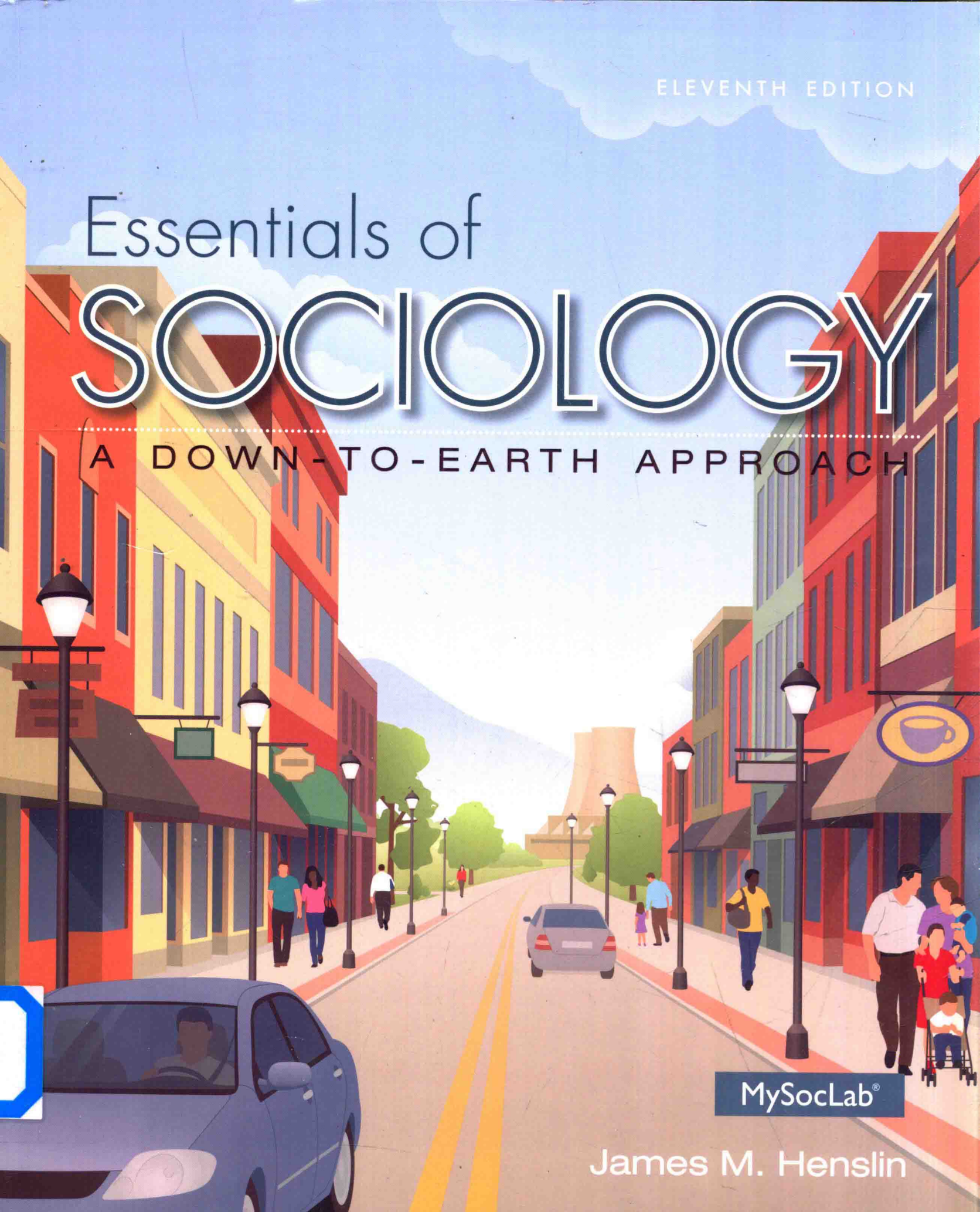


ELEVENTH EDITION

Essentials of SOCIOLOGY

A DOWN-TO-EARTH APPROACH



MySocLab®

James M. Henslin

ELEVENTH EDITION

Essentials of Sociology

A Down-to-Earth Approach

James M. Henslin

Southern Illinois University, Edwardsville



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Printer/Binder: R.R.Donnelley & Sons
Cover Printer: Lehigh-Phoenix Color
Text Font: 10/12 Galliard Std-Roman

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Library of Congress Control Number: 2013955255

2 3 4 5 6 7 V003 17 16 15 14

PEARSON

Student Version:
ISBN 10: 0-13-380354-6
ISBN 13: 978-0-13-380354-9
Books A La Carte
ISBN 10: 0-13-380366-X
ISBN 13: 978-0-13-380366-2

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To the Student ... from the Author

WELCOME TO SOCIOLOGY!

I've loved sociology since I was in my teens, and I hope you enjoy it, too. Sociology is fascinating because it is about human behavior, and many of us find that it holds the key to understanding social life.

If you like to watch people and try to figure out why they do what they do, you will like sociology. Sociology pries open the doors of society so you can see what goes on behind them. *Essentials of Sociology: A Down-to-Earth Approach* stresses how profoundly our society and the groups to which we belong influence us. Social class, for example, sets us on a particular path in life. For some, the path leads to more education, more interesting jobs, higher income, and better health, but for others it leads to dropping out of school, dead-end jobs, poverty, and even a higher risk of illness and disease. These paths are so significant that they affect our chances of making it to our first birthday, as well as of getting in trouble with the police. They even influence our satisfaction in marriage, the number of children we will have—and whether or not we will read this book in the first place.

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

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

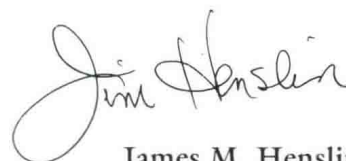
kissing—we see how these broad features of society are being played out in their lives.

We aren't born with instincts. Nor do we come into this world with preconceived notions of what life should be like. At birth, we have no concepts of race-ethnicity, gender, age, or social class. We have no idea, for example, that people “ought” to act in certain ways because they are male or female. Yet we all learn such things as we grow up in our society. Uncovering the “hows” and the “whys” of this process is also part of what makes sociology so fascinating.

One of sociology's many pleasures is that as we study life in groups (which can be taken as a definition of sociology), whether those groups are in some far-off part of the world or in some nearby corner of our own society, we gain new insights into who we are and how we got that way. As we see how *their* customs affect *them*, the effects of our own society on us become more visible.

This book, then, can be part of an intellectual adventure, for it can lead you to a new way of looking at your social world—and, in the process, help you to better understand both society and yourself.

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



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P.S. I enjoy communicating with students, so feel free to comment on your experiences with this text. You can reach me by e-mail: henslin@aol.com

To the Instructor ... from the Author

Do you remember when you first got “hooked” on sociology, how the windows of perception opened as you began to see life-in-society through the sociological lens? For many of us, this was an eye-opening experience. This text is designed to open those windows onto social life for students, so they can see clearly how group membership has vitally influenced their lives. Although few students will get into what Peter Berger calls “the passion of sociology,” we at least can provide them the opportunity.

To study sociology is to embark on a fascinating process of discovery. We can compare society to a huge jigsaw puzzle. Only gradually do we see how the intricate pieces fit together. As we begin to see these interconnections, our perspective changes as we shift our eyes from the many small, disjointed pieces to the whole that is being formed. Of all the endeavors we could have entered, we chose sociology because of the ways in which it joins the “pieces” of society together and the challenges it poses to “ordinary” thinking. It is our privilege to share with students this process of awareness and discovery called the sociological perspective.

As instructors of sociology, we have set ambitious goals for ourselves: to teach both social structure and social interaction and to introduce students to the sociological literature—both the classic theorists and contemporary research. As we accomplish this, we would also like to enliven the classroom, encourage critical thinking, and stimulate our students’ sociological imagination. Although

formidable, these goals *are* attainable, and this book can help you reach them. Based on many years of frontline (classroom) experience, its subtitle, *A Down-to-Earth Approach*, was not chosen lightly. My goal is to share the fascination of sociology with students and thereby make your teaching more rewarding.

One of the fascinating aspects of the introductory course in sociology is to see students’ faces light up as they begin to see how separate pieces of their world fit together. It is a pleasure to watch them gain insight into how their social experiences give shape to even their innermost desires. This is precisely what this text is designed to do—to stimulate your students’ sociological imagination so they can better perceive how the “pieces” of society fit together—and what this means for their own lives.

Filled with examples from around the world as well as from our own society, this text helps to make today’s multicultural, global society come alive for students. From learning how the international elite carve up global markets to studying the intimacy of friendship and marriage, students can see how sociology is the key to explaining contemporary life—and their own place in it.

In short, this text is designed to make your teaching easier. There simply is no justification for students to have to wade through cumbersome approaches to sociology. I am firmly convinced that the introduction to sociology should be enjoyable and that the introductory textbook can be an essential tool in sharing the discovery of sociology with students.



The Organization of This Text

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

Part II, which focuses on social groups and social control, adds to the students’ understanding of how far-reaching society’s influence is—how group membership penetrates even our thinking, attitudes, and orientations to life. We first examine the different types of groups that have such profound influences on us and then look at the fascinating area of group dynamics (Chapter 5). After this, we focus on

how groups “keep us in line” and sanction those who violate their norms (Chapter 6).

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

Part IV helps students become more aware of how social institutions encompass their lives. We first look at politics and the economy, our overarching social institutions (Chapter 11). After examining the family (Chapter 12), we then turn our focus on education and religion (Chapter 13). One of the emphases in this part of the book is how our social institutions are changing and how their changes, in turn, influence our orientations and decisions.

With its focus on broad social change, Part V provides an appropriate conclusion for the book. Here we examine why our world is changing so rapidly, as well as catch a glimpse of what is yet to come. We first analyze trends in population and urbanization, those sweeping forces that affect our lives so significantly but that ordinarily remain below our level of awareness (Chapter 14). We conclude the book with an analysis of technology, social movements, and the environment (Chapter 15), which takes us to the cutting edge of the vital changes that engulf us all.

Themes and Features

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

Let's look at these six themes.

Down-to-Earth Sociology

As many years of teaching have taught me, all too often textbooks are written to appeal to the adopters of texts rather than to the students who must learn from them. This has always bothered me, making a central concern in writing this book to present sociology in a way that not only facilitates the students' understanding but also shares the excitement of sociology. During the course of writing other texts, I was often told that my explanations and writing style are

“down-to-earth,” or accessible and inviting to students—so much so that I chose this phrase as the book's subtitle. The term is also featured in my introductory reader, *Down-to-Earth Sociology: Introductory Readings*, to appear in its 15th edition (New York: The Free Press, 2014).

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

- How a sociologist became a gang leader (for a day) (Chapter 1)
- The experiences of W. E. B. Du Bois, an early sociologist, in studying U.S. race relations (Chapter 1)
- How gossip and ridicule enforce adolescent norms (Chapter 3)
- Boot camp as a total institution (Chapter 3)
- How football can help us understand social structure (Chapter 4)
- How beauty influences our interaction (Chapter 4)
- The McDonaldization of society (Chapter 5)
- Serial killers (Chapter 6)
- Urban gangs (Chapter 6)
- What life is like after hitting it big in the lottery (Chapter 8)
- How the super-rich live (Chapter 8)
- National research on the American Dream, social mobility (Chapter 8)
- Stealth racism in the rental market (Chapter 9)
- How a man became a live exhibit in a New York zoo (Chapter 9)
- Greedy surgeons and their women victims (Chapter 10)
- Do we need affirmative action for men? (Chapter 10)
- Testing stereotypes by looking at the background of suicide terrorists (Chapter 11)
- Health benefits of marriage: living longer (Chapter 12)
- Our chances of getting divorced (Chapter 12)
- How tsunamis can help us to understand world population growth (Chapter 14)
- The possible dangers of bio foods (Chapter 14)
- Deception and persuasion in propaganda (Chapter 15)

This first theme is actually a hallmark of the text, as my goal is to make sociology “down to earth.” To help students grasp the fascination of sociology, I continuously stress sociology's relevance to their lives. To reinforce this theme, I avoid unnecessary jargon and use concise explanations and clear and simple (but not reductive) language. I also use student-relevant examples to illustrate key concepts, and I base several of the chapters' opening vignettes on my own experiences in exploring social life. That this goal of sharing sociology's fascination is being reached is evident from the many comments I receive from instructors and students alike that the text helps make sociology “come alive.”

- our tendency to conform to evil authority (the Milgram experiments) (Chapter 5)
- labeling in everyday life Illustrated by the Saints and the Roughnecks: (Chapter 6)
- bounties paid to kill homeless children in Brazil (Chapter 7)
- *maquiladoras* on the Mexican–U.S. border (Chapter 7)
- the deserving and the undeserving poor (Chapter 8)
- emerging masculinities and femininities (Chapter 10)
- targeted killings (Chapter 11)
- the coming disappearance of some island nations (Chapter 15)
- cyber war (Chapter 15)
- ecosabotage (Chapter 15)

These *Thinking Critically* sections are based on controversial social issues that either affect the student's own life or focus on topics that have intrinsic interest for students. Because of their controversial nature, these sections stimulate both critical thinking and lively class discussions. They also provide provocative topics for in-class debates and small discussion groups, effective ways to enliven a class and present sociological ideas. In the Instructor's Manual, I describe the nuts and bolts of using small groups in the classroom.

Sociology and the New Technology

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

This theme is introduced in Chapter 2, where technology is defined and presented as an essential aspect of culture. The impact of technology is then discussed throughout the text. Examples include how technology is related to cultural change (Chapter 2), fantasy life (Chapter 4), the control of workers (Chapter 5), and the maintenance of global stratification (Chapter 7). We also examine how technology led to social inequality in early human history and how it now may lead to world peace—and to Big Brother's net thrown over us all (Chapter 11). The final chapter, (Chapter 15) "Social Change and the Environment," concludes the book with a focus on this theme.

To highlight this theme, I have written a series of boxes titled **Sociology and the New Technology**. In these boxes, we explore how technology affects our lives as it changes society. We examine, for example, how technology

- is blurring the line between fantasy and reality (Chapter 4)
- is changing the way people find mates (Chapter 12)
- is changing the way families handle disagreements (Chapter 12)
- by allowing "designer babies," might change society (Chapter 12)
- is likely to lead to real "star wars" (Chapter 15)

The Mass Media and Social Life

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

To make this theme more prominent for students, I have written a series of boxed features called **Mass Media in Social Life**. In these boxes, we consider

- the influence of computer games on images of gender (Chapter 3)
- the worship of thinness—and how this affects our own body images (Chapter 4)
- the reemergence of slavery in today's world (Chapter 7)
- how the mass media underlie changing gender relations in Iran (Chapter 10)
- how the mass media shape our perceptions of the elderly (Chapter 10)
- the myth of increasing school shootings (Chapter 13)
- the Internet marketing of religion (Chapter 13)

New Topics

It is always a goal—as well as a pleasure and a challenge—to keep *Essentials of Sociology* current with cutting-edge sociological research and to incorporate into the analyses national and global changes that affect our lives. Among this edition's many changes are 7 new *Thinking Critically* sections and 13 new boxed features. For a chapter-by-chapter listing of this edition's new topics, see "What's New In This Edition?" on the next page.

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

WHAT'S NEW IN THIS EDITION?

CHAPTER 1 THE SOCIOLOGICAL PERSPECTIVE

Topic: The divorce rate of couples who cohabit before marriage is about the same as those who did not cohabit.

Topic: Malls track patrons through their Smartphones so stores can send them targeted ads

Topic: Face-recognition cameras at kiosks classify people by age and sex and post targeted ads

Topic: Bionic mannequins analyze customers' age, sex, and race-ethnicity

CHAPTER 2

Thinking Critically section: Are We Prisoners of Our Genes? Sociobiology and Human Behavior

CHAPTER 3 SOCIALIZATION

Down-to-Earth Sociology box: Gossip and Ridicule to Enforce Adolescent Norms

Topic: Gender messages from homosexual parents

Topic: Babies might have an inborn sense of fairness, indicating that, like language, morality is a capacity hardwired in the brain

Topic: Sociologists are doing research on how the individual's sense of identity is related to morality, guilt, and shame

CHAPTER 4 SOCIAL STRUCTURE AND SOCIAL INTERACTION

Topic: Students give higher ratings to better-looking teachers

Topic: To become slender, some women inject themselves daily with hCG, a hormone that comes from the urine of pregnant women

CHAPTER 5 SOCIAL GROUPS AND FORMAL ORGANIZATIONS

Topic: Network analysis is being used to reduce gang violence

Topic: Of U.S. workers, 47% are women and 31% are minorities

CHAPTER 6 DEVIANCE AND SOCIAL CONTROL

Thinking Critically section: The Saints and the Roughnecks: Labeling in Everyday Life

Thinking Critically section: Vigilantes: When the State Breaks Down

Topic: The number of U.S. prisoners has begun to drop

Topic: Participant observation of youth gangs confirms research that ideas of masculinity encourage violence, including homicide

Topic: *Deviation* as a way to avoid labeling youthful offenders as delinquent

Topic: The *angry anarchist* added to Merton's typology of responses to goals and means

Topic: Citigroup fined over a *half billion dollars* for selling fraudulent subprime mortgages

Topic: California is releasing some prisoners whose third crime under the three-strikes law was not violent

Topic: The elimination of lead in gasoline could be the main cause for the drop in crime

Topic: To keep crime statistics low, the police don't record some crimes

CHAPTER 7 GLOBAL STRATIFICATION

Cultural Diversity around the World box: Rape: Blaming the Victim and Protecting the Caste System

Topic: The estate system of social stratification

Topic: Under apartheid, South Africa's beaches had four separate sections: for whites, Africans, Asians, and "mixed races"

Topic: India's caste system is slowly being replaced by a social class system

Topic: Poet in Qatar sentenced to life in prison for writing a poem critical of the royal family

Topic: Chinese leaders block Internet access to Facebook and Twitter

Topic: The Picosecond laser scanner can read molecules on a human body

Topic: Silent Circle, an unbreakable encryption app

CHAPTER 8 SOCIAL CLASS IN THE UNITED STATES

Thinking Critically section: The Deserving and the Undeserving Poor

Down-to-Earth Sociology box: Researching the American Dream: Social Mobility Today

Down-to-Earth Sociology box: Poverty: A Personal Journey

Figure 8.6 Adult Children's Income Compared with That of Their Parents

CHAPTER 9 RACE AND ETHNICITY

Down-to-Earth Sociology box: Living in the Dorm: Contact Theory

Down-to-Earth Sociology box: Unpacking the Invisible Knapsack: Exploring Cultural Privilege

Topic: Predatory lending increased monthly payments for home mortgages, causing many African Americans to lose their homes when the economic crisis hit

Topic: The United Auburn tribe's casino in California nets \$30,000 a month for each tribal member

Topic: In 2012, Mazie Hirono became the first Asian American woman to be elected to the U.S. Senate

Topic: U.S. Supreme Court upheld the states' right to check the immigration status of anyone they stop or arrest

Topic: President Obama signed an Executive Order allowing work permits to unauthorized immigrants who meet certain qualifications

CHAPTER 10 GENDER AND AGE

Thinking Critically section: Making the Social Explicit: Emerging Masculinities and Femininities

Down-to-Earth Sociology box: Affirmative Action for Men?

Down-to-Earth Sociology box: Applying Sociology: How to Get a Higher Salary

Topic: Women in jobs that give them authority and men in nurturing occupations reaffirm their gender at home

Topic: A "tough femininity" that incorporates masculine violence is emerging among female juvenile delinquents

Topic: Both males and females who are given a single dose of testosterone seek higher status and show less regard for the feelings of others

Topic: Dominance behavior, such as winning a game, produces higher levels of testosterone

Topic: A movement to end male circumcision

CHAPTER 11 POLITICS AND THE ECONOMY

Thinking Critically section: Targeted Killings

Topic: The communist rulers of China, sensitive to online communications, change course if they sense strong sentiment in some direction

Topic: Super PACs that raise unlimited cash for individual candidates

CHAPTER 12 MARRIAGE AND FAMILY

Figure 12.4 Marriage and Length of Life

Down-to-Earth Sociology box: Health Benefits of Marriage: Living Longer

Down-to-Earth Sociology box: Family Structure: Single Moms and Married Moms

Sociology and the New Technology box: "How Should We Handle Family Disagreements?" Use Your App

Cultural Diversity around the World box: East Is East and West Is West: Love and Arranged Marriage in India

Topic: New Bianchi research on the gendered division of family labor

Topic: Single women who give birth are taking longer to get married

Topic: About one-fourth (23 percent) of U.S. children are born to cohabiting parents

Topic: Men who marry and those who cohabit live longer than men who remain single or are divorced

Topic: Some "day care centers" are open round-the-clock

Topic: Marriages between Asian Americans and whites and African American women and white men have lower divorce rates than the national average

Topic: Online dating sites are so specialized that one targets "green singles" and another targets women who like men with mustaches

CHAPTER 13 EDUCATION AND RELIGION

Topic: A national sample of students, kindergarten through 5th grade, shows teachers bias against boys

Topic: Most Washington D.C., high school graduates operate at the fifth grade level

Topic: The Pope has begun to tweet, sending messages in 145 characters or less

CHAPTER 14 POPULATION AND URBANIZATION

Down-to-Earth Sociology box: BioFoods: What's in Your Future?

Topic: Europe's oldest town, going back 6,500 years, discovered in Bulgaria

Topic: To encourage births, one Russian city is giving a day off work to make love and prizes to women who give birth on Russia day

Topic: Indian officials say that female infanticide, which has led to India having an extra 37 million men, is a major cause of sexual harassment and rape

CHAPTER 15 SOCIAL CHANGE AND THE ENVIRONMENT

Thinking Critically section: The Island Nations: "Come See Us While We Are Still Here"

Topic: The Boston bombing

Topic: The U.S. Cyber Command coordinates cyber warfare with the National Security Agency

Topic: The *Stuxnet* worm and the disruption of Iran's nuclear program

Topic: China has accused the United States of tens of thousands of cyberattacks against its military websites

Topic: Both Russia and the United States still claim the *right of first-strike*, the right to strike the other with nuclear weapons even though the other has not launched any

Topic: To protect its interests in Africa, the U.S. government has formed AFRICOM, a rapid-response military force

Topic: The nuclear catastrophe at Fukushima, Japan

New and Expanded Features

Visual Presentations of Sociology

Showing Changes over Time A hallmark of this text is showing how social change affects your students' lives. Many figures and tables show how social data have changed over time. This allows students to see trends in social life and to make predictions of how these trends, if they continue, might affect their own lives. Examples include Figure 1.5, *U.S. Marriage, U.S. Divorce* (Chapter 1) Figure 8.3, *The More Things Change, the More They Stay the Same: Dividing the Nation's Income* (Chapter 8); Figure 10.2, *Changes in College Enrollment, by Sex* (Chapter 10); Figure 10.17, *Trends in Poverty* (Chapter 10); Figure 12.4, *The Number of Children Americans Think Are Ideal* (Chapter 12), and Figure 12.11, *Cohabitation in the United States* (Chapter 12).

Through the Author's Lens Using this format, students are able to look over my shoulder as I experience other cultures or explore aspects of this one. These eight photo essays can help expand your students' sociological imagination and open their minds to other ways of doing social life, as well as stimulate thought-provoking class discussion.

Vienna: Social Structure and Social Interaction appears in Chapter 4. The photos I took in this city illustrate how social structure surrounds us, setting the scene for our interactions, limiting and directing them.

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

Helping a Stranger Occasionally, maybe rarely, when doing sociological research, everything falls into place. This photo essay could carry the subtitle *Serendipity in Research*. The propitious (for me) accident in Vienna, which I was able to photograph, casts doubt on classic laboratory research regarding the willingness of people to help a stranger based on the number of people present (Chapter 5).

The Dump People: Working and Living and Playing in the City Dump of Phnom Penh, Cambodia Among the culture shocks I experienced in Cambodia was not to discover that people scavenge at Phnom Penh's huge city dump—this I knew about—but that they also live there. With the aid of an interpreter, I was able to interview these people, as well as photograph them as they went about their everyday lives. An entire community lives in the city dump, complete with restaurants amidst the smoke and piles of

garbage. This photo essay reveals not just these people's activities but also their social organization (Chapter 7).

Work and Gender: Women at Work in India As I traveled in India, I took photos of women at work in public places. The more I traveled in this country and the more photos I took, the more insight I gained into gender relations. Despite the general submissiveness of women to men in India, women's worlds are far from limited to family and home. Not only are women found at work throughout the society, but what is even more remarkable is how vastly different "women's work" is in India than it is in the United States. This, too, is an intellectually provocative photo essay (Chapter 10).

Small Town USA: Struggling to Survive To take the photos for this essay, I went off the beaten path. On a road trip from California to Florida, instead of following the interstates, I followed those "little black lines" on the map. They took me to out-of-the-way places that the national transportation system has bypassed. Many of these little towns are putting on a valiant face as they struggle to survive, but, as the photos show, the struggle is apparent, and, in some cases, so are the scars (Chapter 11).

Holy Week in Spain I was fortunate to be able to photograph religious processions in two cities, Malaga, a provincial capital, and Almuñecar, a smaller city of Granada. Spain has a Roman Catholic heritage so deep that some of its city streets are named Conception, Piety, Humility, Calvary, Crucifixion, The Blessed Virgin, etc. In large and small towns throughout Spain, elaborate processions during Holy Week feature *tronos* that depict the biblical account of Jesus' suffering, death, and resurrection. As these photos make clear, these events have a decidedly Spanish flavor.

I was also able to photograph the preparations for a procession, so this photo essay also includes some "behind-the-scenes" photos. During the processions in Malaga, the participants walk slowly for one or two minutes, then because of the weight of the *tronos*, they rest for one or two minutes. Except for Saturdays, this process repeats for about six hours each day during Holy Week, with different *tronos* featured and different bands and organizations participating. As you will see, some of the most interesting activities occur during the rest periods (Chapter 13).

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

Other Photos by the Author Sprinkled throughout the text are photos that I took in Austria, Cambodia, India, Latvia, Spain, and the United States. These photos illustrate sociological principles and topics better than photos

available from commercial sources. As an example, while in the United States, I received a report about a feral child who had been discovered living with monkeys and who had been taken to an orphanage in Cambodia. The possibility of photographing and interviewing that child was one of the reasons that I went to Cambodia. That particular photo is on page 68. Another of my favorites is on page 159.

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

Photo Collages Because sociology lends itself so well to photographic illustrations, this text also includes photo collages. I am very pleased with the one in Chapter 1 that features some of the many women who became sociologists in earlier generations, as these women have largely gone unacknowledged as sociologists. In Chapter 2, students can catch a glimpse of the fascinating variety that goes into the cultural relativity of beauty. The collage in Chapter 5 illustrates categories, aggregates, and primary and secondary groups, concepts that students sometimes wrestle to distinguish. The photo collage in Chapter 10 lets students see how differently gender is portrayed in different cultures.

Other Special Pedagogical Features

In addition to chapter summaries and reviews, key terms, and a comprehensive glossary, I have included several other features to aid students in learning sociology. In **Summary** sections within the chapter help students review important points before they go on to new materials. I have also developed a series of **Social Maps**, which illustrate how social conditions vary by geography (see page xvii). These social maps, personally prepared, are unique to my texts.

Learning Objectives New to this edition are *learning objectives* that are woven into the text. This feature enhances your students' mastery of the materials. As students move to a new section, they can understand clearly what they are expected to learn in that section. The learning objectives are repeated in the Summary and Review at the end of each chapter.

Chapter-Opening Vignettes These accounts feature down-to-earth illustrations of a major aspect of each chapter's content. Some are based on my research with the homeless, the time I spent with them on the streets and slept in their shelters (Chapters 1 and 8). Others recount my travels in Africa (Chapters 2 and 10) and Mexico (Chapters 12 and 14). I also share my experiences when I spent a night with street people at Dupont Circle in Washington, D.C. (Chapter 4). For other vignettes, I use

current and historical events (Chapters 7, 9, 13, and 15), classic studies in the social sciences (Chapters 3 and 6), and even scenes from novels (Chapters 5 and 11). Students have often told me that they find the vignettes compelling, that they stimulate interest in the chapter.

Thinking Critically about the Chapters I close each chapter with critical thinking questions. Each question focuses on a major feature of the chapter, asking students to consider some issue. Many of the questions ask the students to apply sociological findings and principles to their own lives.

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

Acknowledgments

The gratifying response to earlier editions indicates that my efforts at making sociology down to earth have succeeded. The years that have gone into writing this text are a culmination of the many more years that preceded its writing—from graduate school to that equally demanding endeavor known as classroom teaching. No text, of course, comes solely from its author. Although I am responsible for the final words on the printed page, I have received excellent feedback from instructors who used the first ten editions. I am especially grateful to

Reviewers

Sandra L. Albrecht, *University of Kansas*; David Allen, *Georgia Southern University*; Angelo A. Alonzo, *Ohio State University*; Kenneth Ambrose, *Marshall University*; Alberto Arroyo, *Baldwin-Wallace College*; Karren Baird-Olsen, *Kansas State University*; Linda Barbera-Stein, *University of Illinois*; Richard J. Biesanz, *Corning Community College*; Charles A. Brawner III, *Heartland Community College*; Shelly Breitenstein, *Western Wisconsin Technical College*; Richard D. Bucher, *Baltimore City Community College*; Richard D. Clark, *John Carroll University*; John K. Cochran, *University of Oklahoma*; Matthew Crist, *Moberly Area Community College*; Russell L. Curtis, *University of Houston*; William Danaher,

College of Charleston; John Darling, *University of Pittsburgh–Johnstown*; Ray Darville, *Stephen F. Austin State University*; Nanette J. Davis, *Portland State University*; Tom DeDen, *Foothill College*; Paul Devereux, *University of Nevada*; Lynda Dodgen, *North Harris Community College*; James W. Dorsey, *College of Lake County*; Helen R. Ebaugh, *University of Houston*; Obi N. Ebbe, *State University of New York–Brockport*; Margaret C. Figgins-Hill, *University of Massachusetts–Lowell*; Robin Franck, *Southwestern College*; David O. Friedrichs, *University of Scranton*; Richard A. Garnett, *Marshall University*; George W. Glann, Jr., *Fayetteville Technical Community College*; Norman Goodman, *State University of New York–Stony Brook*; Anne S. Graham, *Salt Lake Community College*; Donald W. Hastings, *The University of Tennessee–Knoxville*; Penelope E. Herideen, *Holyoke Community College*; Michael Hoover, *Missouri Western State College*; Hua-Lun Huang, *University of Louisiana*; Charles E. Hurst, *The College of Wooster*; Dick Jobst, *Pacific Lutheran University*; Mark Kassop, *Bergen Community College*; Alice Abel Kemp, *University of New Orleans*; Dianna Kendall, *Austin Community College*; Gary Kiger, *Utah State University*; Ross Koppel, *University of Pennsylvania*; Jenifer Kunz, *West Texas A&M University*; David Kyle, *University of California–Davis*; Patricia A. Larson, *Cleveland State University*; Abraham Levine, *El Camino Community College*; Mike Lindner, *Gloucester County College*; Fr. Jeremiah Lowney, *Carroll College*; Cecile Lycan, *Spokane Community College*; John J. Malarky, *Wilmington College*; Patricia Masters, *George Mason University*; Bonita Sessing Matcha, *Hudson Valley Community College*; Ron Matson, *Wichita State University*; Armaund L. Mauss, *Washington State University*; Roger McVannan, *Broome Community College*; Evelyn Mercer, *Southwest Baptist University*; Robert Meyer, *Arkansas State University*; Richard B. Miller, *Missouri Southern State College*; Beth Mintz, *University of Vermont–Burlington*; Meryl G. Nason, *University of Texas, Dallas*; Craig J. Nauman, *Madison Area Technical College*; W. Lawrence Neuman, *University of Wisconsin–Whitewater*; Charles Norman, *Indiana State University*; Laura O'Toole, *University of Delaware*; Mike Pate, *Western Oklahoma State College*; William Patterson, *Clemson University*; Phil Piket, *Joliet Junior College*; Annette Prosterman, *Our Lady of the Lake University*; Adrian Rapp, *North Harris Community College*; Nancy Reeves, *Gloucester County College*; Donald D. Ricker, *Mott Community College*; Howard Robboy, *Trenton State College*; Terina Roberson, *Central Piedmont Community College*; Alden E. Roberts, *Texas Tech University*; Sybil Rosado, *Benedict College*; Kent Sandstrom, *University of Northern Iowa*; Don Shamblin, *Ohio University*; Walt Shirley, *Sinclair Community College*; Laura Siebuhr, *Centralia College*; Marc Silver, *Hofstra University*; Michael C. Smith, *Milwaukee Area Technical College*; Roberto E. Socas, *Essex County College*; Sherry Sperman, *Kansas*

State University; Susan Sprecher, *Illinois State University*; Randolph G. Ston, *Oakland Community College*; Kathleen Tiemann, *University of North Dakota*; Tracy Tolbert, *California State University*; Suzanne Tuthill, *Delaware Technical Community College*; Lisa Waldner, *University of Houston–Downtown*; Larry Weiss, *University of Alaska*; Douglas White, *Henry Ford Community College*; Stephen R. Wilson, *Temple University*; Stuart Wright, *Lamar University*; Meifang Zhang, *Midlands Technical College*.

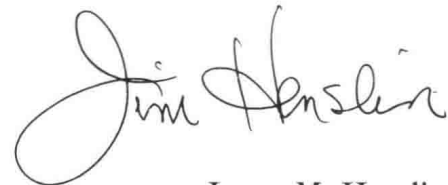
I have the pleasure of working with an outstanding team at Pearson: Charlyce Jones-Owen encouraged the preparation of this edition and kept things on schedule; Dusty Friedman coordinated the many processes that this book required and was always an encouraging voice; Jenn Albanese pursued countless research tasks that I needed to keep up with the sociological literature and abreast of social change; Kate Cebik “kept on looking” for the “exact” photos I wanted to illustrate sociological principles and events. The photos not only enhance the visual appeal of this edition but also are an essential part of the book’s mission of teaching.

I appreciate this team. It is difficult to heap too much praise on such fine, capable, and creative people. Often going “beyond the call of duty” as we faced nonstop deadlines, their untiring efforts coalesced with mine to produce this text. Students, whom we constantly kept in mind as we prepared this edition, making calls and exchanging hundreds of emails, are the beneficiaries of this intricate teamwork.

I would also like to thank those who prepared the supplements that go with *Essentials of Sociology*. Their efforts, so often unacknowledged, are important in our goal of introducing students to sociology and awakening their sociological imagination. The Instructor’s Manual/Test Bank for this edition of *Essentials of Sociology* was prepared by Jessica Herrmeyer, Wartburg College.

Since this text is based on the contributions of many, I would count it a privilege if you would share with me your teaching experiences with this book, including any suggestions for improving the text. Both positive and negative comments are welcome. It is in this way that I continue to learn.

I wish you the very best in your teaching. It is my sincere desire that *Essentials of Sociology: A Down-to-Earth Approach* contributes to your classroom success.



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A Note from the Publisher on the Supplements

Instructor Supplements

Unless otherwise noted, instructor supplements are available at no charge to adopters—in electronic formats through the Instructor's Resource Center (www.pearsonhighered.com/irc).

Instructor's Manual and Test Bank

For each chapter in the text, the Instructor's Manual provides a list of key changes to the new edition, chapter summaries and outlines, learning objectives, key terms and people, discussion topics, classroom activities, recommended films and Web sites, and additional references.

Test Bank

The Test Bank contains multiple-choice, true/false, short answer, essay, and matching formats. The questions are correlated to the in-text learning objectives for each chapter.

MyTest Computerized Test Bank

The printed Test Bank is also available online through Pearson's computerized testing system, MyTest. The user-friendly interface allows you to view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts. Search and sort features allow you to locate questions quickly and to arrange them in whatever order you prefer. The Test Bank can be accessed anywhere with a free MyTest user account. There is no need to download a program or file to your computer.

PowerPoint™ Presentation Slides

Lecture PowerPoint Presentations are available for this edition. The lecture slides outline each chapter of the text, while the line art slides provide the charts, graphs, and maps found in the text. PowerPoint software is not required as PowerPoint viewer is included.

MySocLab™

MySocLab is a learning and assessment tool that enables instructors to assess student performance and adapt course content—without investing additional time or resources.

MySocLab is designed with instructor flexibility in mind—you decide the extent of integration into your course—from independent self-assessment to total course management. The lab is accompanied by an instructor's manual featuring easy-to-read media grids, activities, sample syllabi, and tips for integrating technology into your course.

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- MySocLibrary—with over 100 classic and contemporary primary source readings.
- The Core Concepts in Sociology videos—streaming videos presented in documentary style on core sociological concepts.
- The Social Lens—a sociology blog updated weekly with topics ranging from politics to pop culture.
- Chapter Audio—streaming audio of the entire text.

About the Author

JIM HENSLIN was born in Minnesota, graduated from high school and junior college in California and from college in Indiana. Awarded scholarships, he earned his master's and doctorate degrees in sociology at Washington University in St. Louis, Missouri. After this, he won a postdoctoral fellowship from the National Institute of Mental Health and spent a year studying how people adjust to the suicide of a family member. His primary interests in sociology are the sociology of everyday life, deviance, and international relations. Among his many books are *Down-to-Earth Sociology: Introductory Readings* (Free Press), now in its 15th edition, and *Social Problems* (Allyn and Bacon), now in its 11th edition. He has also published widely in sociology journals, including *Social Problems* and *American Journal of Sociology*.

While a graduate student, Jim taught at the University of Missouri at St. Louis. After completing his doctorate, he joined the faculty at Southern Illinois University, Edwardsville, where he is Professor Emeritus of Sociology. He says, "I've always found the introductory course enjoyable to teach. I love to see students' faces light up when they first glimpse the sociological perspective and begin to see how society has become an essential part of how they view the world."

Jim enjoys reading and fishing, and he also does a bit of kayaking and weight lifting. His two favorite activities are writing and traveling. He especially enjoys visiting and living in other cultures, for this brings him face to face with behaviors and ways of thinking that challenge his perspectives and "make sociological principles come alive." A special pleasure has been the preparation of the photo essays that appear in this text.

Jim moved to Latvia, an Eastern European country formerly dominated by the Soviet Union, where he had the experience of becoming an immigrant. There he observed firsthand how people struggle to adjust from socialism to capitalism. He also interviewed aged political prisoners who had survived the Soviet gulag. He then moved to Spain, where he was able to observe how people adjust to a declining economy and the immigration of people from contrasting cultures. (Of course, for this he didn't need to leave the United States.) To better round out his cultural experiences, Jim is making plans for extended stays in Asia and South America, where he expects to do more photo essays to reflect their fascinating cultures. He is grateful to be able to live in such exciting social, technological, and geopolitical times—and to have access to portable broadband Internet while he pursues his sociological imagination.

The author at work—sometimes getting a little too close to "the action" preparing the "Through the Author's Lens" photo essay on pages 424–425.



Photo by Anita Henslin

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

Jim Henslin

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