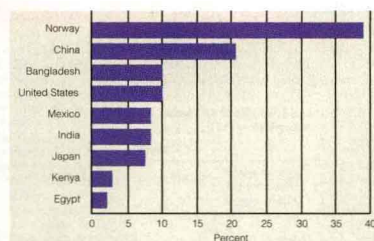


Figure 14.8 Women's Share of National Legislatures in Selected Countries

Source: UNDP, 2000.

▲ The *Research on the Cutting Edge* feature, now renamed **Critical Sociology and Social Change**, critically examines cutting-edge research and includes researchers featured in the *Exploring Society* telecourse. These sections help students understand the relevance of the field of sociology within the context of each chapter.

▲ **Popular Culture and Social Change** boxes illustrate how sociological concepts are reflected in popular music, television, and other media.

A Focus on Social Change

Kornblum includes dynamic *pedagogical tools* that draw students into the study of sociology

New!

More **Study Charts** have been added to the Seventh Edition to help steer students toward concept mastery. Here are just a few of the study charts in this new edition:

- ❖ *Types of societies* in Chapter 4, "Societies and Nations"
- ❖ *Primary and secondary groups* in Chapter 6, "Interaction in Groups"
- ❖ *Justifications for punishment* in Chapter 7, "Deviance and Social Control"
- ❖ *Marx's and Weber's theoretical perspectives on stratification* in Chapter 11, "Stratification and Global Inequality"

STUDY CHART TYPES OF SOCIETIES						
TYPE OF SOCIETY	HISTORICAL PERIOD	ENERGY/ TECHNOLOGY	POPULATIONS SUSTAINED	SETTLEMENT PATTERN	SOCIAL ORGANIZATION	EXAMPLES
Hunting and gathering	Only type until about 12,000 years ago; a few examples remain but are threatened with absorption or extinction	Fire; crude weapons	Bands of 25–40 people	Nomadic	Family and clan centered; division of labor based on age and sex; little social equality	Eskimo; Pygmies of Central Africa; Aborigines of Australia
Horticultural and pastoral	From about 12,000 years ago, with rapidly decreasing numbers after about 4000 BC	Fire; hand tools for planting	Settlements of a few hundred, linked through clans and tribes to form societies with several thousand members	Horticulturalists form small, relatively permanent settlements; pastoralists are nomadic, following herds of migrating animals (e.g., reindeer, caribou, buffalo) and engaging in some animal domestication	Family centered; religious systems encourage development of some specialized roles and statuses; emergence of social inequality based on prestige and wealth	Societies of the Fertile Crescent (now Iraq); Laplanders; Maasai
Agrarian	From about 7,000 years ago; large but decreasing numbers today	Fire; animal power for plowing; extensive irrigation systems	Millions of people	Cities become common, but the vast majority of people live on the agricultural lands outside them	Family remains strong but loses some power as extensive religious, political, and economic institutions emerge; extensive division of labor and increased social inequality based on power, wealth, and religious prestige	Egypt under the pharaohs; Medieval Europe; ancient China and India
	From about 1750 to present	Steam, electricity, gasoline power; railroads and auto/truck transport	Millions of people	Cities; agriculture is mechanized, and manufacturing absorbs displaced workers	Distinct and specialized religious, political, economic, educational, and family institutions; extensive division of labor and interdependencies; social inequality persists but is subject to social reform movements and revolutions	China; Brazil; Eastern European nations; Argentina; Philippines; South Korea

continued

STUDY CHART JUSTIFICATIONS FOR PUNISHMENT		
JUSTIFICATION	FUNCTION	CRITICAL ISSUES
Deterrence	To prevent crime and protect society from criminal predation	Does prison, as a dominant form of punishment, deter crime or socialize criminals?
Rehabilitation	To resocialize the criminal so that he or she can reenter society	What forms of rehabilitation actually work to prevent recidivism?
Retribution	To take revenge on the criminal and make punishment show society's anger about the crime	Do extreme punishments reduce all members of society to the level of the criminal?

SOCIOLOGICAL METHODS

Measures of Central Tendency

When we say that the family is a primary agent of socialization, we mean not just the child's parents, but all the people who make up the "family constellation"—that is, the people who are most often in the child's home and therefore capable of influencing his or her socialization. But how can we measure such a thing across many different families? In an innovative study of whom children interact with other than their parents, Lewis and Feiring observed ten very young children from different families and counted the number of people they saw each week. Here is an example of their data and the basic methodological tools they used to analyze it.

The following table presents information from Lewis and Feiring's study of 3-year-old children's social networks:

The 3-Year-Old Child's Social Network (N = 117)*		
	X	Range
Number of relatives other than parents seen at least once a week	3.20	0–15
Number of child's friends seen at least once a week	4.43	0–13
Number of adults seen at least once a week	4.38	0–24

*N refers to the number of subjects in a study.
Source: Lewis & Feiring, 1982, p. 116.

To understand this table, you must know something about the common measures of central tendency. The measure used here is the *mean*, represented by X. To arrive at this number, each child's total number of friends, relatives, and other adults seen at least once a week is added to the totals for the other children in the sample. The grand total is then divided by the number of children in the sample. The resulting number can be used to represent the entire sample.

The other common measures of central tendency are the *median* and the *mode*. The median is the number that divides a sample into two equal halves when all the numbers in the sample are arranged from lowest to highest. The mode is simply the score that occurs most often in the sample. Sociologists make a point of specifying which of these measures they are using. They try to avoid the term *average* in statistical tables because it can refer to any one of these measures.

To illustrate all three measures of central tendency, let us use the following data from 10 of the children in Lewis and Feiring's samples:

Child	Number of Friends Seen at Least Once a Week
1	2
2	3
3	3
4	7
5	12
6	2
7	3
8	1
9	0
10	5
Total	38

In this example, the mode would be 3 and the median would also be 3, but the mean would be 3.8.

➤ **Sociological Methods** boxes help students see and understand how sociologists go about conducting their research.

The *latest research* and coverage of *cutting-edge topics* make the Seventh Edition an outstanding teaching and learning tool

432 PART 3 Social Divisions

Longevity and Life Expectancy

As people live longer lives—that is, as *longevity* increases—due especially to better nutrition, more medical care, and improved economic and political stability—there are both positive and negative consequences, or risks, for societies and nations. More older people means that more people will live to be grandparents capable of helping their adult children care for their kids. Older people in good health have opportunities to travel and continue to develop their human potential. But greater longevity also means that there will be more “frail” elderly and greater incidence of illnesses such as cancer and Alzheimer’s disease, which families and entire societies must learn to cope with. Despite these and other risks, increased life expectancy, as noted in earlier chapters, is a measure of social development because the overwhelming majority of people wish to live longer and more productive lives.

At age 65 and beyond, over 50 percent of North American women are widowed, whereas only 13.6 percent of men have lost their wives. This difference is due to the fact that the life expectancy of females is at least 7 years longer than that of males. (By *life expectancy* we mean the average number of years a member of a given population can expect to live beyond his or her present age.) Typically, men die before their wives do. Older men also tend to marry younger women, making widows the single largest category in the elderly population.

In the future, if male and female roles become more similar and women experience the stresses and risks that

are thought to cause earlier death in men, the gap between the life expectancies of the sexes may narrow. Research on sex differences in the causes of death indicates that women may be less vulnerable to death for genetic reasons, but it is extremely difficult to prove this scientifically. The research of Lois M. Verbrugge and colleagues (Verbrugge, Gruber-Baldini, & Fozard, 1996) on health trends among males and females indicates that the lifestyles of men and women in the United States have become similar; in particular, women’s lives are more like men’s. This change has unfortunate implications for women’s health and longevity. For example, women are now smoking almost as much as men. Smoking among men declined from 50.2 percent in 1965 to 25.9 percent in 1998, while the rate for women decreased from 31.9 percent to 22.1 percent (*Statistical Abstract*, 2001). Among older smokers, men were twice as likely to quit as women. It is no surprise that lung cancer now almost equals breast cancer as a leading cause of death for women.

AGE AND DEPENDENCY People in the working adult cohorts—that is, those between the ages of 18 and 64 (although many continue to work well after age 64 and may start before age 18)—contribute disproportionately to the well-being of the young and the elderly. Of course, societies justify this pattern of dependency by recognizing that adults are merely doing in their turn what was done for them as children or will be done for them when they are among the frail elderly. Institutions of modern societies, such as public education and Social Security, ensure that a share of wealth passes to the dependent cohorts.

When there are very large numbers of children in a society, as is the case in the developing nations, or increasing numbers of elderly people, as is the case in the older nations of western Europe and North America, working adults may shoulder an increased burden. Figure 15.6 vividly illustrates the dependency problem. It charts the ratio of workers in the U.S. labor force to people receiving Social Security benefits. That ratio has been decreasing sharply

with the aging that now then for every retiree Social Security jects the ratio century in ord

dependency situation will conti

aging accelerates. According to t

of the second decade of this c

drawn out of the Social Security



Social movements among the elderly are increasing in strength as the older population grows in numbers. Older Americans have taken an active interest in recent efforts to reform the nation’s health care system.

New!

An expanded discussion of gay and lesbian relationships has been added to Chapter 16, “The Family,” as well as a new section on current research on gay and lesbian families.

New!

Longevity, death and dying, and caregiving are now explored more extensively in Chapter 15, “Inequalities of Youth and Age.” In this chapter, you’ll also find additional coverage of aging in a global perspective.

Gay and Lesbian Relationships

In 2003, in a stunning 6-3 decision, the U.S. Supreme Court struck down laws banning homosexual sex in Texas and 12 other states. In its ruling, the Court declared that a Texas law banning what some states have called deviate sex acts, or sodomy, was an unwarranted government violation of the right to privacy. Scholars and gay and lesbian activists said that the decision would make their efforts on behalf of gay rights easier. They also believed that it would add new credibility to their struggle to legitimate same-sex marriages, adoptions, and parental benefits. Critics, both among the minority on the Court and among opponents of gay rights, argued that the ruling would open a floodgate of efforts to legalize forms of sexuality such as prostitution and bestiality. In its ruling, however, the Court recognized that its decision follows legal precedents already established in many other democratic nations.

For sociologists who study these issues, it was clear that the Court was responding to important changes in the norms of sexuality in the American population. As noted elsewhere, attitudes toward same-sex relationships have been becoming more tolerant for the

The Sociological Observer

This photo, titled “Proud of Vermont,” appears at a Web site devoted to information about Vermont’s gay and lesbian community and their efforts to convince their fellow citizens to pass the state’s historic civil union bill. When you look at this photo, can you make any observations about the sexual orientations of any of the people in the photo? The crowd is celebrating the first anniversary of the civil union bill. What is the difference between civil union and marriage? Why are even civil unions among gays and lesbians still regarded as controversial? (See page 480 for further insights into the sociological content of this photo.)



New!

Entirely new sections on collective behavior now appear in Chapter 8, “Collective Behavior, Social Movements, and Mass Publics.” These fascinating sections include expanded discussions of topics such as fads, fashions, rumor, gossip, panic, and mass hysteria.

New!

The social epidemiology of AIDS and the growing obesity epidemic is explored in Chapter 21, “Technology, Environment, and Health.”

Current Topics

An outstanding art and photo program that is *beautiful*, *interesting*, and *instructive*

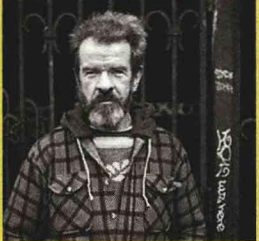
Chapter-opening vignettes capture students' attention and introduce them to the chapter's subject matter. Each vignette is continued in the **Visual Sociology** section at the end of the chapter.

New!

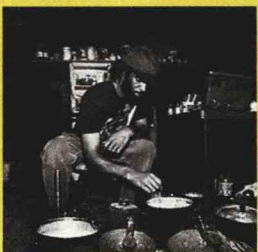
The Sociological Observer feature reinforces the book's emphasis on the analysis of actual human behavior, as presented in photos that capture aspects of social structure, social interaction, and social change. This feature presents a photo or video (from *Exploring Society*, *Lecture Launchers Video*, or *Core Concepts Video*) related to the images in the **Visual Sociology** feature as well as a small amount of information about what the photo or video represents. Students are encouraged to examine the photos or videos more closely and respond to critical-thinking questions in each chapter. Later, when students encounter the **Visual Sociology** photo essay at the end of each chapter, they can revisit the questions they were asked to consider earlier.

The Sociological Observer
(See photo on page 181.)

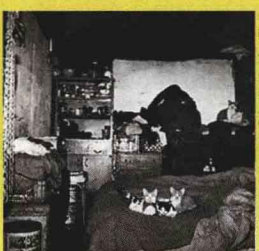
While homeless people are often considered deviant outcasts in American cities and frequently find themselves shunted into places like tunnels or public shelters, in much of the Third World, homelessness is far more common. Homeless people are often recent arrivals to urban regions who are living in makeshift shelters on the city's edges. As bad as their living situation might be, it is also likely that they have come from even more impoverished conditions in their home villages. Although the rich in their societies may see them as a nuisance, they can hardly be considered deviant since so many are in similar situations.



Coke and amphetamines started coming back to me because I had an unlimited supply [as a cook in a hospital] And I gave up everything, gave up everything that I had. And I moved into a place called the Amtrak Tunnel.



I have always done most of the cooking. In most cases, people will heat up stuff down there. But cooking stews, soups—I'm an excellent cook. I love to cook. People say, "That was amazing!" I've never cooked professionally. I've never had a job as a cook. They thought I was in the military or something, which I wasn't.



I got my little family [18 cats], and that's enough. I don't need any more. They are all different, and if you're feeling bad they make you feel better. They're not like people, they're not two-faced. They don't have one side and then have another the next time. So that's why I love my animals. And they know they can depend on me.

I see them lining up for breakfast well before seven in the morning. They look exhausted and threadbare. Some have slept all night in chairs in the "day room." Others are drifting in from the street, where they have a secret hiding place to sleep—perhaps over a grate that in winter will blow warm air on them and keep them from freezing. Since the terrorist attack on New York City and the resulting loss of thousands of jobs, there is also a growing number of displaced workers, many of whom had recently struggled to get off the welfare rolls and into the labor market. But most of the homeless seeking help have been living on the streets for other reasons.

This morning, for example, I see Willie W. and his partner Samantha. They are crack addicts who roam the streets at night in search of soda and beer cans, which they will sell at a high price because of the scarcity. This morning, inside the Drop-in Center, money is around so

involved in research with the city's street population for almost three decades.

I believe that the problems of homeless adults in urban centers raise fascinating sociological issues about how a good society might deal with people who deviate from its norms and are "down and out." I find it sad that in one of the world's richest cities there are people living on the streets. Often they are mentally ill or addicted, or both. Equally often they are younger people who have been pushed out of crowded apartments after the breakup of a family. On the streets, they find many opportunities to make some money through various forms of hustling.

Race, ethnicity, and gender also play a part in the story. Two generations ago

FOCUS QUESTIONS:
• How do societies define deviant behavior?

The Sociological Observer

This mother and child are standing in front of their makeshift

home. Countless people in the Americas, Asia, and Africa are homeless in the sense that although they have somewhere to sleep, their shelter is grossly inadequate, cold in bad weather, boiling hot in the sun, unsanitary, unsafe, and "temporary."

Note the details of this family's "home." How is it constructed? How is the infant dressed? Where is the structure located? Do you think that this family would be considered as deviant in the region where they are living as they would were they living on the outskirts of a city in the United States? (See page 197 for further insights into the sociological content of this photo.)



Photo: Inc. 550 SW 12 Ave. Cleveland, OH 44115-4772

art and the sociological eye

Graffiti—Art or Vandalism?

The teenagers who do it call it different things in different cities—writing, tagging, bombing, and even art. Most adults think of it as graffiti and consider it either a nuisance or, if it defaces their property, outright vandalism. Sociologists who study teenage behavior often explain that graffiti can send many kinds of signals. Gangs often use initials or symbols to mark their turf in an urban community. Aspiring young artists, influenced by hip-hop styles of dress and music, may become interested in graffiti as an art form. Sometimes this art is perceived as a protest against the larger society, as when large graffiti murals are drawn at night on buses or trains or on public buildings. Part of the creative effort involves the daring exploit of producing art that is against the law. In some cities, youth who produce this underground or protest art are known as "bombers" because they make sudden, stealthy strikes on a building or a train. Bombers look down on mere "taggers," who scrawl their highly stylized initials ("tags") everywhere they go, even on the far more artistic bombers' work.

No matter how much we might understand and appreciate well-executed graffiti art, however, from the viewpoint of the larger society, graffiti art is a defacement of public property. Its removal

is costly, in effects can be demoralizing, and it can be read as a sign that a community's young people, or at least some of them, are alienated and angry. Realizing this, many youth workers and community leaders have found ways to reach out to graffiti artists and guide their energy and creativity into socially constructive or at least more acceptable channels. In New Orleans, for example, the Ya Ya Collective has made graffiti art into products that young people can reproduce and sell. This builds their self-esteem and provides funds for other

constructive youth activities. In New York City, where graffiti art is extremely popular, a sympathetic industrialist has hired graffiti artists to paint enormous murals on the walls of an old factory building in an industrial section of the city. In Philadelphia, Chicago, Cleveland, and many other U.S. cities, graffiti artists and their friends are applying their skills to the creation of public murals commemorating the victims of gang violence or the drug trade, and in so doing they are learning to use their art in positive ways.



Photo by Bob VandenBrouck for ShutterStock

Art and Photo Program

Seamless integration of *multimedia and Internet resources* . . . superb teaching and learning tools linked to every chapter!

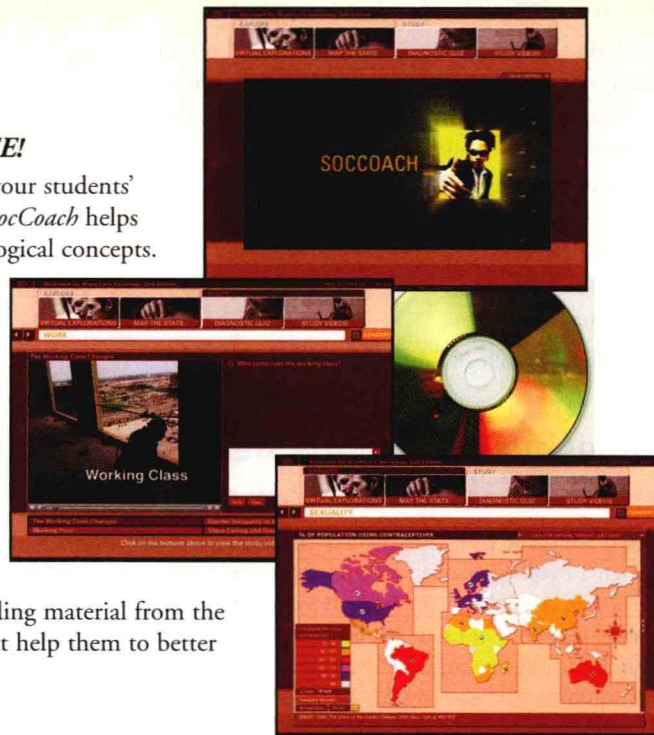
Kornblum's text works hand in hand with **SocCoach CD-ROM**

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The exciting new *SocCoach* CD-ROM greatly improves your students' chances of success! Dynamic, interactive, and exciting, *SocCoach* helps students study and gain a better understanding of sociological concepts.

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InfoTrac® College Edition

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Give your students anytime, anywhere access to reliable resources with *InfoTrac College Edition*, the online library! This fully searchable database offers 20 years'

worth of full-text articles from almost 5,000 diverse sources, such as academic journals, newsletters, and up-to-the-minute periodicals including *Time*, *Newsweek*, *Science*, *Forbes*, and *USA Today*. This incredible depth and breadth of material—available 24 hours a day from any computer with Internet access—makes conducting research so easy, your students will want to use it to enhance their work in every course! And, incorporating *InfoTrac College Edition* is easy—references to this virtual library are built into Kornblum's text. Both adopters and their students receive unlimited access for four months.

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WebTutor™ Advantage on WebCT and Blackboard

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This Web-based learning tool takes the sociology course beyond the classroom! Students gain access to a full array of study tools, including chapter outlines, chapter-specific quizzing material, interactive games and maps, and videos. With *WebTutor Advantage*, instructors can provide virtual office hours, post syllabi, track student progress with the quizzing material, and even customize the content to suit their needs. This program contains communication tools with which instructors can set up threaded discussions and conduct "real-time" chats, as well as bring the latest developments from the field into the classroom using *NewsEdge*, an authoritative news source that delivers customized news feeds daily.

Multimedia and Online Resources

Kornblum's Companion Web Site at Wadsworth's Virtual Society

<http://sociology.wadsworth.com/kornblum/change7e>

The Virtual Society resource center features a wealth of online book-specific study materials created especially for this text, plus a sociology timeline, a student guide to Census 2000, Sociology in the News, a career center, and much more. And for instructors, the site includes password-protected Instructor's Manuals, Microsoft® PowerPoint® Lectures, and important sociology links.

Click on the Companion Web Site to find useful learning resources for each chapter of Kornblum's book. Students can interact with the material as they analyze data and have their quizzes evaluated online. The site includes many password-protected resources for instructors.

Some of the site's other resources include:

- ❖ Tutorial Practice Quizzes with Feedback
- ❖ Web Links
- ❖ Internet Exercises
- ❖ Video Exercises
- ❖ InfoTrac College Edition Exercises
- ❖ Flashcards of the Text's Glossary
- ❖ Crossword Puzzles
- ❖ Learning Objectives
- ❖ MicroCase® Data-Analysis Exercises
- ❖ Virtual Explorations



Opposing Viewpoints Resource Center

<http://www.gale.com/OpposingViewpoints>

Newly available from Wadsworth, this online center allows you to expose your students to all sides of today's most compelling issues! The *Opposing Viewpoints Resource Center* 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 and researching and writing papers.



Additional resources for students

Study Guide

0-534-63670-5 • Packaged with the text 0-534-22225-0

by William Kornblum and Carolyn D. Smith

This student study tool contains chapter outlines, learning objectives, fill-in-the-blank review questions, key term matching exercises for each chapter of the text, *InfoTrac College Edition* and Internet exercises, and more. Also included is a set of practice tests for each chapter consisting of 15 multiple-choice, 5 true/false, and 5 short-answer questions to help students apply and master chapter concepts.

Telecourse Guide for Exploring Society: Introduction to Sociology

0-534-63677-2 • Packaged with the text 0-534-27733-0

by Jane Penney, Dallas County Community College District

This guide is keyed to Kornblum's text and provides students with valuable resources designed to direct their study in the *Exploring Society: Introduction to Sociology* telecourse. The guide includes lesson overviews, goals and objectives, specific reading assignments, practice tests, and other learning activities that connect the text and video components of each lesson of the course.

Also available . . . the perfect tool to help your students make the most of Wadsworth's online resources!

Wadsworth's Sociology Online Resources and Writing Companion

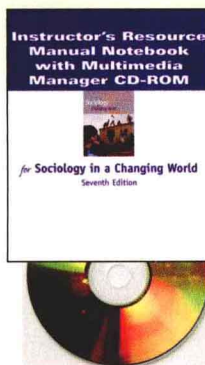
0-534-63682-9 • Packaged with the text 0-534-22207-2

New! You can package the text with this valuable guide that shows your students how they can most effectively use our exclusive online resources to help them build essential research and writing skills and integrate research findings into class assignments.



Resources

An outstanding collection of *teaching tools* designed with you in mind



Instructor's Resource Manual Notebook with Multimedia Manager CD-ROM

0-534-63678-0

With this enhanced instructor's manual, instructors can integrate their personal notes into a 3-hole-punched, tabbed notebook containing a wealth of comprehensive teaching resources. The manual contains detailed lecture outlines; instructional goals; extensive teaching suggestions; topics for discussion; strategies for how to effectively utilize the text's rich selection of tables, charts, and other visual features in class; a "Sociology versus Ideology" feature; Internet and *InfoTrac College Edition* exercises for each chapter of the text. And, there's more: a table of contents for the *CNN Today Sociology Video Series* and concise user guides for both *InfoTrac College Edition* and *WebTutor*. The Manual also includes Jerry M. Lewis's helpful booklet

Tips for Teaching Introductory Sociology as well as Wadsworth's *Sociology Online Resources and Writing Companion* containing *InfoTrac College Edition*, **MicroCase**, and **Opposing Viewpoints Resource Center** exercises that can be assigned to students to help them build essential research and writing skills in sociology.

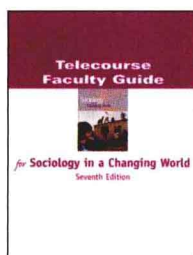
The **Instructor's Resource Manual Notebook** is packaged with an all-new **Multimedia Manager CD-ROM**.

This new instructor resource includes book-specific *PowerPoint*® lecture slides, graphics from the book itself, the IRM Word documents, the Test Bank, CNN Video clips, and links to many of Wadsworth's important sociology resources. All of your media teaching resources in one place!

Test Bank

0-534-63672-1

The extensive *Test Bank* includes 100–125 multiple choice, 30–40 true-false, and 8–10 short-answer, and 3–5 essay questions for each chapter of the text, all with page references and question type (recall or applied) indicated. The revised test bank now includes additional questions based on the main text's rich selection of features and visuals. Further test questions specific to the *Exploring Society: Introduction to Sociology* telecourse are also provided as an appendix. The *Test Bank* is also available electronically on the *ExamView Computerized Testing CD-ROM* as well as on the *Multimedia Manager Instructor Resource CD-ROM* that comes packaged in the Instructor's Resource Manual Notebook.



Telecourse Faculty Guide

<http://dallas.dcccd.edu/>

This resource provides instructors of the *Exploring Society: Introduction To Sociology* telecourse with recommended instructional strategies,

lesson summaries, suggestions for interaction with students, sample course syllabi, and other information. To order, please contact your sales representative or call Dallas TeleLearning at 972-669-6650.



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Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. *ExamView* offers both a quick test wizard and an online test wizard that guide you step-by-step through the process of creating tests. The test

appears on screen exactly as it will appear printed or displayed online. Using the complete word processing capabilities of *ExamView*, you can enter an unlimited number of new questions or edit existing questions.

Transparency Acetates

0-534-58775-5

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.*

Instructor Resources

Dynamic *presentation tools* help you deliver interesting and interactive lectures



CNN® Today: Sociology Videos

Volume I: 0-534-52482-6 • Volume II: 0-534-55593-4 • Volume III: 0-534-55603-5
Volume IV: 0-534-58767-4 • Volume V: 0-534-58771-2 • Volume VI: 0-534-58776-3
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Integrate the up-to-the-minute programming power of CNN and its affiliate networks right into your classroom! Updated yearly, *CNN Today* videos are course specific and can help you launch a lecture, spark a discussion, or demonstrate an application—using the top-notch business, science, consumer, and political reporting of the CNN networks. Produced by Turner Learning, Inc., these 45-minute videos show your students how the principles they learn in the classroom apply to the stories they see on television. Special adoption conditions apply.



Wadsworth's Lecture Launchers for Introductory Sociology

0-534-58839-5 (VHS) • 0-534-58845-X (DVD)

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



Sociology: Core Concepts

0-534-61934-7 (VHS) • 0-534-61935-5 (DVD)

Another exclusive offering jointly created by Thomson Wadsworth and Dallas TeleLearning, this video contains a collection of video highlights taken from the *Exploring Society: 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.



Wadsworth Sociology Video Library

This large selection of thought-provoking films is available to adopters based on adoption size. Ask your sales representative for information.

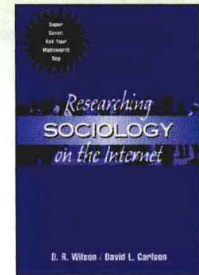
These outstanding student resources are **FREE** when you order one packaged with Kornblum's text!

Researching Sociology on the Internet, Third Edition

0-534-62437-5 • Packaged with the text 0-534-22028-2

by D.R. Wilson

This guide is designed to assist sociology students with doing research on the Internet. Part One contains general information necessary to get started and answers questions about security, the type of sociology material available on the Internet, the information that is reliable and the sites that are not, the best ways to find research, and the best links to take students where they want to go. Part Two looks at each main topic in sociology and refers students to sites where they can obtain the most enlightening research and information.

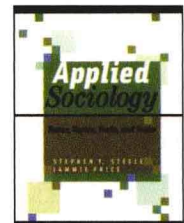


Applied Sociology: Topics, Terms, Tools, and Tasks

0-534-52474-5 • Packaged with the text 0-534-21992-6

by Stephen Steele and Jammie Price

This concise, user-friendly book addresses a common question of many introductory sociology students: "What can I do with sociology?" The book introduces students to sociology as an active and relevant way to understand human social interaction by offering a clear, direct linkage between sociology and its practical use. It focuses on the core concepts in sociology (terms and topics), contemporary and practical skills used by sociologists to investigate these concepts (tools), and then presents concrete exercises for learning and applying these skills (tasks).

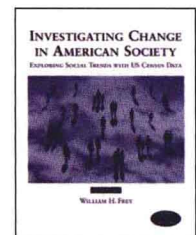


Investigating Change in American Society, Second Edition

0-534-62281-X • Packaged with the text 0-534-22180-7

by William H. Frey

This workbook and Web site combination includes exercises that allow students to analyze and manipulate huge data sets drawn from the 2000 U.S. Census.

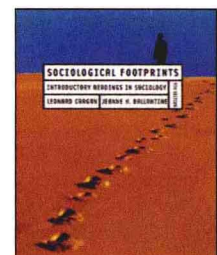


Sociological Footprints: Introductory Readings in Sociology, Ninth Edition

0-534-58842-5 • Packaged with the text 0-534-27742-X

edited by Leonard Cargan and Jeanne Ballantine, both of Wright State University

This mainstream anthology's primary objective is to provide a link between theoretical sociology and everyday life by presenting a comprehensive balance of classical, contemporary, popular, and multicultural articles and sociological studies.

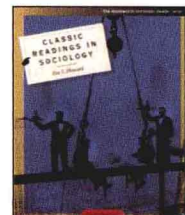


Wadsworth's Classic Readings in Sociology, Third Edition

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edited by Eve L. Howard

A resounding best seller in previous editions, this series of classic articles written by key sociologists will complement any introductory sociology textbook. This is a touchstone reader in which students can read original works that teach the fundamental ideas of sociology.



Wadsworth offers an array of readers for sociology.

Please visit <http://www.newtexts.com> for a complete listing.

Free Resources for Students

Instructors, welcome to your **Resource Integration Guide!** We've done some of your homework for you. This guide correlates every text chapter with the many instructor and student resources that accompany *Sociology in a Changing World*, Seventh Edition, written by William Kornblum. All of these resources have been described in detail in the preceding pages.

Chapter 1: Sociology: An Introduction

Class Preparation/ Lecture Tools	Testing Tools/ Course Management	Student Study Tools	Beyond the Book: Research, Writing, and Exploration
<p>Instructor's Resource Manual Notebook Chapter 1 contains lecture outlines, instructional goals, teaching suggestions, discussion topics, strategies for teaching using the text's tables, charts, and visuals, "Sociology versus Ideology," Internet and <i>InfoTrac College Edition</i> exercises, and more</p> <p>Also consult <i>Tips for Teaching Introductory Sociology</i>, Section 1: Introduction, Section 2: Course Goals and Syllabi, Section 3: Lecture Preparation, Section 4: Core Lecture Outlines, and Section 6: Class Exercises</p> <p>Telecourse Faculty Guide Consult for instructional strategies on teaching Sociology via the "Exploring Society" telecourse</p> <p>Multimedia Manager Instructor Resource CD-ROM Text-specific graphics, customizable Microsoft® PowerPoint® lecture slides, lecture launcher video clips, electronic IRM and Test Bank, and more</p> <p>Introductory Sociology Transparency Acetates 2005: "Introduction" acetates</p> <p>CNN® Today Videos Sociology Vol. I–VI</p> <p>Lecture Launchers Video/DVD <i>The Sociological Imagination</i> (4.21); <i>The Feminist Perspective</i> (3.80)</p> <p>Sociology: Core Concepts Video/DVD <i>Introduction to Sociology</i> (8.92)</p> <p>Wadsworth's Sociology Video Library Select a full-length video from the collection of Films for the Humanities such as <i>The Development of Community</i></p>	<p>Test Bank Chapter 1 contains 100–125 multiple-choice, 30–40 true/false, and 8–10 short-answer questions. Also includes "Exploring Society" telecourse test items.</p> <p>The Test Bank is also available electronically through ExamView, which can be customized to fit your needs.</p> <p>WebTUTOR® Advantage WebTutor™ Advantage See Chapter 1 to assign chapter quizzes, conduct online discussion, track student progress, and post course material</p> <p>Instructor's Resource Manual Notebook Consult <i>Tips for Teaching Introductory Sociology</i>, Section 5: "Examinations"</p>	<p>Study Guide Chapter 1 contains chapter outlines, learning objectives, fill-in-the-blank review questions, key term matching exercises, and practice tests containing 15 multiple-choice, 5 true/false, and 5 short-answer questions</p> <p>Telecourse Guide Chapter 1 contains lesson overviews, goals and objectives, specific reading assignments, practice tests, and other learning activities</p> <p>SocCoach CD-ROM See the Chapter 1 diagnostic quiz and personalized study plan</p> <p>Web Site Highlights http://sociology.wadsworth.com/kornblum/change7e • Quizzes • Matching Exercises • Flashcards • Crossword Puzzles</p> <p>WebTUTOR® Advantage WebTutor™ Advantage See Chapter 1 for chapter-specific review, quizzing, flashcards, and interactive games and exercises</p>	<p>Web Site Highlights http://sociology.wadsworth.com/kornblum/change7e • Internet links and exercises • CNN® Today videos and exercises • GSS data</p> <p>InfoTrac® College Edition http://www.infotrac-college.com <i>Keywords:</i> Karl Marx, Functionalism, Conflict Theory</p> <p>Wadsworth's Sociology Online Resources and Writing Companion "Sociological Perspectives" • InfoTrac® College Edition Exercises 1–5 • Opposing Viewpoints Resource Center Exercises 1–5 • MicroCase® Online Exercises 1–3 • InfoWrite and OVRC Research Guide</p> <p>SocCoach CD-ROM See "The Sociological Perspective" Virtual Exploration and interactive data map exercise</p> <p>Researching Sociology on the Internet Preface and Part I: "A Guide to Using the Internet"</p> <p>Classic Readings in Sociology Mills: "The Promise of Sociology" Berger: "Invitation to Sociology" Marx/Engels: "Manifesto of the Communist Party"</p> <p>Applied Sociology Chapter 1: "How Can I Use Sociology"</p> <p>Six Steps to Effective Writing in Sociology Teaches thinking and writing skills for each stage of the writing process</p>

References

Howard, *Classic Readings in Sociology*, Third Edition
 Schmidt, Hooper, and Wysocki, *Six Steps to Effective Writing in Sociology*
 Steele, Price, *Applied Sociology: Terms, Topics, Tools, and Tasks*
 Wadsworth, *Wadsworth's Sociology Online Resources and Writing Companion*
 Wilson, *Census 2000: A Student Guide for Sociology*, Second Edition
 Wilson, *Researching Sociology on the Internet*, Second Edition

Chapter 2: The Tools of Sociology

Class Preparation/ Lecture Tools	Testing Tools/ Course Management	Student Study Tools	Beyond the Book: Research, Writing, and Exploration
<p>Instructor's Resource Manual Notebook Chapter 2 emphasizes the importance of careful analysis of the data collected in research. Help students overcome the common fear of numbers and quantitative tables by walking through the tables in "Analyzing the Data."</p> <p>Also consult <i>Tips for Teaching Introductory Sociology</i>, Section 4 and 6</p> <p>Telecourse Faculty Guide Consult for instructional strategies on teaching The Tools of Sociology via the "Exploring Society" telecourse</p> <p>Multimedia Manager Instructor Resource CD-ROM Text-specific graphics, customizable Microsoft® PowerPoint® lecture slides, lecture launcher video clips, electronic IRM and Test Bank, and more</p> <p>Introductory Sociology Transparency Acetates 2005: "Social Research" acetates</p> <p>CNN® Today Videos <ul style="list-style-type: none"> Sociology Vol. I: <i>Science of Shopping</i> (5:10) Sociology Vol. II: <i>Teen Suicide</i> (2:04) Sociology Vol. III: <i>Census: Counting America</i> (1:45) Sociology Vol. IV: <i>Census Overview</i> (2:07) Sociology Vol. V: <i>Population Overview</i> (1:39) </p> <p>Lecture Launchers Video/DVD <i>Elian Gonzalez: A Refugee's Story</i> (5:13), <i>Mixed Research Methods & New York City's Homeless</i> (4:94)</p> <p>Wadsworth's Sociology Video Library Select a full-length video from the collection of Films for the Humanities such as the <i>Why Use Statistics?</i></p>	<p>Test Bank Chapter 2 contains 100–125 multiple-choice, 30–40 true/false, and 8–10 short answer questions. Also includes "Exploring Society" telecourse test items.</p> <p>The Test Bank is also available electronically through ExamView®, which can be customized to fit your needs</p> <p>WebTUTOR® Advantage WebTutor™ Advantage See Chapter 2 to assign chapter quizzes, conduct online discussion, track student progress, and post course material</p> <p>Instructor's Resource Manual Notebook Consult <i>Tips for Teaching Introductory Sociology</i>, Section 5: "Examinations"</p>	<p>Study Guide Chapter 2 contains chapter outlines, learning objectives, fill-in-the-blank review questions, key term matching exercises, and practice tests containing 15 multiple-choice, 5 true/false, and 5 short-answer questions</p> <p>Telecourse Guide Chapter 2 contains lesson overviews, goals and objectives, specific reading assignments, practice tests, and other learning activities</p> <p>SocCoach CD-ROM See the Chapter 2 diagnostic quiz and personalized study plan</p> <p>Web Site Highlights http://sociology.wadsworth.com/kornblum/change7e <ul style="list-style-type: none"> Practice Quizzes Matching Exercises Flashcards Crossword Puzzles </p> <p>WebTUTOR® Advantage WebTutor™ Advantage See Chapter 2 for chapter-specific review, quizzing, flashcards, and interactive games and exercises</p>	<p>Web Site Highlights http://sociology.wadsworth.com/kornblum/change7e <ul style="list-style-type: none"> Internet links and exercises CNN® Today videos and exercises GSS data </p> <p>InfoTrac® College Edition http://www.infotrac-college.com <i>Keywords:</i> Research Methods, Data Analysis, Census, Suicide</p> <p>Wadsworth's Sociology Online Resources and Writing Companion "Research Methods" <ul style="list-style-type: none"> InfoTrac® College Edition Exercises 1–5 Opposing Viewpoints Resource Center Exercises 1–3 MicroCase® Online Exercises 1–3 InfoWrite and OVRC Research Guide </p> <p>SocCoach CD-ROM See the "Research Methods" interactive data map exercise</p> <p>Researching Sociology on the Internet Part II: "Research Methods"</p> <p>Census 2000: A Student Guide for Sociology Introduction and Major Trends: "The Controversy About Sampling"</p> <p>Classic Readings in Sociology Huff: "How to Lie with Statistics"</p> <p>Applied Sociology Chapter 2: "Model, Measure, and Make Sense"</p> <p>Six Steps to Effective Writing in Sociology Teaches thinking and writing skills for each stage of the writing process</p>

Chapter 3: Culture

Class Preparation/ Lecture Tools	Testing Tools/ Course Management	Student Study Tools	Beyond the Book: Research, Writing, and Exploration
<p>Instructor's Resource Manual Notebook Chapter 3 introduces the basic concepts and terms used in the study of culture, also introducing the broader concept of civilization. Both culture and civilization give rise to many useful discussion topics, such as whether/to what extent cultural differences have played a role in terrorism against the U.S.</p> <p>Also consult <i>Tips for Teaching Introductory Sociology</i>, Section 4 and 6</p> <p>Telecourse Faculty Guide Consult for instructional strategies on teaching Culture via the "Exploring Society" telecourse</p> <p>Multimedia Manager Instructor Resource CD-ROM Text-specific graphics, customizable Microsoft® PowerPoint® lecture slides, lecture launcher clips, electronic IRM and Test Bank, and more</p> <p>Introductory Sociology Transparency Acetates 2005: "Culture" acetates</p> <p>CNN® Today Videos <ul style="list-style-type: none"> Sociology Vol. I: <i>Ganges Cleanup</i> (4:26) Sociology Vol. II: <i>Culture Watch</i>, <i>Hate Crimes</i> (2:06), <i>Afghanistan Taliban</i> (2:09), <i>English for Immigrants</i> (2:40) Sociology Vol. III: <i>Cultural Change in America</i> (3:46) <i>Tattoo History</i> (4:03) Sociology Vol. VI: <i>Selling America</i> (2:15) </p> <p>Lecture Launchers Video/DVD <i>Culture Shock</i> (2.93)</p> <p>Sociology: Core Concepts Video/DVD <i>Culture</i> (8.67)</p> <p>Wadsworth's Sociology Video Library Select a full-length video from the collection of Films for the Humanities such as the <i>Media Interrupted: The Dissection of Media in American Culture</i></p>	<p>Test Bank Chapter 3 contains 100–125 multiple-choice, 30–40 true/false, and 8–10 short-answer questions. Also includes "Exploring Society" telecourse test items.</p> <p>The Test Bank is also available electronically through ExamView®, which can be customized to fit your needs.</p> <p>WebTUTOR® Advantage WebTutor™ Advantage See Chapter 3 to assign chapter quizzes, conduct online discussion, track student progress, and post course material</p> <p>Instructor's Resource Manual Notebook Consult <i>Tips for Teaching Introductory Sociology</i>, Section 5: "Examinations"</p>	<p>Study Guide Chapter 3 contains chapter outlines, learning objectives, fill-in-the-blank review questions, key term matching exercises, and practice tests containing 15 multiple-choice, 5 true/false, and 5 short-answer questions</p> <p>Telecourse Guide Chapter 3 contains lesson overviews, goals and objectives, specific reading assignments, practice tests, and other learning activities</p> <p>SocCoach CD-ROM See the Chapter 3 diagnostic quiz and personalized study plan</p> <p>Web Site Highlights http://sociology.wadsworth.com/kornblum/change7e <ul style="list-style-type: none"> Practice Quizzes Matching Exercises Flashcards Crossword Puzzles </p> <p>WebTUTOR® Advantage WebTutor™ Advantage See Chapter 3 for chapter-specific review, quizzing, flashcards, and interactive games and exercises</p>	<p>Web Site Highlights http://sociology.wadsworth.com/kornblum/change7e <ul style="list-style-type: none"> Internet links and exercises CNN® Today videos and exercises GSS data Online Module: "Suburban Youth and School Violence" </p> <p>InfoTrac® College Edition http://www.infotrac-college.com <i>Keywords:</i> Culture, Social Darwinism, Cultural Change, Ethnocentrism, Language</p> <p>Wadsworth's Sociology Online Resources and Writing Companion "Culture" <ul style="list-style-type: none"> InfoTrac® College Edition Exercises 1–5 Opposing Viewpoints Resource Center Exercises 1–4 MicroCase® Online Exercises 1–3 InfoWrite and OVRC Research Guide </p> <p>SocCoach CD-ROM See the "Culture" Virtual Exploration and interactive data map exercise</p> <p>Researching Sociology on the Internet Part II: "Culture"</p> <p>Classic Readings in Sociology Merton: "Manifest and Latent Functions" Miner: "Body Ritual Among the Nacirema"</p> <p>Applied Sociology Chapter 3: "Concepts, Culture, Socialization, and Social Structure"</p> <p>Six Steps to Effective Writing in Sociology Teaches thinking and writing skills for each stage of the writing process</p>

Resource Integration Guide

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