

THIRD EDITION

SOCIOLOGY

THE ESSENTIALS



Margaret L. Andersen

Howard F. Taylor

FREE SocCoach
CD-ROM included!

THIRD EDITION

Sociology

The Essentials

Margaret L. Andersen

University of Delaware

Howard F. Taylor

Princeton University

THOMSON

WADSWORTH

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

Sociology Editor: *Robert Jucha*
Development Editor: *Julie Sakaue*
Assistant Editor: *Stephanie Monzon*
Editorial Assistant: *Melissa Walter*
Technology Project Manager: *Dee Dee Zobian*
Marketing Manager: *Matthew Wright*
Marketing Assistant: *Tara Pierson*
Advertising Project Manager: *Linda Yip*
Project Manager, Editorial Production: *Cheri Palmer*
Print/Media Buyer: *Karen Hunt*
Permissions Editor: *Sarah Harkrader*
Production Service: *Dustine Friedman, The Book Company*
Text and Cover Designer: *Carolyn Deacy*
Photo Researcher: *Myrna Engler*
Copy Editor: *Cathy Baebler*
Illustrator: *Impact Publications*
Compositor: *Thompson Type*



The cover and title painting (Feast of Mirrors) and the details of paintings used in the interior are from the work of Hessam Abrishami, whose colorful art reflects the diversity of society. Hessam's passion for art began in his homeland of Iran when he was in the eighth grade. Later, as a teenager, he won two drawing contests, which encouraged him to pursue his passion and to obtain a master's degree in fine arts. His work is exhibited in Asia, Europe, and the United States.

COPYRIGHT © 2005 Wadsworth, a division of Thomson Learning, Inc.
Thomson Learning™ is a trademark used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including but not limited to photocopying, recording, taping, Web distribution, information networks, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America

2 3 4 5 6 7 08 07 06 05 04

For more information about our products, contact us at:
Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product,
submit a request online at:

<http://www.thomsonrights.com>

Any additional questions about permissions can be submitted by email to:
thomsonrights@thomson.com

Thomson Wadsworth
10 Davis Drive
Belmont, CA 94002-3098
USA

Asia
Thomson Learning
5 Shenton Way #01-01
UIC Building
Singapore 068808

Australia/New Zealand
Thomson Learning
102 Dodds Street
Southbank, Victoria 3006
Australia

Canada
Nelson
1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada

Europe/Middle East/Africa
Thomson Learning
High Holborn House
50/51 Bedford Row
London WC1R 4LR
United Kingdom

ExamView® and ExamView Pro® are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. used herein under license.

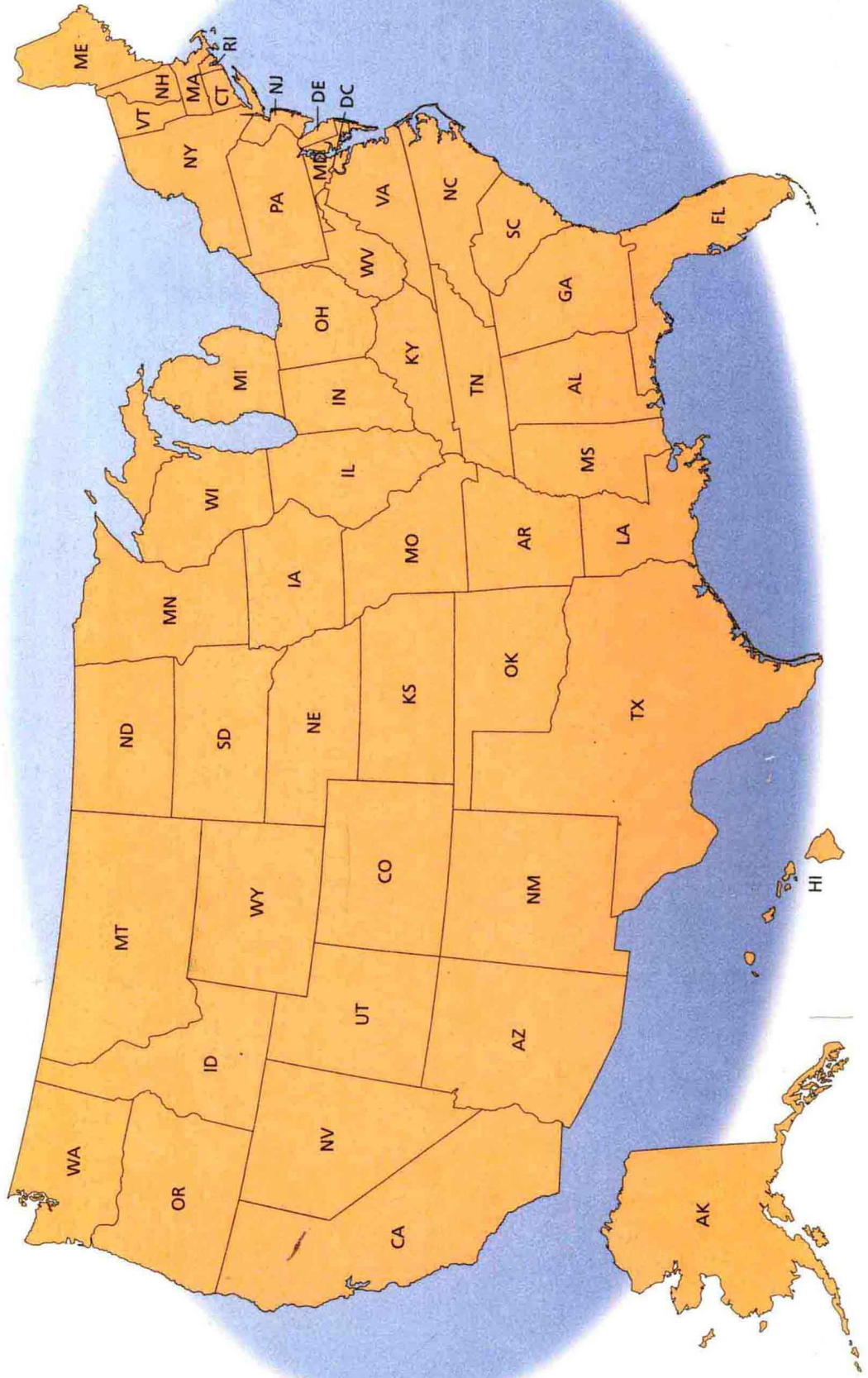
COPYRIGHT 2005 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

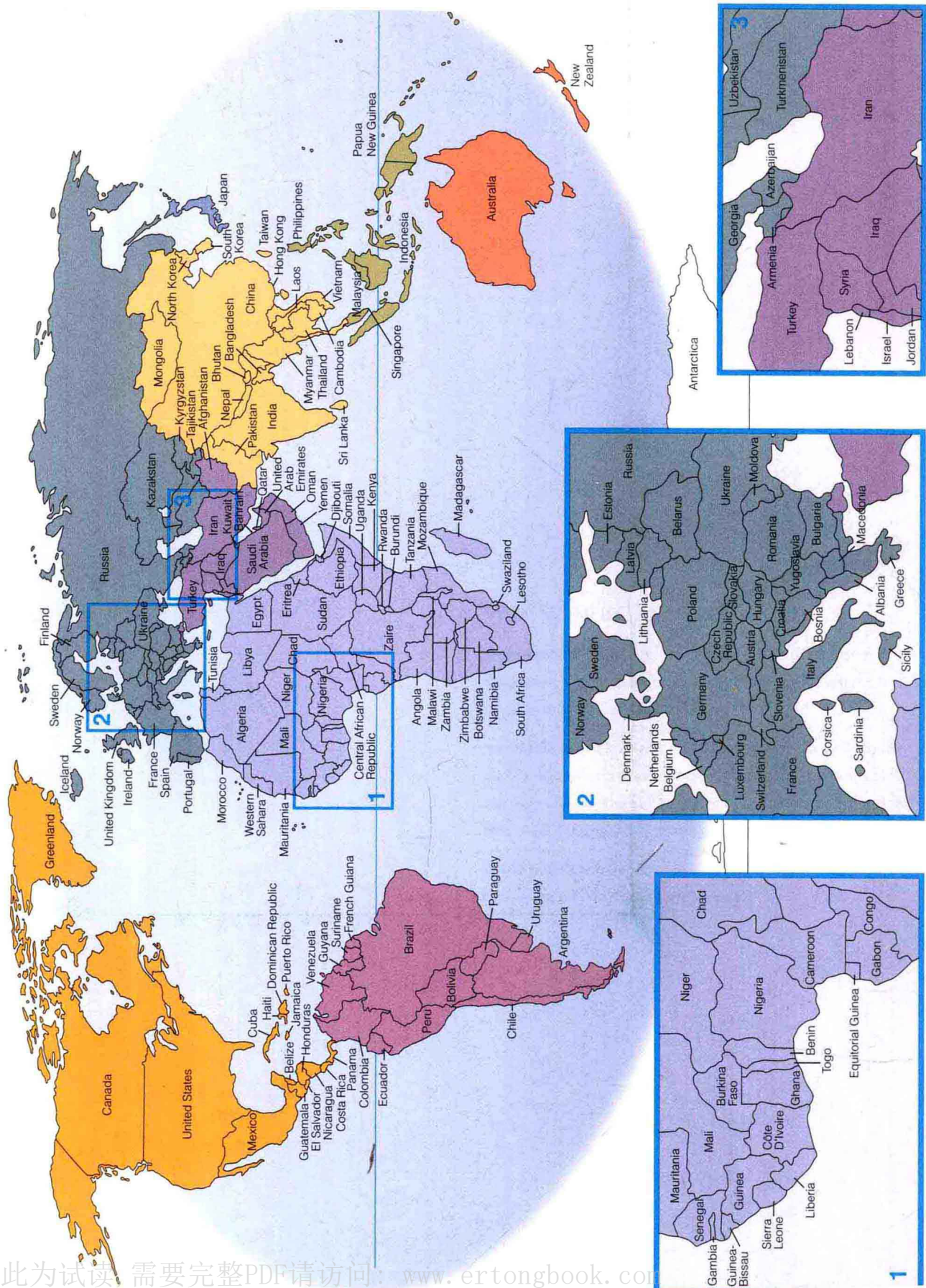
Library of Congress Control Number: 2003111915

Student Edition: ISBN 0-534-62697-1

Instructor's Edition: ISBN 0-534-62698-X

Provided As a Reference For The "Mapping America's Diversity" Maps That Appear Throughout the Text







Dedication

To Richard and Pat, with love

Preface

Sociology: The Essentials introduces students to the basic concepts and theories of sociology. It is the condensed, paperback version of our hardcover text, *Sociology: Understanding a Diverse Society* (2004). We have been pleased by the success of the earlier editions and have made revisions we think strengthen the book. One of the strongest features of this book has been its close attention to the most current and detailed research in sociology. Our experience in teaching introductory students shows us that students can appreciate the revelations of sociological research and theory if presented in a way that engages them and connects to their lives. We have kept this in mind throughout this revision and have focused on material that students can understand and apply to their own social worlds.

■ Major Themes

DIVERSITY The study of diversity is central to our book. Our own scholarship is known for its analysis of diversity and we have made this part of the structure of our book. Unlike other introductory texts that add diversity to a preexisting approach to sociology, we see diversity as part of the texture of society. Diversity is central to how society is organized, how inequality shapes the experiences of different groups, and how diversity is shaping (and is shaped by) contemporary social changes. Our attention to diversity pervades the book and is reflected in some of the book's special features (see especially the box feature "Understanding Diversity" in every chapter).

We define diversity to include the differences in experience created by social factors including race, ethnicity, class, gender, age, religion, sexual orientation, and region of residence. But we also see diversity as contributing to the rich texture of society through the diverse cultures and identities of different groups in society. We stress the positive aspects of a diverse society, as well as its prob-

lems. We do not think of diversity as just the study of victims, although systems of disadvantage are clearly part of society. But diversity is also reflected in the social and cultural values and contributions of various groups and we think this is just as important for students to recognize and understand. We are pleased that our thorough integration of diversity has led reviewers to comment that our book provides the most comprehensive coverage of diversity of any book on the market.

CURRENT THEORY AND RESEARCH According to readers and reviewers of this book, our presentation of current theory and research is one of its strongest features. We use the most current research throughout the book to show students the value of a sociological education. The new edition continues this strength, with new areas of research also included.

New to this edition is the integration of research exercises that are easy for students to do by using **MicroCase Online**, a statistical data analysis program on our companion Web site as well as the Web site for the Virtual Society, the Wadsworth Sociology Resource Center. Each chapter includes an exercise that students can do utilizing this user-friendly research tool. For example, in Chapter 7 students can look at the question from the General Social Survey on whether support for spending on social welfare varies by social class. The simple cross-tabulation students do lets them examine differences by social class in support of welfare spending. In other chapters, students can do research with other items from the General Social Survey; or they can map data from the 2000 U.S. Census; or they can look at international data that ranks nations on various items. The MicroCase feature is integrated into the chapter content through the exercises we have specifically developed to accompany each chapter. We also provide questions with each MicroCase exercise that encourage students to think further about what the data show them. This is an excellent—and easy to do—way to introduce

students to actually doing sociological research. Students can also explore further projects on their own or instructor's can guide them through the MicroCase feature on Wadsworth's Web site.

We want students to understand not just the concepts and procedures of research methods, but also how sociologists do their work and how the questions they ask are linked to the methods of inquiry that they use. Thus the box feature, "Doing Sociological Research," showcases different research studies. Each begins by identifying the question asked by the researcher, then it describes the method of research, presents the findings and conclusions, and briefly discusses the implications. These boxes also show students the diverse ways that sociologists conduct research and thus feature the rich and varied content of the discipline.

We also want students to understand the contributions that different theoretical traditions offer. Thus, we present various theoretical perspectives in a balanced way. All chapters explore how alternative theoretical frameworks reveal different aspects of the particular subjects in research studies. We help students see this by including tables in every chapter that concisely compare different theoretical viewpoints, showing how each illuminates certain questions and principles. We think this comparison of theories helps students understand an important point: Starting from a different set of assumptions can change how you interpret different social phenomena.

DEBUNKING AND CRITICAL THINKING

We use the theme of *debunking* in the way first developed by Peter Berger—to look behind the facades of everyday life, challenging the ready-made assumptions that permeate commonsense thinking. We think debunking is one significant way for students to develop their critical thinking through the study of sociology, and we use the debunking theme to help students understand how society is constructed and sustained. This theme is highlighted in the "Debunking Society's Myths" feature found throughout every chapter.

We also think that *critical thinking* is a term widely used, but often vaguely defined. We use it to define the process by which students learn to apply sociological concepts to observable events in society. Throughout the book, we ask students to use sociological concepts to analyze and interpret the world they inhabit. This is reflected in the "Thinking Sociologically" feature that is also present in every chapter.

In this edition, we have added a new feature to Chapter 1 to help students use critical thinking to interpret the many research studies they hear or see reported in the media. This box feature, "Developing a Critical Eye:

Research and the Media," provides questions that can help students spot flawed studies, learn to interpret research in the media, and become better informed critical consumers of the vast amount of information to which they are exposed. In addition, we have added "Questions to Consider" to the box feature "Doing Sociological Research" that probe students to think more about the research being presented.

Because the current generation of students is so strongly influenced by the media, we have introduced the box feature "A Sociological Eye on the Media." This box feature, found in several chapters, examines how sociological research challenges some of the ideas and images portrayed in the media. This not only improves students' critical thinking skills, but also shows them how research can debunk these ideas and images.

SOCIAL ACTION/SOCIAL POLICY There is a focus on social policy throughout the book because we want students to see the utility of a sociological perspective. We broadly define social policy to include the various ways that sociological research and theory can be applied to addressing social issues. Social policy can include specific formal policies (such as federal and state legislation), but also can include practices such as the development of sociological research centers or local community groups that address specific needs. The box feature "Sociology in Practice" shows students how sociologists have used their knowledge in concrete, applied ways. We also include a box feature in each chapter, "Taking on Social Issues." In this box feature, students are asked to analyze a contemporary policy issue (such as decriminalizing drugs (Chapter 6), encouraging marriage to reduce poverty (Chapter 7), or federal support for faith-based initiatives (Chapter 12). These boxes include a Web-based exercise ("Taking Action") that allows students to link to the Web site of an organization working on a particular policy issue. On the companion Web site for the book we provide critical thinking questions that ask students to interpret different sociological features of various action groups. This feature serves several purposes: It helps students identify various groups that are organized around different policy and social change issues; it enriches critical thinking by asking students to analyze the structure, goals, strategies, and constituents of different action groups; and, it connects sociological research to the activities of organized groups, thus allowing students to see how sociological knowledge can be applied. This feature has the added benefit of directing students to organizations where they can potentially pursue internships, service learning projects, or, possibly careers. It can show students the different ways that sociological research and theory can be applied in "real" life.

SOCIAL CHANGE The sociological perspective helps students see society as characterized both by constant change and social stability. We use the change theme in every chapter by examining social change at the conclusion of each chapter. In addition, the “Forces of Social Change” box feature allows students to reflect on how certain social realities have evolved by including a historical dimension that is often shown in photographs. By bringing a historical perspective to bear on sociological thinking, students can better see some of the social forces that operate in the present. The social change theme is especially significant in light of the events of September 11, 2001. What effect have these events had on society? This is a question we address in several places throughout the book, including discussion of al Qaeda as a transnational social movement (see Chapter 16); new attention to racial and ethnic profiling (see Chapters 6 and 9); and the use of Durkheim’s theory to understand suicide bombers (Chapter 6).

GLOBAL PERSPECTIVE Diversity includes the increasingly global character of society. The United States is increasingly being changed by globalization. We use a global perspective to examine how global changes are affecting all parts of life within the United States, as well as other parts of the world. This means more than including cross-cultural examples. It means, for example, examining phenomena such as migration and immigration, the formation of world cities, the increasingly cultural diversity found within the United States, and the impact of an international division of labor on work within the United States. This global perspective is found in the research and examples cited throughout the book, as well as in various chapters that directly focus on the influence of globalization on particular topics, such as work, culture, and crime. The map program “Viewing Society in Global Perspective” found in virtually every chapter also brings a global perspective to the subject matter of each chapter.

■ *New to the Third Edition: Organization and Chapter-by-Chapter Revisions*

We have made many changes to the third edition to make it stronger and more effective. We added new research plus made a few large changes to the organization

of the text. Together, these changes should make the third edition easier for instructors to teach, and more accessible and interesting for students.

Sociology: The Essentials is organized into five major parts: “Introducing the Sociological Imagination” (Chapter 1); “Society, Individuals, and Social Structure” (Chapters 2 through 6); “Social Inequality” (Chapters 7 through 11); “Social Institutions” (Chapters 12 through 14); and “Social Change” (Chapters 15 and 16).

Within these five parts, we reorganized a few of the chapters. One major change is the addition of a new chapter on sexuality, which was previously combined with aging. This chapter brings added attention to the rapidly expanding sociological study of sexuality. By adding this chapter, we have integrated the material on aging into several chapters where it is relevant, including **Socialization and the Life Course** (Chapter 3), the section on families in **Families and Religion** (Chapter 12), and the section on social change in **Social Change and Social Movements** (Chapter 16). We further strengthened the text by listening to feedback from reviewers who indicated that it made more sense to pair education and health care in one chapter (Chapter 13) and politics and the economy in another (Chapter 14). (In the second edition, education and work were covered in one chapter, and government and health care were covered in another.) We agreed with the reviewers and thus modified the organization. Other than the reorganization of the chapters, there are many detailed revisions, some of which are highlighted here.

Part I, Introducing the Sociological Imagination introduces students to the unique perspective of sociology, differentiating it from other ways of studying society, particularly the individualistic framework students tend to assume. Within this section, **Chapter 1, Sociological Perspectives and Sociological Research**, introduces students to the sociological perspective and the basics of sociological research methods. This chapter briefly reviews the development of sociology as a discipline, with a focus on the classical frameworks of sociological theory, and a new section on postmodernism as a theoretical perspective. The chapter also incorporates the contributions of early theorists sometimes excluded from the history of sociological thought, such as W.E.B. Du Bois and Jane Addams. A new box feature, “Developing a Critical Eye: Research and the Media,” is included to help students interpret publicly disseminated research studies.

In **Part II, Society, Individuals, and Social Structure**, students learn some of the core concepts of sociology. It begins with the study of culture (Chapter 2) and includes more research on the influence of popular culture and the media. This chapter presents new research

on tattooing and body art. We have also added material on the influence of the fast food industry on U.S. culture—a topic that we think students will find fascinating. **Chapter 3, Socialization and the Life Course**, now includes more material on aging and the life course since we have combined it with the chapter on socialization. We have strengthened our discussion of identity formation, added new material on resocialization in light of current world events and terrorism, and included more material on the influence of media violence—all topics that we think will capture student interest. **Chapter 4, Society and Social Interaction** differentiates microanalysis and macroanalysis in sociology by introducing students to the nuances in the study of social interaction and moving onto the complex structure of society and social institutions. New to this chapter is an expanded section on cyberspace interaction. In **Chapter 5** we study social groups and formal organizations, using sociology to understand the complex processes of group influence, organizational dynamics, and the bureaucratization of society. Added are new findings on social networks, risky shift, and the breakup of the space shuttle *Columbia* on February 1, 2003. Finally, **Chapter 6** on deviance includes a look at the sociological theories of deviance with more attention to labeling theory, corporate crime and deviance, and the effects of race, class, and gender on arrest rates.

In **Part III, Social Inequality**, each chapter explores a particular dimension of stratification in society. Beginning with the significance of class, **Chapter 7, Social Class and Social Stratification**, provides an overview of basic concepts central to the study of social stratification, as well as current sociological perspectives on class inequality, poverty, and welfare. There is new material on the effects of welfare reform, growing debt among the middle class, updated data on increasing social inequality, and more on the effects of economic restructuring on different class groups. **Chapter 8** follows with a particular emphasis on understanding the significance of global stratification, which is the inequality that has developed among, as well as within, various nations. Throughout this text, we see globalization as a process that is transforming many societies, including the United States. Here we examine global events and processes, including corporate globalization, and explore their consequences worldwide. We have added material on global epidemics, global domestic workers, and the effects of war on children. **Chapter 9, Race and Ethnicity** is a comprehensive review of the significance of race and ethnicity in society. Although these concepts are integrated throughout the book because of our focus on diversity, they also require particular focus on how race and ethnicity differentiate the experiences of diverse groups in society. In-

cluded are new topics such as multiracial census classification and new information on the affirmative action debate and court cases. Likewise, although the study of gender is integrated throughout this text, **Chapter 10** focuses on gender as a central concept in sociology closely linked to systems of stratification in society. In this edition, we have devoted an entire chapter to sexuality (**Chapter 11**) because of the increased attention in sociological research to sexuality as a component of social stratification. This chapter includes the discussion of concepts central to the study of sexuality, as well as high-interest box features on topics of teen sex, birth control, and sex and cyberspace. Our expanded coverage of sexuality allows us to explore sociological theory and sexuality in greater detail than in prior editions.

Part IV, Social Institutions, includes three chapters, each focusing on basic institutions within society. Beginning with **Chapter 12** on families and religion, these chapters explore the basic structure of social institutions and examine how different theoretical perspectives within sociology help us interpret different dimensions of people's experiences within social institutions. Interracial dating is discussed, as are topics such as gay and lesbian households, religious cults, and diversity and religion. New to this edition is a box on "hooking up"—a new form of social interaction among many students. There is also increased attention to fatherhood, gender roles within families, and family violence. **Chapter 13** is on the institutions of education and health care, and overviews education in the United States, including recent developments in education and inequality, plus a look at health and sickness seen globally. It includes theoretical perspectives on health care and the health care crisis in America. New to this chapter is recent research on inequality in education, tracking, and gender, as well as coverage of new health care topics such as global aspects of sickness, fraud and abuse in medicine, and alternative medicine. **Chapter 14**, on politics and the economy analyzes the state, power, and authority, and bureaucratic government. It also contains a detailed discussion of theories of power, in addition to coverage of the economy seen globally and characteristics of the labor force. New to this chapter are updated discussions on the power elite in America, women and minorities in government, and sexual harassment in the workplace.

Chapter 15 is on population, urbanization and the environment, and covers demographic processes and urbanization, as well as pollution and depletion of the physical environment. New data are included on population growth and change, the new suburbanites, and new policies on saving the physical environment. The last chapter, **Chapter 16**, addresses social change and social movements, with a detailed coverage of theories of social

change, the causes of social change, and the nature and types of social movements. New updates include information on war and terrorism as causes of social change, environmental racism and classism, cultural diffusion as a source of social change, and the cyberspace revolution.

■ *Features and Pedagogical Aids*

The special features of this book flow from its major themes: diversity, current theory and research, debunking and critical thinking, social action and social policy, social change, and global perspective. The features are also designed to help students develop critical thinking skills so that they can apply abstract concepts to observed experiences in their everyday life, and learn how to interpret different theoretical paradigms and approaches to sociological research questions. The following features accomplish these goals in various ways.

Critical Thinking Features

The feature “**Thinking Sociologically**” takes concepts from each chapter and asks students to think about these concepts in relationship to something they can easily observe in an exercise or class discussion. The feature “**Debunking Society’s Myths**” takes certain common assumptions and shows students how the sociological perspective would inform such assumptions and beliefs. In addition to these two features, many other box features—such as “**Sociology in Practice**”—include questions designed to foster critical thinking skills.

Unparalleled Integration of Web-Based Resources

Instructors will find that several technology-based teaching enhancements are integrated throughout the book, making this book the best conceived in using Internet tools for teaching and learning introductory sociology. Many graphs in the chapters are based on **Web sites**, and at the end of each chapter is a list of stable Web-based resources that students and faculty can use to explore data and information pertinent to the chapter topic. We have deliberately selected sites we know are stable and provide the latest information or resources on a given subject.

The new MicroCase feature developed in this edition will be especially valuable for faculty who want to expose students to actual sociological research. Following the

Key Terms at the end of each chapter, we have developed a **MicroCase Online** exercise that explores some dimensions of the chapter’s subject. These research exercises are simple to do and we think will help students discover the excitement of doing sociological research.

Each chapter includes a box feature, “**Taking on Social Issues**,” which is designed to help students explore current public issues and show students how the sociological perspective can provide different viewpoints about social issues. This feature integrates Web-based instruction by giving instructors and students the option of using the **Web links** that we have added to link to the Web site of an organization that works on the topic of the box feature. The critical thinking questions about each organization allow students to use sociological analysis to think about the structure and goals of each organization. This feature also shows students how sociology can be used to make a difference in the world, and has the added benefit of pointing them toward organizations where they might even pursue careers.

We have eliminated the InfoTrac exercises that applied in earlier editions. Instead, the **InfoTrac College Edition** feature is integrated into the “**Doing Sociological Research**” box features to allow students to further explore research on those topics.

An Extensive and Content-Rich Map Program

Also in our book, each chapter includes a map feature (usually two maps): One map feature is “**Mapping America’s Diversity**” and the other is “**Viewing Society in Global Perspective**.” These maps have multiple uses for instructional value, beyond instructing students about world and national geography. The maps have been designed primarily to show the differentiation by country and/or by state on certain key social facts. For example, in Chapter 3 we show the dispersion of the population under five years of age, both nationally and worldwide. Students can use this information to ask questions about how the age distribution of the population might be related to immigration, poverty, or global stratification. In other cases, maps are drawn to show the penetration of U.S.-based culture throughout the world, such as the map in Chapter 2, “**Technological Penetration**,” which shows how much technological innovation (in the case of cell phones) has infiltrated the world.

We have added a critical thinking component to the maps to integrate them more effectively with the chapter material. Thus, each map includes **critical thinking questions** that ask students to interpret the map data within the context of concepts and ideas from the chapter.

High-Interest Theme Boxes

We use six high-interest themes for box features that embellish our focus on diversity and sociological research throughout the text. “**Understanding Diversity**” further explores the approach to diversity taken throughout the book. In most cases, these box features provide personal narratives or other information designed to teach students about the experiences of different groups in society. Because many are written as first-person narratives, they can invoke student empathy toward groups other than those to which they belong—something we think is critical to teaching about diversity. We hope to show students the connections between race, class, and other social groups that they otherwise find difficult to grasp.

The box feature “**Doing Sociological Research**” is intended to show students the diversity of research questions that form the basis of sociological knowledge, and, equally important, how the question a researcher asks influences the method used to investigate the question. We see this as an important part of sociological research—that how one investigates a question is determined as much by the nature of the question as by allegiance to a particular research method. Some questions require a more qualitative approach, others, a more quantitative approach. In developing these box features, we ask, “What is the central question sociologists are asking?” “How did they explore this question using sociological research methods?” “What did they find?” and “What are the implications of this research?” We deliberately selected questions that show the full and diverse range of sociological theories and research methods, as well as the diversity of sociologists. In the third edition, we have also added “**Questions to Consider**” at the end of this box feature to encourage students to think further about the implications and applications of the research.

A new feature we have added is the box feature “**A Sociological Eye on the Media**.” This feature, found in several chapters, examines some aspect of how the media influence public understanding of some of the subjects in this book. We think this is important because sociological research often debunks taken-for-granted points of view presented in the media and we want students to be able to look at the media with a more critical eye. Because of the enormous influence of the media, we think this is increasingly important in educating students about sociology.

Our box feature “**Sociology in Practice**” is designed to show the application of the sociological perspective in various contexts. Thus we show examples where sociologists have testified before Congress, advised presidents, changed an organization, or elucidated a cultural phenomenon, such as the “Dead Heads” (Chapter 2).

Finally, the box feature “**Forces of Social Change**” highlights some of the major changes currently affecting society, such as the growth of the fast food industry and its impact on society (Chapter 2), the growth of women’s sports (Chapter 3), and changes in college dating patterns, such as “hooking up” (Chapter 12). We think students will find all these features readable, interesting, and a strong supplement to the textual material.

In-Text Learning Aids

In addition to the features just described, there is an entire set of learning aids within each chapter that promote student mastery of the sociological concepts.

Chapter Outlines. A concise chapter outline at the beginning of each chapter provides students with an overview of the major topics to be covered.

Key Terms. Key terms and major concepts are in bold when first introduced in the chapter. A list of the key terms is found at the end of the chapter, which makes study more effective. Definitions for the key terms may be found in the glossary.

Theory Tables. Each chapter includes a table that summarizes different theoretical perspectives by comparing and contrasting how these theories illuminate different aspects of different subjects.

Chapter Summary. Questions highlight the major points in each chapter, and provide a quick review of major concepts and themes covered in the chapter.

Suggested Readings and Web Resources. An annotated list of suggested readings and related Web sites is found at the end of each chapter to encourage further study.

A Glossary and complete Bibliography for the whole text is found at the back of the book.

■ Supplements

Supplements for the Instructor

INSTRUCTOR’S EDITION OF *SOCIOLOGY: THE ESSENTIALS* An Instructor’s Edition (IE) of this text containing several useful features for instructors is available. Found in the IE is the Resources Integration Guide, a 16-page chart that correlates the key instructor’s and student supplements by chapter. The IE also contains the Visual Preface, a walk-through of the several themes and many features of *Sociology: The Essentials*, plus a complete listing of available bundles for this text. To obtain a copy of the Instructor’s Edition contact your Thomson Sales Representative.

INSTRUCTOR'S RESOURCE MANUAL (WITH THE MULTIMEDIA MANAGER CD-ROM)

This manual offers instructors chapter-specific learning objectives, lecture outlines, lecture suggestions to facilitate in-class discussion, student activities, worksheets that instructors can copy and use as handouts, suggestions for further reading and other relevant print, video, and online resources. Ideas for *WebTutor* online threaded discussion groups are integrated throughout the manual, and concise user guides for both *InfoTrac* and *WebTutor* and the table of contents for the *CNN Today* Sociology Video Series are also included. A new Multimedia Manager CD-ROM is now located in the print Instructor's Resource Manual. A noteworthy part of the CD are Teaching Tips—ten 4–6 minute videos of Margaret Andersen and Howard Taylor sharing their insights and tips on teaching introductory sociology. The CD also includes book-specific PowerPoint lecture slides, graphics from the book itself, the Instructor's Resource Manual and Test Bank provided as Word documents, CNN video clips, and links to many of Wadsworth's important sociology resources.

TEST BANK The test items for each chapter consist of 75–100 multiple-choice questions and 20–30 true/false questions, all with answers and page references to the text. Also included are 10–15 short-answer questions and 5–10 essay questions for each chapter. This test bank is also available electronically on the *ExamView Computerized Testing CD-ROM* as well as on the *Multimedia Manager CD-ROM* that comes packaged in the *Instructor's Resource Manual*.

EXAMVIEW COMPUTERIZED TESTING 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 print or display online. Using *ExamView's* complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions included with *ExamView*.

WADSWORTH'S INTRODUCTION TO SOCIOLOGY 2005 TRANSPARENCY ACETATES

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

VIDEOS Adopters of *Sociology: the Essentials* have several different video options available with the text.

WADSWORTH'S LECTURE LAUNCHERS FOR INTRODUCTORY SOCIOLOGY

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

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

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

WADSWORTH SOCIOLOGY VIDEO LIBRARY

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

Supplements for the Student

STUDY GUIDE Designed to aid student learning of chapter concepts, this guide includes both brief and detailed chapter outlines, a list of key terms and key people

with page references, questions to guide student reading, Internet and InfoTrac exercises, and practice tests consisting of 20–25 multiple-choice questions, 10–15 true-false questions, 3–5 fill-in-the-blank questions, and 3–5 essay questions. All multiple-choice and true-false items include answer explanations and page references to the text.

PRACTICE TESTS Designed to help students test their knowledge of chapter concepts, this booklet contains 30–40 multiple-choice questions, 10–15 true-false questions, and 4–6 short-answer questions for each chapter of the text. All answers for the multiple-choice and true-false questions include explanations and page references to the main text.

WADSWORTH'S SOCIOLOGY ONLINE RESOURCES AND WRITING COMPANION, FIRST EDITION This valuable guide shows students how they can use Wadsworth's exclusive online resources—*InfoTrac College Edition*, the *Opposing Viewpoints Resource Center (OVR)*, and *MicroCase Online*—to assist them in their study of sociology and to build essential research and writing skills. Part One provides informative user guides that introduce each powerful research tool. Part Two contains directed exercises designed to develop research and critical thinking proficiency for each core topic in sociology. Part Three provides an overview of some of the research and writing tools available online, such as *InfoWrite* and the *OVR Research Guide*, and shows students how to effectively integrate their research findings into class assignments.

SOC COACH CD-ROM FOR ANDERSEN/TAYLOR'S SOCIOLOGY: THE ESSENTIALS, 3rd Edition The new, interactive SocCoach CD-ROM is packaged with each new copy of the text and can be found inside the back cover. This CD-ROM tutorial is firmly grounded in sociology. It enables students to review chapter content, conduct online research, think critically about sociology statistics, watch well-known sociologists discussing important concepts, and complete book-specific quizzes, all on one easy to use CD-ROM! The new Study Plan feature prompts students to take a diagnostic chapter quiz, then generates a personalized Study Plan that shows students exactly what they need to review further. Students can then access study material for each concept, including material from the book, illustrative graphs, videos, and statistics that help students to better understand each concept.

READERS Among the several excellent introductory sociology readers Wadsworth publishes (see the Instructor's Edition) the authors of *Sociology: The Essentials* have written a reader especially matched to this text.

UNDERSTANDING SOCIETY: AN INTRODUCTORY READER, 2nd Edition Edited by Margaret Andersen, University of Delaware, Kim Logio, St. Joseph's University, and Howard Taylor, Princeton University, this reader complements the *Sociology: The Essentials*, 3rd edition text. It includes articles with a variety of styles and perspectives, with a balance of the classic and contemporary. The editors selected readings that students will find accessible yet intriguing, and maximize the instructional value by prefacing each with an introduction and following each with discussion questions. The articles center on the following five themes: classical sociological theory, contemporary research, diversity, globalization, and the application of the sociological perspective.

Online Resources

WADSWORTH'S VIRTUAL SOCIETY: THE WADSWORTH SOCIOLOGY RESOURCE CENTER

<http://www.wadsworth.com/sociology>

Here you will find a wealth of sociology resources such as Census 2000: A Student Guide for Sociology, Breaking News in Sociology, a Guide to Researching Sociology on the Internet, Sociology in Action, and much more. Contained on the home page is the text specific site for *Sociology: The Essentials*, 3rd Edition.

ANDERSEN/TAYLOR, SOCIOLOGY: THE ESSENTIALS COMPANION WEB SITE

http://sociology.wadsworth.com/andersen_taylor/essen3e

Access useful learning resources for each chapter of the book. Some of these resources include:

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

And much more!

WEBTUTOR™ ADVANTAGE ON WEBCT AND BLACKBOARD This Web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. 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. Instructors can also use the communication tools to do such things as 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. Out of the box or customized, WebTutor Advantage provides powerful tools for instructors and students alike.

InfoTrac® COLLEGE EDITION With each purchase of a new copy of the text comes a free four-month passcode to *InfoTrac College Edition*, the online library, that gives students anytime, anywhere access to reliable resources. This fully searchable database offers 20 years' worth of full-text articles from almost 5000 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! Through InfoTrac's InfoWrite, students now also have instant access to tools for critical thinking and writing papers. Both adopters and their students receive unlimited access for four months.

OPPOSING VIEWPOINTS RESOURCE CENTER (OVR) Newly available from Wadsworth, this online center presents varying perspectives on today's most compelling issues. OVR 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 that walks students through the steps involved in critically evaluating point-counterpoint arguments, and focus on researching and writing papers. OVR is also available through Wadsworth's Sociology Online Resources and Writing Companion.

■ Acknowledgments

We relied on the comments of many reviewers to improve the book and we thank them for the time they gave in developing very thoughtful commentaries on the different chapters. Thanks to:

E.M. Beck, *University of Georgia*
 Susan Crafts, *Niagara Community College*
 Lorna Forster, *Clinton Community College*
 Bethany Gizzi, *Monroe Community College*
 Jennifer Hamer, *Wayne State University*
 Katherine Johnson, *Niagara Community College*
 Brian Moss, *Oakland Community College—Waterford Campus (MI)*
 Timothy Owens, *Purdue University*
 Ralph Pyle, *Michigan State University*
 Lesley Williams Reid, *Georgia State University*

We would also like to extend our thanks to those who reviewed the first and second editions of *Sociology: The Essentials*. We would like to thank the following individuals for reviewing the second edition: Brenda N. Bauch, Jefferson College; James E. Coverdill, University of Georgia; Jean E. Daniels, California State University, Northridge; Lois East-erday, Onondaga Community College; Cynthia K. Epper-son, St. Louis Community College at Meramec; Lynda Ann Ewen, Marshall University; James Fillman, Bucks County Community College; Patricia Gibbs, Foothill College; Carol A. Jenkins, Glendale Community College; Elizabeth D. Leonard, Vanguard University; Martha O. Loustaunau, New Mexico State University; Susan A. Mann, University of New Orleans; Tara Perrello, Fordham University; Melvin Thomas, North Carolina State University; Stephani Williams, Arizona State University; Sheryline A. Zebroski, St. Louis Community College, Florissant; Carl W. Zeigler, Elgin Community College.

Our gratitude also goes to the following individuals for reviewing the first edition: Alessandro Bonanno, Sam Hous-ton State University; G. M. Britten, Lenoir Community College (North Carolina); Ione Y. DeOllos, Ball State Uni-versity; Marlese Durr, Wright State University; Grant Farr, Portland State University; Irene Fiala, Kent State Uni-versity—Ashtabula; James R. Hunter, Indiana University—Pur-due University Indianapolis; Jon Iannitti, SUNY College of Agriculture and Technology at Morrisville; Diane E. John-son, Kutztown University of Pennsylvania; Alice Abel Kemp, University of New Orleans; Keith Kirkpatrick, Vic-toria College (Texas); James Lindberg, Montgomery Col-lege, Rockville Campus, Maryland; Martha O. Loustaunau,

New Mexico State University; Brad Lyman, Baltimore City Community College; Leland C. McCormick, Minnesota State University–Mankato; David L. Phillips, Arkansas State University; Billie Joyce Pool, Homes Community College; David Redburn, Furman University; Lisa Riley, Creighton University; Michael C. Smith, Milwaukee Area Technical College; Tracey Steele, Wright State University; Judith Warner, Texas A&M International University.

We also thank the following people, each of whom provided critical support in different, but important ways: Blanche Anderson, Vicky Baynes, Alison Bianchi, Cindy Gibson, Linda Keen, and Judy Watson. We particularly thank Keeley McGill for her research on the maps and figures throughout the book.

We are fortunate to be working with a publishing team with great enthusiasm for this project. We thank all of the people at Wadsworth who have worked with us on this and other projects, but especially we thank Bob Jucha, Julie Sakaue, Dee Dee Zodian, and Cheri Palmer for their efforts on behalf of our book and the guidance and advice, not to mention the hard work, they have given to this project. We especially thank Dusty Friedman of The Book Company for her extraordinary attention to detail; we appreciate enormously her talent and perseverance. We thank Cathy Baehler for her very careful copyediting of the manuscript. Finally, our special thanks also go to Richard Morris Rosenfeld and Patricia Epps Taylor for their ongoing support of this project.