



SOCIOLOGY

A DOWN-TO-EARTH APPROACH

SEVENTH EDITION



JAMES M. HENSLIN

Sociology

A DOWN-TO-EARTH APPROACH

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James M. Henslin

Southern Illinois University, Edwardsville



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“Dear Professor Henslin . . . ”

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

Hello Mr. Henslin,

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

Cordially,
John Tornello

Mr. Henslin,

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

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

Sincerely,
Marsha Roberts
Shelton State Junior College
Tuscaloosa, Alabama

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

Jeannie Owen

Mr. Henslin,

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

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

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

Sincerely,
Brandi Altheide
Mott Community College
Flint, Michigan

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

Kathy Patton
Owens Community College
Findlay, Ohio

Hi Mr. Henslin,

I am a student at Greenville Technical College in Greenville, South Carolina. I am currently taking Introduction to Sociology here at Tech and I must tell you, your book rocks!!!! It is the most fun I have ever had reading any textbook in my life!

Sincerely,
Kim B

Dear Professor Henslin,

I am a student at Stony Brook University in New York and I'm working toward a major in Sociology. I just completed an introductory summer course in Sociology that was taught with your textbook. I found your book to be incredibly interesting—so much that I am now reading the chapters we skipped over in class.

Thanks again,
Anna Maria Huertas Kormoski

Hi, Prof. Henslin.

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

Jessica King
University of Cincinnati

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

Joya Gerritsma

Dear James,

Hey there, my name is Leo Chagolla. I attend the University of Toledo and I am a Pharmacy major. When I registered for classes in the beginning of the fall semester, I was told I would either need to take sociology or psychology as an elective. To tell you the truth, I only took sociology because I had to—and it sounded easier than psychology. What I have discovered is that sociology has become one of the most interesting subjects I have ever studied.

Your book, *A Down-to-Earth Approach*, is marvelously well written and constructed. I seriously believe that reading your book has made me a better person. I am only one chapter away from completing the book—my class was only supposed to read on to chapter 9—but I just cannot stop reading.

Leo Chagolla

Dear Mr. Henslin,

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

Sincerely,
Katie Bailey

Dr. James Henslin,

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

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

Doug Bulson
East Troy, WI
Marquette University

Dear Mr. Henslin,

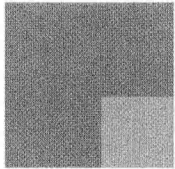
I just finished a Sociology class using your text, the fourth edition of *Sociology, A Down-to-Earth Approach*. Tomorrow, I will take my final exam. I just wanted to commend you on this book. I found it extremely fascinating, well-organized, easy to read and most of all, interesting.

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

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

Sincerely,
Judy Esway
Mesa, AZ

Sociology



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

With my sincere admiration and appreciation,

Jim Hansen

To the Student from the Author



Welcome to sociology! I've loved sociology since I was in my teens, and I hope you enjoy it, too. Sociology is fascinating because it holds the key to so much understanding of social life.

If you like to watch people and try to figure out why they do what they do, you will like sociology. Sociology pries open the doors of society so you can see what goes on behind them. *Sociology: A Down-to-Earth Approach* stresses how profoundly our society and the groups to which we belong influence us. Social class, for example, sets us on a path in life. For some, the path leads to better health, more education, and higher income, but for others it leads to poverty, dropping out of school, and even a higher risk of illness and disease. These paths 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 how our marriage will work out, 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 this will be your experience also.

From how people become homeless to how they become presidents, from why people commit suicide to why women are discriminated against in every society around the world—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 small-scale 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 ideas 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 be in some far-off part of the world or in some nearby corner of our own society, we constantly gain insights into our own selves. 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 hope that *Sociology: A Down-to-Earth Approach* will contribute to that success.

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

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

Also, you may want to look at the Website for this text: www.ablongman.com/henslin7e

To the Instructor from the Author



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

Sociology is like a huge jigsaw puzzle. Only very gradually do the intricate pieces start to fit together. As they do so, our perspective changes as we shift our eyes from the many small, disjointed pieces onto the whole that is being formed. Although this analogy is imperfect, it indicates a fascinating process of sociological discovery. Of all the endeavors we could have entered, we chose sociology because of the ways in which it joins together the “pieces” of society and the challenges it poses to “ordinary” thinking. To share the sociological perspective with students is our privilege.

As instructors of sociology, we have set ambitious goals for ourselves: to teach both social structure and social interaction, and to introduce students to the main sociological literature, to both the classic theorists and contemporary research. And we would like to accomplish this in ways that enliven the classroom, encourage critical thinking, and stimulate our students’ sociological imagination. Although formidable, these goals are attainable. This book, based on many years of frontline (classroom) experience, is designed to help you reach these goals. Its subtitle, *A Down-to-Earth Approach*, is not proposed lightly. My goal is to share the fascination of sociology with students, and thereby make your teaching more rewarding.

Over the years, I have found the introductory course especially enjoyable. It is singularly satisfying to see students’ faces light up as they begin to see how separate pieces of their world fit together. It is a pleasure to watch them gain insight into how their social experiences give shape to even their innermost desires. This is precisely what this text is designed to do—to stimulate your students’ sociological imag-

ination 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 make today’s multicultural, global society come alive for students. From learning how the international elite carves up global markets to studying the intimacy of friendship and marriage, students can see how sociology is the key to explaining contemporary life—and their own place in it.

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

THE ORGANIZATION OF THIS TEXT

The text is laid out in five parts. Part I focuses on the sociological perspective, which I introduce in the first chapter. We then look at how culture influences us in Chapter 2, examine socialization in Chapter 3, and compare macrosociology and microsociology in Chapter 4. In Chapter 5, we look at how sociologists do research. Placing research methods in the fifth chapter is not usual, but doing so allows students to first become immersed in the captivating findings of sociology—then, after their interest is awakened, they learn how sociologists gather their data. This works very well, but if you prefer the more traditional order, simply teach this chapter as the second chapter. No content will be affected.

Part II, which focuses on groups and social control, adds to the students’ understanding of how significantly social groups influence our lives. Chapter 6 opens this part with an overview of groups—from society, which encompasses us, to the smaller networks in which we are immersed. In this chapter, we also look at the fascinating area of group dynamics. In Chapter 7, we examine the impact of bureaucracy and formal organizations. Then in Chapter 8, we focus on how groups “keep us in line” and sanction those who violate their norms.

In Part III, we examine how social inequality pervades society and how those inequalities have an impact on our own lives. Because social stratification is so significant, I have written two chapters on this topic. The first (Chapter 9), with its global focus, presents an overview of the principles of stratification. The second (Chapter 10), with its emphasis on social class, focuses on stratification in U.S. society. After establishing this broader context of social inequality, in Chapter 11 we examine gender, the most global of the inequalities. Then in Chapter 12, we focus on inequalities of race and ethnicity, and in Chapter 13, those of age.

Part IV helps students become more aware of how social institutions encompass their lives. In Chapters 14 and 15, we look at how the economy and politics are our overarching social institutions. In Chapter 16, we examine the family, and in Chapter 17 we turn our focus on education. In Chapter 18, we look at the significance of religion, and, finally, in Chapter 19, that of medicine. Throughout, we look at how these social institutions are changing, and how their changes, in turn, influence our orientations to life.

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. In Chapter 20, we analyze trends in population and urbanization, sweeping forces in our lives that ordinarily remain below our level of awareness. Our focus on collective behavior and social movements in Chapter 21, and social change and the environment in Chapter 22, takes us to the “cutting edge” of vital changes that engulf us all.

THEMES AND FEATURES

Six central themes run throughout this text: globalization, cultural diversity, down-to-earth sociology, critical thinking, the new technology, and the growing influence of the mass media on our lives. Let's look at these six themes.

Globalization

The first theme, globalization, explores the impact of global issues. The new global economy, for example, which has intertwined the fates of nations, vitally affects our lives. The globalization of capitalism influences the kinds of skills and knowledge we need, types of work available to us, costs of the goods and services we consume, and even whether our country is at war or peace. In addition to the strong emphasis on global issues that runs throughout this text, I have written a

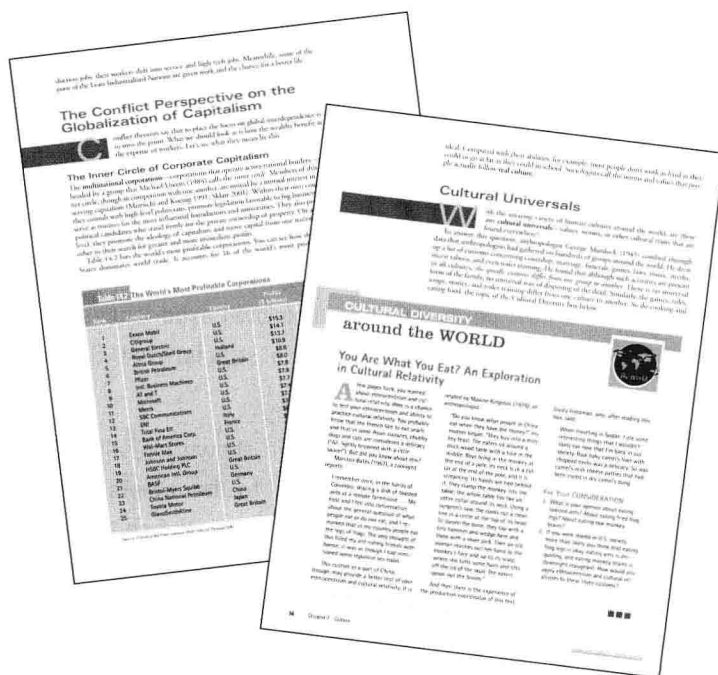
separate chapter on global stratification. I have also featured global issues in the chapters on social institutions and the final chapters on social change: population, urbanization, social movements, and the environment.

What occurs in Russia, Japan, and China, as well as in much smaller nations such as Afghanistan and Iraq, has direct and far-reaching consequences on our own lives. Consequently, in addition to the global focus that runs throughout the text, the second theme, Cultural Diversity, also has a strong global emphasis.

Cultural Diversity Around the World and in the United States

The second theme, cultural diversity, has two primary emphases. The first is cultural diversity around the world. Gaining an understanding of how social life is “done” in other parts of the world often challenges our taken-for-granted assumptions of social life. At times, learning about other cultures gives us an appreciation for the life of other peoples; at other times, we may be shocked or even disgusted at some aspect of another group's way of life (such as female circumcision) and come away with a renewed appreciation of our own customs.

To highlight this sub-theme, I have written a series of boxes called **Cultural Diversity Around the World**. The boxed features, here and throughout the text, are one of my favorite features of the book. They are especially valuable for introducing the provocative and controversial materials that make sociology



such a lively activity. Among the boxed features that stress this sub-theme of cultural diversity around the world are food customs that will likely test the limits of our cultural relativity (Chapter 2), apology specialists in Japan (Chapter 2), how Westerners and Easterners perceive the world differently (Chapter 3), human sexuality in Mexico and Kenya (Chapter 8), selling brides in China (Chapter 11), female circumcision in Africa (Chapter 11), love and arranged marriage in India (Chapter 16), female infanticide in China (Chapter 20), and the destruction of the rain forests and indigenous people in Brazil (Chapter 22).

The second emphasis is **cultural diversity in the United States**. In this sub-theme, we examine groups that make up the fascinating array of people who compose the United States. Among the boxes I have written with this sub-theme of cultural diversity in the United States are the significance of language—Spanish and English in Miami (Chapter 2), the terms people choose for their own racial-ethnic self-identification (Chapter 2), how the Amish resist social change (Chapter 4), how Tiger Woods represents a significant change in racial-ethnic identification (Chapter 12), discrimination against immigrants (Chapter 12), Islam as the new religious neighbor (Chapter 18), cultural confusion in the health care of Mexican immigrants (Chapter 19), and our shifting racial-ethnic mix (Chapter 20).

Looking at cultural diversity—whether it be in the United States or in other regions of the world—often challenges our own orientations to life. Seeing that there are so many varieties of “doing” social life highlights the arbitrariness of our own customs—and our taken-for-granted ways of thinking. These contrasts help students develop their sociological imagination. They are better able to see connections among key sociological concepts such as culture, socialization, norms, race-ethnicity, gender, and social class. As your students’ sociological imagination grows, they can attain a new perspective on their own experiences—and a better understanding of the social structure of U.S. society.

Down-to-Earth Sociology

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



writing style are “down-to-earth,” or accessible and inviting to students—so much so that I chose this phrase as the book’s subtitle. The term is also featured in my introductory reader, *Down to Earth Sociology*, 12th edition (New York: Free Press, 2003).

This third theme is highlighted by a series of boxed features that explore sociological processes that underlie everyday life. In these **Down-to-Earth Sociology** boxes, we consider such topics as the relationship between heredity and environment (Chapter 3), beauty and success (Chapter 4), improper and fraudulent social research (Chapter 5), how the United States is being “McDonaldized” (Chapter 7), how hitting it big at the lottery changes people’s lives (Chapter 10), lifestyles of the super-rich (Chapter 10), voice and racial discrimination in the rental market (Chapter 12), the “invisible knapsack” of cultural dominance (Chapter 12), the globalization of capitalism (Chapter 14), Big Brother and the new Homeland Security (Chapter 15), cohabitation (Chapter 16), when work becomes home and home becomes work (Chapter 16), why abused women don’t pack up and leave (Chapter 16), home schooling (Chapter 17), terrorism and religion (Chapter 18), prayer and pregnancy (Chapter 18), the gentrification of Harlem (Chapter 20), mass hysteria (21), and corporate welfare (Chapter 22).

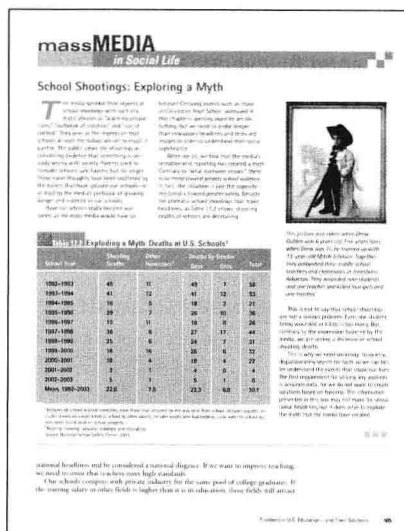
This third theme is actually a hallmark of the text, as my goal is to make sociology “down to earth.” To help students grasp the fascination of sociology, I continuously stress sociology’s relevance to their lives. To reinforce this theme, I avoid unnecessary jargon and use concise explanations and

7), social inequality and the digital divide (Chapter 10), how technology is restructuring work (Chapter 14), unusual reproduction (Chapter 16), capitalism and distance learning (Chapter 17), and the genetic revolution and genetic privacy (Chapter 19).

The Mass Media and Social Life

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

In addition to making this a recurring theme throughout the text, I have also written a series of boxed features called **Mass Media in Social Life** to make it more prominent for students. Among these are an analysis of why Native Americans like Western novels and movies even though Indians are usually portrayed as victims (Chapter 2), the influence of computer games on images of gender (Chapter 3), the worship of thinness—and how this affects our own body images (Chapter 4), the issue of censoring high-tech pornography (Chapter 8), slavery in today's world (Chapter 9), stimulating greed to stimulate the economy (Chapter 14), and God on the Net (Chapter 18).



New Topics

Because sociology is about social life, as society changes and as sociologists report new research, the topics of this introductory text reflect those developments. Consequently,

this edition contains numerous new topics. Among them are feminism and the conflict perspective (Chapter 1), food customs and culture (Chapter 2), social class and differing views of how children develop, and consequence for children's play (Chapter 3), differences in how Easterners and Westerners see the world (Chapter 3), role exit (Chapter 4), and an exposé on Milgram's research on the small world phenomenon (Chapter 6).

Also new are how groupthink helps explain the *Columbia* space shuttle disaster (Chapter 6), a new study on the recidivism of prisoners (Chapter 7), the decline of quality circles (Chapter 7), how NATO is an example of goal displacement and the perpetuation of bureaucracies (Chapter 7), social class bias in the death penalty (Chapter 8), the drop in crime rates (Chapter 8), how neocolonialism explains Saudi Arabia's oil prices (Chapter 9), how life changes for big lottery winners (Chapter 10), and a new study of intergenerational social mobility (Chapter 10).

New, too, are gender and the control of workers (Chapter 11), rape at the Air Force Academy and at West Point (Chapter 11), "honor" killings (Chapter 11), the "invisible knapsack" of taken-for-granted cultural dominance (Chapter 12), learning prejudice and the internalization of dominant norms (Chapter 12), racism as an everyday burden for minorities (Chapter 12), job discrimination because names are white-sounding and black-sounding (Chapter 12), the U.S. Supreme Court's decision on affirmative action practices at the University of Michigan (Chapter 12), adjusting to the death of a loved one (Chapter 13), and the new centenarians (Chapter 13).

In this edition, we also consider the new Homeland Security laws and the erosion of civil liberties (Chapter 15), grandparents who serve as parents (Chapter 16), the Wallerstein-Hetherington debate on the effects of divorce on children (Chapter 16), intimacy rape among lesbian couples (Chapter 16), the probability of remarrying after divorce (Chapter 16), the development of community colleges, (Chapter 17), capitalism and the marketing of education in cyberspace (Chapter 17), the low standards some states have for teachers (Chapter 17), the *No Child Left Behind* law (Chapter 17), and an evaluation of Milwaukee's voucher program (Chapter 17).

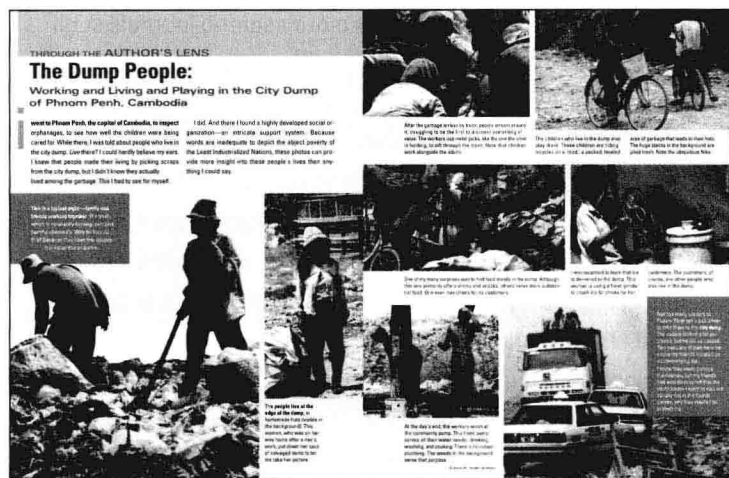
New in the final chapters are the interviewer effect in surveys on church attendance (Chapter 18), the new decennial survey of gains and losses in church membership (Chapter 18), terrorism and religion (Chapter 18), SARS

(Chapter 19), alternative medicine (Chapter 19), Federal Empowerment Zones (Chapter 20), the 1921 riot in Tulsa (Chapter 21), international terrorism as a social movement (Chapter 21), the Internet as a source of rumors (Chapter 21), G-8's changing views of Africa (Chapter 22), China's ascendancy as a threat to G-8 (Chapter 22), and implanted microchips for the political control of citizens (Chapter 22).

Some of the most interesting—and even fascinating—new topics are presented in a visual form. See the next section.

New and Expanded Features

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



The Dump People of Phnom Penh, Cambodia Among the culture shocks I experienced in Cambodia was not to find out that people scavenge at Phnom Penh's huge city dump—this I knew—but that they also live there. With the aid of an interpreter, I was able to interview these people, 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 huge piles of garbage. This photo essay reveals not just their activities but also their social organization (Chapter 9).

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 that I traveled in this country and the more photos I took, the more insight I received into gender relations. Despite the general submissiveness of women to men in India, women are far from limited to family and home. They are found at work throughout the society. What is even more remarkable is how vastly different "women's work" is in India than it is in the United States. This, too, is an intellectually provocative photo essay (Chapter 11).

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

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

A Walk through El Tiro in Medellin, Colombia: One of the most significant social changes in the world is taking place in the Least Industrialized Nations. There, in the search for a better life, people are abandoning rural areas. Fleeing poverty, they are flocking to the cities, only to find even more poverty. Some of these settlements of the new urban poor are dangerous. I was fortunate to be escorted by an insider through a section of Medellin, Colombia (Chapter 20).

Social Movements and Propaganda: The Execution of Timothy McVeigh: The national news piqued my interest. There were reports about a possible riot and perhaps even an insurrection. This was too much to resist, and I drove to Terra Haute, Indiana, where Timothy McVeigh was to be executed. I was able to interview and photograph activists on both sides of the death penalty issue, and to see how the police and military were handling the potential riot. Chapter 21 features my account of this media event, a study in propaganda and social movements.

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

Other Photos Sprinkled throughout this edition are photos that I took in travels I just completed. These photos illustrate sociological principles and topics better than photos available from commercial sources. As an example, the possibility of photographing and interviewing a feral child was one of the reasons that I made the trip to Cambodia. While in the United States, I was told about a feral child who had been discovered living with monkeys and who had been taken to an orphanage in Cambodia. That particular photo is on page 65. Another of my favorites is on page 200.

Special Pedagogical Features

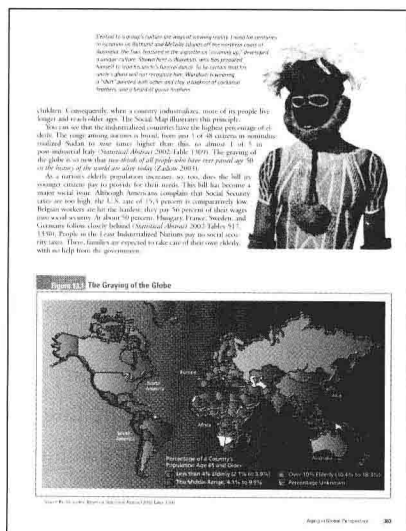
In addition to chapter summaries and reviews, key terms, and a comprehensive glossary, I have included several special features to aid students in learning sociology. **In Sum** sections help students review important points within the chapter before going on to new materials. I have also developed a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

Chapter-Opening Vignettes feature down-to-earth illustrations of a major aspect of each chapter's content. Some of these are based on my own experiences. Several come from my research with the homeless, the time I spent with them on the streets and slept in their shelters (Chapters 1, 10, and 19). Others recount my travels in Africa (Chapters 2 and 11) and Mexico (Chapter 20). I also share my experiences when I spent a night with street people at DuPont Circle in Washington, D.C. (Chapter 4). Other vignettes are based on current and historical events (Chapters 5, 7, 12, 17, 18, 21, and 22), classic studies in the social sciences (Chapters 3, 8, and 13), and even a summary of role-playing on terrorism that our top politicians participated in (Chapter 15). Many students have told their instructors that they find these vignettes compelling, that they stimulate their interest in the chapter.

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

Finally, a note on terms. Although some still use the terms First World, Second World, and Third World, these terms are biased. Even though unintentional, to say First World inevitably connotes superiority of some sort—a sort of coming in first place, with other nations trailing in lesser, inferior positions. Because the collapse of the Soviet Union's system of socialism/communism also made these terms outmoded, some have replaced them with Most Developed Countries, Less Developed Countries, and Least Developed Countries. These terms, too, carry the same ethnocentric burden. They indicate that our economic state is superior: *We* are "developed," but *they* are not—but maybe they'll be fortunate enough to become like us.

To overcome these problems of ethnocentric bias and misplaced cultural superiority, I have chosen neutrally de-



scriptive terms: the Most Industrialized Nations, the Industrializing Nations, and the Least Industrialized Nations. These terms do not carry an ethnocentric value burden, for they indicate only that a nation's amount of industrialization is measurable and relative, without a connotation that industrialization is desirable.

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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, instructors who have taught from the first six editions have given me excellent feedback. In addition, I am especially grateful to

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