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,
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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. 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 playing 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: 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 Sociology: A Down-to-Earth Approach will contribute to that success.

James M. Henslin
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P.S. I enjoy communicating with students, so feel free to comment on your experiences with this text. You can write me at henslin@aol.com
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.

To study sociology is to embark on a fascinating process of discovery. We can compare sociology to a huge jigsaw puzzle. Only gradually do we see how the pieces fit together. As we begin to see the 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. This book is designed to help you reach them. Based on many years of frontline (classroom) experience, its subtitle, A Down-to-Earth Approach, was not proposed lightly. My goal is to share the fascination of sociology with students and in doing so to 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 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

The 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). After this, we look at how sociologists do research (Chapter 5). Placing research methods in the fifth chapter does not follow the usual sequence, 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. Students respond very well to this approach, 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 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 6). We then examine the impact of bureaucracy and formal organizations (Chapter 7). After this, we focus on how groups “keep us in line” and sanction those who violate their norms (Chapter 8).

In Part III, we turn our focus on social inequality, examining how it pervades society and how it has 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 the United States. After establishing this broader context of social stratification, we examine gender, the most global of the inequalities (Chapter 11). Then we focus on inequalities of race–ethnicity (Chapter 12) and those of age (Chapter 13).

Part IV helps students become more aware of how social institutions encompass their lives. We first look at the economy, the social institution that has become dominant in U.S. society (Chapter 14) and then at politics, our second overarching social institution (Chapter 15). We then place the focus on marriage and family (Chapter 16) and education (Chapter 17). After this, we look at the significance of religion (Chapter 18) and, finally, that of medicine (Chapter 19). One of the emphases in this part of the book is how our social institutions are changing and how their changes, in turn, have an impact on our own lives.

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 20). Our focus on collective behavior and social movements (Chapter 21) and social change and the environment (Chapter 22) 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 throughout the text, 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 shown me, textbooks are all too often written to appeal to the adopters of texts rather than to the students who will learn from them. In writing this book, my central concern 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: Introductory Readings, now in its 15th edition (New York: Free Press, 2014).

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

- the experiences of W. E. B. Du Bois in studying U.S. race relations (Chapter 1)
- what applied sociologists do (Chapter 1)
- how gossip and ridicule enforce adolescent norms (Chapter 3)
- how football can help us understand social structure (Chapter 4)
- beauty and success (Chapter 4)
- fraudulent social research (Chapter 5)
- the McDonaldization of society (Chapter 7)
- serial killers (Chapter 8)
- the lifestyles of the super-rich (Chapter 10)
- the American dream and actual social mobility (Chapter 10)
- how to get a higher salary by applying sociology (Chapter 11)
- living in the dorm: contact theory (Chapter 12)
- sex in nursing homes (Chapter 13)
- women navigating male-dominated corporations (Chapter 14)
- the life of child soldiers (Chapter 15)
- the health benefits of marriage (Chapter 16)
- home schooling (Chapter 17)
- terrorism in the name of God (Chapter 18)
- the international black market in human body parts (Chapter 19)
- biofoods (Chapter 20)
- mass hysteria (Chapter 21)
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.”

Globalization

In the second theme, globalization, we explore the impact of global issues on our lives and on the lives of people around the world. All of us are feeling the effects of an increasingly powerful and encompassing global economy, one that intertwines the fates of nations. The globalization of capitalism influences the kinds of skills and knowledge we need and the types of work available to us—and whether work is available at all. Globalization also underlies the costs of the goods and services we consume and whether our country is at war or peace—or in some uncharted middle ground between the two, some sort of perpetual war against unseen, sinister, and ever-threatening enemies lurking throughout the world. In addition to the strong emphasis on global issues that runs throughout this text, I have written a separate chapter on global stratification (Chapter 9). I also feature global issues in the chapters on social institutions and the final chapters on social change: population, urbanization, social movements, and the environment.

In addition to this global focus that runs throughout the text, the next theme, cultural diversity, also has a strong global emphasis.

Cultural Diversity around the World and in the United States

The third 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 about social life. At times, when we learn about other cultures, we gain 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 first subtheme, I have written a series of boxes called Cultural Diversity around the World. Among the topics with this subtheme are

- food customs that shock people from different cultures (Chapter 2)
- dancing with the dead (Chapter 2)
- where virgins become men (Chapter 3)
- human sexuality in Mexico and Kenya (Chapter 8)
- how blaming the rape victim protects India’s caste system (Chapter 9)
- female circumcision (Chapter 11)
- the life of child workers (Chapter 14)
- China’s new capitalism (Chapter 14)
- the globalization of capitalism (Chapter 14)
- love and arranged marriage in India (Chapter 16)
- female infanticide in China and India (Chapter 20)
- the destruction of the rain forests and indigenous peoples of Brazil (Chapter 22)

Seeing that there are so many ways of “doing” social life can remove some of our cultural smugness, making us more aware of how arbitrary our own customs are—and how our taken-for-granted ways of thinking are rooted in culture. The stimulating contexts of these contrasts can help students develop their sociological imagination. They encourage students 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 experiences in their own corners of life—and a better understanding of the social structure of U.S. society.

Critical Thinking

In our fourth theme, critical thinking, we focus on controversial social issues, inviting students to examine
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 these new technological tools, since 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 a major aspect of culture. The impact of technology is then discussed throughout the text. Examples include how technology is related to cultural change (Chapter 2), the control of workers (Chapter 7), the maintenance of global stratification (Chapter 9), social class (Chapter 10), and social inequality in early human history (Chapter 14). We also look at the impact of technology on dating (Chapter 16), family life (Chapter 16), education (Chapter 17), religion (Chapter 18), medicine (Chapter 19), and war (Chapter 22). The final chapter (Chapter 22), “Social Change and the Environment,” concludes the book with a focus on the effects of technology.

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

- blurs the distinction between reality and fantasy (Chapter 6)
- might make social networking the dominant form of social organization (Chapter 7)
- is used to avoid work (“cyberloafing”) (Chapter 7)
- is being used to organize family life (Chapter 16)
- is changing the way people find mates (Chapter 16)
- is leading to designer babies (Chapter 16)
- leads to the dilemma of how to ration medical care (Chapter 19)
- has created controversy about rationing medical care (Chapter 19)
- is changing how war is waged (Chapter 22)

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 the media penetrate our consciousness to such an extent 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. Among these are

- the presentation of gender in computer games (Chapter 3)
- the worship of thinness—and how this affects our body images (Chapter 4)
- the slowly changing status of women in Iran (Chapter 11)
- the propaganda and profits of war (Chapter 15)
- God on the Net (Chapter 18)

What’s New in This Edition?

Because sociology is about social life and we live in a changing global society, an introductory sociology text
must reflect the national and global changes that engulf us, as well as represent the new sociological research. I have written fifteen new boxes for this edition of Sociology: A Down-to-Earth Approach. It also has hundreds of new references and more than 300 new instructional photos. I have either selected or taken each of the photos, which are tied directly into the content of the text. I have designed it so that the photos and their captions are part of the students’ learning experience.

I won’t bother listing the numerous changes that run throughout the text. Instead, on the two pages that follow this note (xxxvi and xxxvii), I have listed just the topics, boxed features, and tables and figures that are new in this edition. This gives you the best idea of how extensively this edition is revised.

Visual Presentations of Sociology

Showing Changes over Time

In presenting social data, many of the figures and tables show how data change over time. This feature allows students to see trends in social life and to make predictions on how these trends might continue—and even affect their own lives. Examples include:

- Figure 1.6 U.S. Marriage, U.S. Divorce (Chapter 1);
- Figure 3.2 Transitional Adulthood: A New Stage in Life (Chapter 3);
- Figure 8.2 How Much Is Enough? The Exploration in the Number of Prisoners (Chapter 8);
- Figure 10.3 The More Things Change, the More They Stay the Same: Dividing the Nation’s Income (Chapter 10);
- Figure 16.2 In Two-Paycheck Marriages, How Do Husbands and Wives Divide Their Responsibilities? (Chapter 16);
- Figure 16.5 The Number of Children Americans Think Are Ideal (Chapter 16);
- Figure 16.9 The Decline of Two-Parent Families (Chapter 16);
- Figure 16.13 Cohabitation in the United States (Chapter 16);
- Figure 17.1 Educational Achievement in the United States (Chapter 17); and
- Figure 20.10 How the World Is Urbanizing (Chapter 20).

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 should 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 in a Vibrant City 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).

Community in the City, in Chapter 6, is also from Vienna. This sequence of four photos focuses on strangers who are helping a man who has just fallen. This event casts doubt on the results of Darley and Latané’s laboratory experiments. This short sequence was serendipitous in my research. One of my favorite photos is the last in the series, which portrays the cop coming toward me to question why I was taking photos of the accident. It fits the sequence perfectly.

The Dump People 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 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 I traveled in this country and the more photos I took, the more insight I gained into gender relations. Despite the general dominance of men in India, women’s worlds are far from limited to family and home. Women 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).

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 14).

Holy Week in Spain

In Chapter 18, features processions in two cities in Spain: Malaga, a provincial capital, and Almuñecar, a smaller city in Granada. The Roman Catholic heritage of Spain runs so deeply that the La Asunción de María (The Assumption of Mary) is a national holiday, with the banks and post offices closed. City streets carry such names as (translated) Conception, Piety, Humility, Calvary, Crucifixion, and The Blessed Virgin. In large and
TO THE INSTRUCTOR FROM THE AUTHOR

small towns throughout Spain, elaborate processions during Holy Week feature tronos that depict the biblical account of Jesus’ suffering, death, and resurrection. I was allowed to photograph the preparations for one of the processions, so this essay also includes “behind-the-scenes” photos.

During the processions, the participants walk slowly for one or two minutes; then, because of the weight of the tronos, they rest for one or two minutes. This process repeats for about six hours. As you will see, some of the most interesting activities occur during the rest periods.

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. In the search for a better life, people are abandoning rural areas. Fleeing poverty, they are flocking to the cities, only to be greeted with 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, that is controlled by gangs (Chapter 20).

Other Photo Essays To help students better understand subcultures, I have retained the photo essay on standards of beauty in Chapter 2. I have also kept the photo essay in Chapter 12 on ethnic work, as it helps students see that ethnicity doesn’t “just happen.” Because these photo essays consist of photos taken by others, they are not a part of the series, Through the Author’s Lens. I think you will appreciate the understanding these two photo essays can give your students.

Photo Collages Because sociology lends itself so well to photographic illustrations, this text also includes photo collages. In Chapter 1, the photo collage, in the shape of a wheel, features some of the many women who became sociologists in earlier generations, women who 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 6 illustrates categories, aggregates, and primary and secondary groups, concepts that students sometimes wrestle to distinguish. The photo collage in Chapter 11 lets students see how differently gender is portrayed in different cultures.

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 64. Another of my favorites is on page 195.

Other 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. All the maps in this text are original.

Learning Objectives I have written learning objectives for each chapter. These learning objectives are presented in a list at the beginning of the chapter, at the point where the specific material is presented, and again in the chapter’s Summary and Review. These learning objectives should provide a guiding “road map” for your students.

Chapter-Opening Vignettes Each chapter opens with a vignette that features a down-to-earth illustration of a major aspect of the chapter’s content. Three of these vignettes are new to this edition (Chapters 5, 7, and 22). Several of them are based on 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 (Chapters 16 and 20). 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 5, 7, 9, 12, 17, 18, 21, and 22), composite accounts (Chapter 14), classical studies in the social sciences (Chapters 3, 8, and 13), and even scenes from novels (Chapters 6 and 15). Many students have told their instructors that they find these 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 reflect on and 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 a 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 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 research and theoretical papers by sociologists.
Acknowledgments

The gratifying response to this text’s 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 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 have taught from the first eleven editions. I am especially grateful to

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I couldn’t ask for a more outstanding team than the one that I have the pleasure to work with at Allyn and Bacon. I want to thank Charlyce Jones-Owen, who joined the team for this 12th edition, for coordinating the many tasks that were necessary to produce this new edition; Dusty Friedman, always a pleasure to work with, for attending to what seemed to be an infinite number of details—and for her constant encouragement; Jenn Albanese, who once again provided excellent research, tracking down both standard and esoteric items that made an impact on the book; Diane Elliott, who thought along with me as she did the copy editing; and Kate Cebik, for her creativity in photo research—and for her willingness to “keep on looking.”

I do 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, are the beneficiaries of this intricate teamwork.

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 suggestions for improving the text. Both positive and negative comments are welcome. This is one way that I continue to learn.

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

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I welcome your correspondence. You can reach me at henslin@aol.com
WHAT'S NEW IN THE 12th EDITION?

CHAPTER 1
Topic: The divorce rate of couples who cohabit before marriage is about the same as those who did not cohabit.

CHAPTER 2
Cultural Diversity around the World box: Dancing with the Dead

CHAPTER 3
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
Topic: Average number of commercials Americans are exposed to has jumped to 200,000 a year

CHAPTER 4
Topic: The U.S. Army is trying to apply body language to alert soldiers to danger when interacting with civilians in a military zone
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
New chapter opening vignette
Topic: Researchers used Facebook to identify the race-ethnicity of friendships of college students
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 6
Topic: Classic laboratory findings on group size and helping are compared with the real world
Topic: Research on millions confirms Milgram's 6 degrees of separation
Topic: Network analysis is being used to reduce gang violence

CHAPTER 7
New chapter opening vignette
Sociology and the New Technology box: Social Networking as the New Contender: A Cautious Prediction
Topic: Of U.S. workers, 47% are women and 31% are minorities
Topic: The medical reform law requires lactation rooms for mothers returning to work

CHAPTER 8
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: Diversion as a way to avoid labeling youthful offenders as delinquent

CHAPTER 9
Cultural Diversity around the World box: Rape: Blaming the Victim and Protecting the Cast System
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 10
Down-to-Earth Sociology box: The American Dream: Research on Social Mobility
Figure 10.6 Adult Children’s Income Compared with That of Their Parents
Topic: Preschools that cost $37,000 a year have waiting lists
Topic: Microsoft co-founder Paul Allen’s 414-foot yacht has two helicopters, a swimming pool, and a submarine
Topic: The top fifth of the U.S. population receives 50.2% of the nation’s income
Topic: Status inconsistent men are twice as likely to have heart attacks as status consistent men; status inconsistent women do not have more heart attacks
Topic: Most of the poor now live in the suburbs
Topic: With poverty increasing, 21 million U.S. children are poor

CHAPTER 11
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: Health workers have developed a strategy to get entire villages to renounce female circumcision
Topic: A movement to end male circumcision
Topic: With our economic crisis, children’s poverty is higher now than it was in 1967—and in all the years in between

CHAPTER 12
Topic: Predatory lending increased monthly payments for home mortgages, causing many African Americans to lose their homes when the economic crisis hit
Topic: Countrywide fined $335 million for predatory lending
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 13
Down-to-Earth Sociology box: What Do You Think about the Red Sock? Sex in Nursing Homes

CHAPTER 14
Figure 14.4 The Globalization of Capitalism: U.S. Workers Who Work for Foreign-Owned Businesses
Topic: China’s new capitalism has lifted a half billion people out of poverty

CHAPTER 15
Thinking Critically section: Targeted Killings Down-to-Earth Sociology box: The Revolting Door of Power
Mass Media in Social Life box: The Propaganda and Profits of War
Down-to-Earth Sociology box: The Rape of Nanking: A Report on Dehumanization
Topic: The transfer of authority in Cuba as an example of Weber’s routinization of charisma
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 16
Sociology and the New Technology box: “How Should We Handle Family Disagreements?” Use Your App
Figure 16.4 Marriage and Length of Life
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: On average, the children of cohabiting parents aren’t as healthy as the children of married parents
Topic: Men who marry live longer than men who remain single or are divorced
Topic: Men 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
What’s New in the 12th Edition?  xxxi

Chapter 22
New chapter opening vignette
Thinking Critically section: The Island Nations: “Come See Us While We Are Still Here”

Topic: Car and truck engines that burn natural gas will become common

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

Chapter 20
Down-to-Earth Sociology box: BioFoods: What’s in Your Future?

Figure 20.11 How the World Is Urbanizing

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

Topic: To encourage births, one Russian city is giving its citizens a day off work to make love and awarding 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 21
Tourette’s Syndrome at a school in New York as a case of mass hysteria

Minecraft as a fad

Multiple realities and social movements

Chapter 19

Topic: U.S. health researchers infected Guatemalans with syphilis to study the effectiveness of penicillin

Chapter 18

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

Chapter 17

Down-to-Earth Sociology box: How I Became a Fairy: Education and the Perpetuation of Social Inequality

Topic: National sample of students, kindergarten through fifth grade, shows teachers bias against boys

Topic: In Russia, officials have begun to check the content of history books for their degree of patriotism

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

Chapter 16

Topic: Gender equality in the initiation of marital violence indicates the need to direct anti-violence socialization to both females and males

Topic: New research on 13,000 cases of sibling incest

Topic: Online dating sites are so specialized that one targets “green singles” and another targets women who like men with mustaches
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. The Instructor’s Manual also includes sample syllabi and a section by Jim Henslin on using small, in-class discussion groups.

Test bank

The Test Bank contains approximately 125 questions per chapter in multiple-choice, true/false, short answer, essay, and matching formats. There is also a set of questions based on the text’s figures, tables, and maps. 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.

New features in MySocLab include:

- Social Explorer—the premier interactive demographics Web site.
- 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.
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 (Pearson), 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, since 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 “Through the Author’s Lens,” the series of 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 to capitalism. While there, he 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 travel to South Korea and again to India, and later to 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.