

Essentials *of*  
SOCIOLOGY

# Dear Professor Henslin...

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

Dear James,  
All of my life I've taken classes where I memorize material, regurgitate it on command, and do not think about it otherwise. That is not the case with this material. I love learning sociology! I enjoy your book! It forces me to think and I love it. I can actually use my brain and not become a regurgitating robot. Your insights just blow me away. I cannot thank you enough for helping me learn something that I actually enjoy learning. I actually think about sociology outside of school. . . . Thank you very much for improving the way I see the world.

With amazement,  
Charlie Diehl  
*St. Louis College of Pharmacy*

Hello Dr. Henslin,  
I just wanted to join the many people that has thanked you for writing the "Sociology: A Down-to-Earth Approach" textbook. I'll be taking my final tomorrow and will probably end up with a B grade on the class, but I'm satisfied because I learned a lot. The textbook was very easy to read (English is my second language) and understand. I learned many things about people and others I already knew, but didn't know how to voice them. I found myself in some of these pages, and learned to be more open-minded. Thanks for sharing your talent with us students! I'm 38 and working on completing my bachelors in Accounting. I will not forget this class or its teachings.

Thanks again,  
Jesus Fuentes  
*Valencia Community College*

Mr. Henslin,  
I'll admit that I wasn't exactly thrilled to take sociology, yet it was required through my college. I opted to take the online sociology course—and am I ever glad I did!

Since I didn't really have direct interaction with an instructor I would consider you, along with your book, two GREAT teachers.

I learned a lot that I know will benefit me throughout life! I just wanted to write you a little note and say thanks! A class I was dreading became one of my favorites and, at the next college I attend, I am taking an advanced sociology class. I look forward to learning more!

Holly Reinders  
*MacMurray College*

Mr. Henslin,  
After reading your textbook *Sociology: A Down-to-Earth Approach*, I decided to change my major from music production to sociology. Your book has inspired me to focus my life on studying the effects of culture on those living in our country, as well as in countries throughout the world.

Sincerely,  
Tyler Wood  
*Central Missouri State University*

Greetings Mr. Henslin,  
I just want you to know I scored a 95% on my first Sociology exam. Being out of school for thirty years and learning so well is such a great feeling. Happy Trails,  
Ella Lipchik  
*Community College of Allegheny County*

Hi Mr. Henslin,  
I hope this is still your email address. 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.  
*Greenville Technical College*

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  
*State University of New York, Stony Brook*

Mr. Henslin,

I am a student at Texas Pan American University in Edinburg, Texas. I just want to take the time to write and say how much I have enjoyed your book. Not only is it very simple to understand, it is also very interesting. I was reluctant to take the class but through the text, I enjoy the class so much more.

Sincerely,

Julissa Rodriguez  
*The University of Texas, Pan American*

Dear Mr. Henslin,

My name is Sydney Conley. I'm a student at Midlands Technical College in Columbia, South Carolina. I'm studying for a test that I have tomorrow in Sociology and I just thought you might like to know that I find your book *Essentials of Sociology* very interesting. Thanks to your book, I'm considering continuing my study of Sociology.

Thanks again

Sydney Conley  
*Midlands Technical College*

Hello Professor Henslin,

My name is Marta Holliday and I am a student at Marymount College in Tarrytown, NY. I am taking Introduction to Sociology at Nassau Community College to earn extra credits and your text was required reading for our class. I just wanted to tell you how much I enjoyed your book. I found the chapters fun and interesting—especially how you opened each with a sketch or a personal vignette.

It was a pleasure to read your work. I felt as though I became acquainted with you through your words.

Sincerely,

Marta A. Holliday  
*Nassau Community College*

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  
*Nassau Community College*

Dear Professor Henslin,

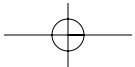
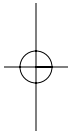
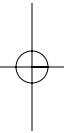
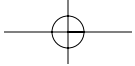
I am a student at Cape Cod Community College here in Cape Cod, Massachusetts. I have just completed a summer sociology class and we used your textbook during the course. I am emailing you because this was one of the best textbooks I have ever read. Seriously!

It was very interesting and fabulously written. I enjoyed the personal perspective you gave throughout the book and the way you encourage us to “use our sociological imagination.” I especially liked how each chapter began with a vignette and followed with numerous “Down-to-Earth” examples.

I am a dental hygiene major, but I have always been interested in studying people. Your book has taught me to slow down and really listen to what other people are saying (or not saying), and to look at all aspects of their life—not just their current situation.

Thank you for writing such a wonderful book!  
Take care!

Danielle Thompson  
*Cape Cod Community College*



# Essentials *of* SOCIOLOGY

*A Down-to-Earth Approach*

*Edition*

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James M. Henslin  
Southern Illinois University, Edwardsville



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*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*

# What's New?

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 new sociological research. This revision of *Essentials of Sociology: A Down-to-Earth Approach*, features a new photo essay of the

author's recent research in Spain. It also has 15 new boxes, 35 new illustrations, over 90 new suggested readings, 180 new instructional photos (each tied into the text), and 250 new references. Here are some of the new topics, illustrations, tables, figures, and boxed features.

## CHAPTER 1

**Figure 1.1** Comparing African American and White Methods of Suicide

**Cultural Diversity in the United States box:** Studying Job Discrimination: A Surprising Example of Applied Sociology

## CHAPTER 2

**Topic:** Moral holiday places: Locations where norms are expected to be broken

**Cultural Diversity in the United States box:** Culture Shock: The Arrival of the Hmong

## CHAPTER 3

**Topic:** *Anime* as a medium of gender socialization

**By the Numbers:** Socialization

## CHAPTER 4

**Topics:**

The Amish reaction to a shooting

Eye contact: Invitation to intimacy?

Applied body language: Training of airport personnel and interrogators

Applied impression management: Helping female executives get promoted

## CHAPTER 5

**Topics:**

"Torture warrants"

The Peter Principle in bureaucracies

The "maximum security society"

The United States' involvement in Iraq as an example of groupthink

**Sociology and the New Technology box:** Cyberloafers and Cybersleuths: Surfing at Work

## CHAPTER 6

**Topics:**

Degradation ceremonies: An extreme form of shaming

Attention deficit disorder (ADD): An example of the medicalization of deviance

**Down-to-Earth Sociology box:** Shaming: Making a Comeback?

**Down-to-Earth Sociology box:** Gang Leader for a Day: Adventures of a Rogue Sociologist

**Cultural Diversity around the World box:** "What Kind of Prison Is This?"

**By the Numbers:** Deviance and Social Control

## CHAPTER 7

**Topics:** Controlling information: zFone, voice encryption for telephone calls; the Chinese government control of the Internet

## CHAPTER 8

**Figure 8.9** Births to Single Mothers by Education of the Mother

**By the Numbers:** Social Class in the United States

## CHAPTER 9

**Topics:**

The subprime crisis and discrimination

*Proposition 2* of the Michigan state constitution

**Down-to-Earth Sociology box:** The Man in the Zoo

**Cultural Diversity box:** The Illegal Travel Guide

**Figure 9.4** Race–Ethnicity of the U.S. Population

**Table 9.4** Race–Ethnicity and Income Extremes

**By the Numbers:** Race and Ethnicity

## CHAPTER 10

**Topic:** Gerotranscendence theory

**Down-to-Earth Sociology box:** Feisty to the End: Gender Roles Among the Elderly

**Table 10.2** Relationship of Rapists to Their Victims

**By the Numbers:** Inequalities of Gender and Age

## CHAPTER 11

**Topics:**

Frustrations to the unity of the European Union

Transcreation: The cultural adaptation of cartoons

**Down-to-Earth Sociology box:** How Can "Good" People Torture Others?

**Down-to-Earth Sociology box:** The Child Soldiers

**Cultural Diversity around the World box:** The Child Workers

**By the Numbers:** Politics and the Economy

## CHAPTER 12

**Topics:**

Today's parents are spending more time with their children

Finding brides for dead sons in China

Division of marital labor; Housework, child care, and paid labor (Bianchi et. al. research)

Lingering attachments: The "continuities" of ex-spouses

**Sociology and the New Technology box:**

Finding a Mate: Not the Same as It Used to Be

**Figure 12.6** Married Women Who Never Give Birth

**Figure 12.13** The Marital History of U.S. Brides and Grooms

**By the Numbers:** Marriage and Family

## CHAPTER 13

**Topic:** Splintering of the Episcopal church upon the election of a gay bishop

**Through the Author's Lens:** Holy Week in Spain

**Mass Media in Social Life box:** School Shootings: Exploding a Myth

**Down-to-Earth Sociology box:** The New Face of Religion: Pentecostals and the Spanish-Speaking Immigrants

**Figure 13.3** Social Class, Ability, and College Attendance

**By the Numbers:** Education and Religion

## CHAPTER 14

**Figure 14.8** Country of origin of unauthorized immigrants

**By the Numbers:** Population and Urbanization

## CHAPTER 15

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Identity chips: Big Brother?

China's challenge to U.S. dominance by shooting down an orbiting satellite

Russia's threat to strike Poland with nuclear weapons

U.S. and Poland agreement to locate a missile defense in Poland

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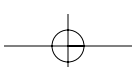
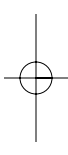
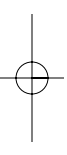
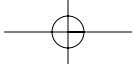
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## Through the Author's Lens

### When a Tornado Strikes Social Organization Following a Natural Disaster

As I was watching television on March 20, 2003, I heard a report that a tornado had hit Camilla, Georgia. “Like a big lawn mower,” the report said, it had cut a path of destruction through this little town. In its fury, the tornado had left behind six dead and about 200 injured. (pages 110–111)



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### Through the Author's Lens

#### The Dump People Working and Living and Playing in the City Dump of Phnom Penh, Cambodia

I went to Phnom Penh, the capital of Cambodia, to inspect orphanages, to see how well the children were being cared for. While there, I was told about people who live in the city dump. *Live there?* I could hardly believe my ears. I knew that people made their living by picking scraps from the city dump, but I didn't know they actually lived among the garbage. This I had to see for myself. (pages 188–189)



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## Through the Author’s Lens

### Work and Gender Women at work in India

Traveling through India was both a pleasure and an eye-opening experience. The country is incredibly diverse, the people friendly, and the land culturally rich. For this photo essay, wherever I went—whether city, village, or countryside—I took photos of women at work. (pages 266–267)



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### Through the Author's Lens

#### Small Town USA Struggling to Survive

All across the nation, small towns are struggling to survive. Parents and town officials are concerned because so few young adults remain in their home town. There is little to keep them there, and when they graduate from high school, most move to the city. With young people leaving and old ones dying, the small towns are shriveling. I took most of these photos in the south. (pages 316–317)



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## Through the Author's Lens

### Holy Week in Spain

Taking these photos of Holy Week being observed in Spain—in Malaga, a capital city, and Almuñecar, a small town in Granada—was both enjoyable and a challenge. The rituals here, like those of religious groups everywhere, are designed to evoke memories, create awe, inspire reverence, and stimulate social solidarity. (pages 380–381)



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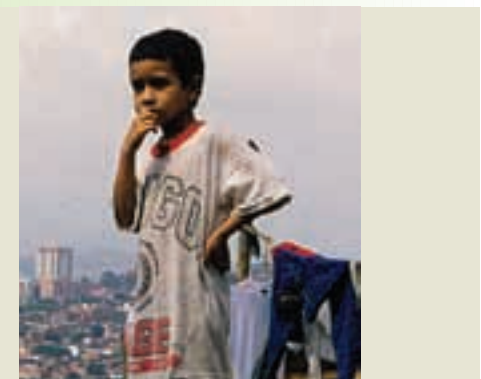
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## Through the Author's Lens

### A Walk Through El Tiro in Medellin, Colombia

One of the most significant changes in our time is the global rush of poor, rural people to the cities of the Least Industrialized Nations. Some of these settlements are dangerous. I was fortunate to be escorted by an insider through this section of Medellin, Colombia. (pages 408–409)



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# Guide to Social Maps

**S**ocial Maps illustrate the old Chinese saying, “A picture is worth ten thousand words.” They allow you to see at a glance how social characteristics are distributed among the fifty United States or among the nations of the world. The U.S. Social Maps are a concise way of illustrating how our states compare on such factors as divorce, voting, poverty, or women in the work force. The global Social Maps show how the world’s nations rank on such characteristics as income, the percentage of elderly, and the number of large cities.

These Social Maps are unique to this text. I have produced them for you from original data. At a glance, you can see how your state compares with your region and the other states—or you can see how the United States compares with other countries. I hope that you find these Social Maps informative. If you have suggestions for other Social Maps that you would like to see in the next edition, please share them with me.



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# To the Student...

## from the Author

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

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

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

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

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

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

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

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



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

# To the Instructor...

## from the Author

**R**EMEMBER 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 intricate pieces fit together. As we begin to see these interconnections, our perspective changes as we shift our eyes from the many small, disjointed pieces to the whole that is being formed. Of all the endeavors we could have entered, we chose sociology because of the ways in which it joins together the “pieces” of society and the challenges it poses to “ordinary” thinking. To share with students this process of awareness and discovery called the sociological perspective 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 sociological literature—both the classic theorists and contemporary research. As we accomplish this, we would also like to enliven the classroom, encourage critical thinking, and stimulate our students’ sociological imagination. Although formidable, these goals *are* attainable, and this book 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 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 imagination so they can better perceive how the “pieces” of society fit together—and what this means for their own lives.

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

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



## THE ORGANIZATION OF THIS TEXT

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

Part II, which focuses on social groups and social control, adds to the students' understanding of how far-reaching society's influence is—how group membership penetrates even their thinking, attitudes, and orientations to life. We first examine the different types of groups that have such profound influences on us and then look at the fascinating area of group dynamics (Chapter 5). After this, we focus on how groups “keep us in line” and sanction those who violate their norms (Chapter 6).

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

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

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

## THEMES AND FEATURES

Six central themes run throughout this text: down-to-earth sociology, globalization, cultural diversity, critical thinking, the new technology, and the influence of the mass media on our lives. For each of these themes, except globalization, which is incorporated in several of the others, I have written a series of boxes. These boxed features are one of my favorite components of the book. They are especially useful to introduce 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, all too often textbooks are written to appeal to the adopters of texts rather than to the students who must learn from them. Therefore, 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: Introductory Readings*, now in its 14th edition (New York: The Free Press, 2007).

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#### Down-to-Earth Sociology

Shaming: Making a Comeback?

**S**haming can be effective, especially when members of a primary group use it. For this reason, parents sometimes use it to keep children in line. Shaming is also effective in small communities, where the individual's reputation is at stake. As our society grew large and urban, in areas of community disintegration and shaming lost its effectiveness. Shaming seems to be making a comeback. One actress should thank the men in the jail wear pink underwear (Boyer 2001). Online shaming sites have also appeared. Captured on cell phone cameras are bad drivers, older men who leer at teenage girls, and dog walkers who don't pick up their dog's poop (Farrow 2007). Some sites post photos of the offenders, as well as their addresses and phone numbers.

In small communities, shaming can be the cornerstone of the enforcement of norms, with the outsider marked as a deviant and held up for the world to see. In Nathaniel Hawthorne's *The Scarlet Letter*, town officials forced Hester Prynne to wear a scarlet A upon her dress. The A stood for adultery. Whenever she went, Prynne had to wear this badge of shame, and the community expected her to wear it every day for the rest of her life.

Sociologist Harold Garfinkel (1954) gave the name *degradation ceremony* to an extreme form of shaming. The individual is called to account before the group, receives denunciation from the members, is pronounced guilty and steps we taken to strip the individual of his or her identity as a group member. In some courts martial, officers who are found guilty stand at attention before their peers while the tongues of rank are ripped from their uniforms. The procedure against the individual is to lower it beneath the group. Although Hester Prynne was not banished from the group physically, she was banished morally. Her degradation ceremony proclaimed her a social outcast from the community. The scarlet A marked her as one of the deviant.

Although we don't use scarlet A's today, informal degradation ceremonies still occur. Consider what happened to Joseph Gray (Chaves 2001).



"If you don't shut your mouth, you'll wear pink in the doghouse of a company in whose name you don't work in Florida, Alaska. There have on occasion been those who will put a mark on your back." —Joseph Gray

Joseph Gray (1959) got a taste of the New York City police force, was involved in a fatal accident. The New York Times and New York television station reported that Gray had spent the afternoon drinking in a tavern bar before driving to his first job, which carrying a pregnant woman her car, and her sister. All three died. Gray was accused of manslaughter and drove during 18 months behind bars on both counts.

The news made him do Gray the public indignities he'd experienced. Gray got the best public indignities as he was being rapped from his job as a night crowd attendant at the time. Gray got the best public indignities as he was being rapped from his job as a night crowd attendant at the time. Gray got the best public indignities as he was being rapped from his job as a night crowd attendant at the time.

**For Your Consideration**

1. How do you think law enforcement officials might use shaming to reduce lawbreaking?
2. Do you think official could use shaming effectively?
3. Suppose that you were caught shoplifting at a store near where you live. Would you rather spend one night in jail with no one but your family knowing it (and no permanent record) or a week working in front of the store you stole from wearing a jacket that says in bold red capital letters (A) A THIEF and a number between 1 and 999 for marking from the store. Can shaming you to have to pay higher prices? Why?

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 Du Bois, an early sociologist, in studying U.S. race relations (Chapter 1)
- the relationship of heredity and the environment (Chapter 3)
- boot camp as a total institution (Chapter 3)
- how football can help us understand social structure (Chapter 4)
- social consequences of beauty (Chapter 4)
- the McDonaldization of society (Chapter 5)
- how a sociologist became a gang leader (for a day) (Chapter 6)
- serial killers (Chapter 6)
- what life is like after hitting it big in the lottery (Chapter 8)
- the taken-for-granted privileges attached to being white (Chapter 9)
- how a man became a live exhibit in a New York zoo (Chapter 9)
- the gender gap in math and science (Chapter 10)
- greedy surgeons and their women victims (Chapter 10)
- how “good” people can torture and mutilate (Chapter 11)
- child soldiers (Chapter 11)
- our chances of getting divorced (Chapter 12)
- how cohabitation means different things to people—and how this affects their chances of marriage (Chapter 12)
- terrorism in the name of God (Chapter 13)
- how the tsunami can help us to understand world population growth (Chapter 14)
- the gentrification of Harlem (Chapter 14)
- the coming Star Wars (Chapter 15)
- pollution and corporate welfare (Chapter 15)

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

## 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, the types of work available to us, the costs of the goods and services we consume, and even whether our country is at war or peace—or in some uncharted middle ground between the two. In addition to the strong emphasis on global issues that runs throughout this text, I have written a separate chapter on global stratification (Chapter 7). I have also featured global issues in the chapters on



XXX To the Instructor from the Author



social institutions and the final chapters on social change: population, urbanization, social movements, and the environment.

What occurs in Russia, Japan, Germany, and China, as well as in much smaller nations such as Afghanistan and Iraq, has far-reaching consequences on our own lives. Consequently, in addition to the 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 subtheme, I have written a series of boxes called *Cultural Diversity around the World*. In them, we review these topics

- food customs that shock people from different cultures (Chapter 2)
- doing business in the global village (Chapter 11)
- how Easterners and Westerners perceive the world differently (Chapter 3)
- love and arranged marriage in India (Chapter 12)
- human sexuality in Mexico and Kenya (Chapter 6)
- child workers around the world (Chapter 12)
- a prison that lets its inmates work at outside-of-prison jobs—and have guns (Chapter 6)
- female infanticide in India and China (Chapter 14)
- selling brides in China (Chapter 10)
- the destruction of the rain forests and indigenous peoples of Brazil (Chapter 15)
- female circumcision (Chapter 10)

In the second subtheme, *Cultural Diversity in the United States*, we examine groups that make up the fascinating array of people who form the U.S. population. The boxes I have written with this subtheme review such topics as

- how studying job discrimination turned into applied sociology (Chapter 1)
- how our own social networks contribute to social inequality (Chapter 5)
- the Hmong’s culture shock when they moved to the United States (Chapter 2)
- the upward social mobility of African Americans (Chapter 8)
- the controversy over the use of Spanish or English (Chapter 2)
- how Tiger Woods represents a significant change in racial–ethnic identity (Chapter 9)
- the terms that people choose to refer to their own race–ethnicity (Chapter 2)
- the author’s travels with a Mexican who transports undocumented workers to the U.S. border (Chapter 9)
- education and culture in conflict (Chapter 3)
- Pentecostalism among Latino immigrants (Chapter 13)
- how the Amish resist social change (Chapter 4)

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 even our foundational, 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 various sides of those issues. In these sections, titled *Thinking Critically*, I present objective, fair portrayals of positions and do not take a side—although occasionally I do play the “devil’s advocate” in the questions that close each of the topics. Like the boxed features, these sections can enliven your classroom with a vibrant exchange of ideas. Among the issues addressed are

- managing diversity in the workplace (Chapter 5)
- our tendency to conform to evil authority, as uncovered by the Milgram experiments (Chapter 5)
- culture clash of immigrants (Chapter 6)
- unintended consequences of three-strike laws (Chapter 6)
- bounties paid to kill homeless children in Brazil (Chapter 7)
- *maquiladoras* on the Mexican–U.S. border (Chapter 7)
- social class inequality in the treatment of mental and physical illness (Chapter 8)
- the weaponization of space (Chapter 15)
- ecosabotage (Chapter 15)

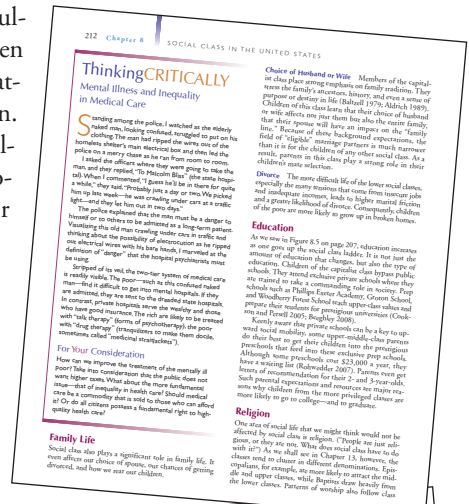
These *Thinking Critically* sections are based on controversial social issues that either affect the student’s own life or focus on topics that have intrinsic interest for students. Because of their controversial nature, these sections stimulate both critical thinking and lively class discussions. These sections also make provocative topics for in-class debates and small discussion groups.

Small discussion groups are an effective way to enliven a class and present sociological ideas. Based on extensive experience, I describe the nuts and bolts of this teaching technique in the Instructor’s Manual.

## 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, for they help us to be more efficient at performing our daily tasks, from making a living to communicating with others—whether those people are nearby or on the other side of the globe. The significance of our new technology, however, extends far beyond the tools and the ease and efficiency they bring to our lives. The new technology is better envisioned as a social revolution that will leave few aspects of our lives untouched. Its effects are so profound that it even shapes our thinking and leads to changed ways of viewing life.

This theme is introduced in Chapter 2, where technology is defined and presented as an essential aspect of culture. The impact of technology is then discussed throughout the





text. Examples include how technology is related to cultural change (Chapter 2), the control of workers (Chapter 5), and the maintenance of global stratification (Chapter 7). We also examine how technology led to social inequality in early human history and how it now may lead to world peace—and to Big Brother’s net encompassing us all (Chapter 11). The final chapter (Chapter 15), “Social Change and the Environment,” concludes the book with a focus on this theme.

To highlight this theme, I have written a series of boxes titled *Sociology and the New Technology*. In these boxes, we explore how technology affects our lives as it changes society. We examine, for example, the implications of cloning for future relationships (Chapter 4), the use of technology to avoid work (“cyberloafing”) (Chapter 5), and how technology is changing the way people find mates (Chapter 12).

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

To make this theme more prominent for students, I have written a series of boxed features called *Mass Media in Social Life*. In these boxes, we consider why Native Americans like Western novels and movies even though Indians are usually portrayed as losers (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 reemergence of slavery in today’s world (Chapter 7), how the mass media shape our perceptions of the elderly (Chapter 10), and the myth of increasing school shootings (Chapter 13).

## New Topics

It is always a goal—and a challenge—to keep *Essentials of Sociology* current with cutting-edge sociological research and to incorporate into the analyses major national and global changes that affect our lives. For a chapter-by-chapter listing of some of this edition’s numerous new topics, see “What’s New?” on page viii.

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

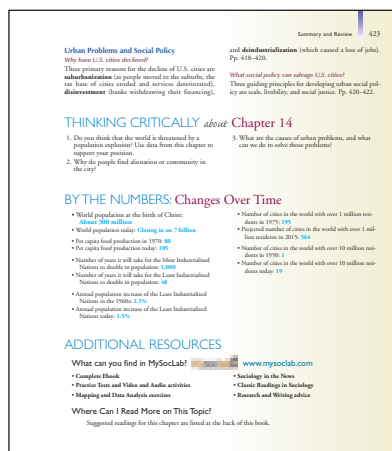
## New and Expanded Features

### Visual Presentations of Sociology

**Showing Changes Over Time** In presenting social data, many of the figures and tables show how those data shift and 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 1.2, *U.S. Marriage, U.S. Divorce* (Chapter 1), Figure 10.16, *Trends in Poverty* (Chapter 10), and Figure 12.8, *Cohabitation in the United States*.

This hallmark feature of the text is now reinforced by a new feature, which appears at the end of most chapters: **By the Numbers**. By the Numbers pulls key data and statistics from the tables, figures, and text references in the chapter, and presents the data in paired comparisons. These comparisons represent some of the key changes occurring in our society and around the world.

**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 six 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.





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

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

*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).

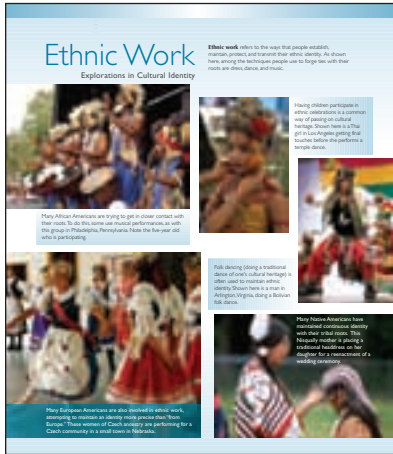
*The Dump People: Working and Living and Playing in the City Dump of Phnom Penh, Cambodia* Among the culture shocks I experienced in Cambodia was not to discover that people scavenge at Phnom Penh's huge city dump—this I knew about—but that they also live there. With the aid of an interpreter, I was able to interview these people, as well as photograph them as they went about their everyday lives. An entire community lives in the city dump, complete with restaurants amidst the smoke and piles of garbage. This photo essay reveals not just these people's activities but also their social organization (Chapter 7).

*Work and Gender: Women at Work in India* As I traveled in India, I took photos of women at work in public places. The more I traveled in this country and the more photos I took, the more insight I gained into gender relations. Despite the general submissiveness of women to men in India, women's worlds are far from limited to family and home. 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 10).

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

*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, that is controlled by gangs (Chapter 14).





**Other Photos by the Author** Sprinkled throughout the text are photos that I took during travels to India and Cambodia. 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 60. Another of my favorites is on page 142.

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

**Photo Collages** Because sociology lends itself so well to photographic illustrations, this text also includes photo collages. New to this edition is a photo collage that illustrates ethnic work (Chapter 9). As with the other photo collages that I have prepared, I found the process instructive, and I hope that your students also find it so. I have retained the photo collages in Chapters 2, 5, and 10. In Chapter 2 (page 41), students can catch a glimpse of the fascinating variety that goes into the cultural relativity of beauty. The collage in Chapter 5 (page 117) illustrates categories, aggregates, and primary and secondary groups, concepts that students sometimes wrestle to distinguish. The photo collage in Chapter 10 (page 263) lets students see how distinctively gender is portrayed in different cultures.

## 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** These accounts feature down-to-earth illustrations of a major aspect of each chapter's content. Some are based on my research with the homeless, the time I spent with them on the streets and slept in their shelters (Chapters 1 and 8). Others recount my travels in Africa (Chapters 2 and 10) and Mexico (Chapter 14). I also share my experiences when I spent a night with street people at Dupont Circle in Washington, D.C. (Chapter 4). For other vignettes, I use current and historical events (Chapters 9, 13, and 15), classic studies in the social sciences (Chapters 3 and 6), and even a scene from a novel (Chapter 11). Students have often told me that they find the vignettes compelling, that they stimulate interest in the chapter.

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

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

## Acknowledgments

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

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I do so 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.

I would also like to thank those who prepared the many supplements that go with *Essentials of Sociology*. Their efforts, so often unacknowledged, are important in our goal of introducing students to sociology. The instructors who prepared supplements for this edition of *Essentials of Sociology* are Jessica Herrmeyer, Hawkeye Community College; Christopher Mele, SUNY Buffalo; Ralph Peters, Georgia Highlands College; Nancy Reeves, Gloucester County College; and Anthony W. Zumpetta, West Chester University.

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

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



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# A Note from the Publisher on the Supplements

## INSTRUCTOR'S SUPPLEMENTS

### **Instructor's Manual** *Jessica Herrmeyer, Hawkeye Community College*

For each chapter in the text, the Instructor's Manual provides At-a-Glance grids that link main concepts to key terms and theorists as well as to other supplements. Each chapter in the Instructor's Manual includes a list of key changes to the new edition, chapter summaries and outlines, learning objectives, key terms and people, classroom activities, discussion topics, recommended films, Web sites, and additional references. The Instructor's Manual also includes a section by James M. Henslin on using small in-class discussion groups. Adopters can request a print copy or download the electronic file by logging in to our Instructor Resource Center.

### **Test Bank** *Anthony W. Zumpetta, West Chester University*

The test bank contains approximately 150 questions per chapter in multiple choice, true/false, short answer, essay, and open-book formats. There is also a set of questions based on the text's figures, tables, and maps. All questions are labeled and scaled according to Bloom's Taxonomy. Adopters can request a print copy or download the electronic file by logging in to our Instructor Resource Center.

### **Computerized Test Bank**

The printed Test Bank is also available through Allyn and Bacon's computerized testing system, MyTest. This fully networkable test generator is delivered within Pegasus, Allyn and Bacon's course management system (and hosted nationally on our server). 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. Adopters can download the electronic file by logging in to our Instructor Resource Center.

### **PowerPoint™ Presentation with Clicker Questions**

*Nancy Reeves, Gloucester County College*

These PowerPoint slides feature lecture outlines for every chapter and corresponding artwork from the text. PowerPoint software is not required, as a PowerPoint viewer is included. Available on request at no additional cost to adopters. Available online from our Instructor Resource Center, and also on the Instructor's Resource CD-ROM.

### **Instructor's Resource CD with PowerPoint Presentation**

This CD contains electronic versions of all of our Instructor Supplements in two formats: as PDF files, and word processing files (which can be edited). Includes the Instructor's Manual, Test Bank, Study Guide, Study Guide Plus, and Telecourse Faculty Guide. The CD also includes the PowerPoint Presentation for this edition, and all the tables, graphs, and figures from the text in an easily accessible electronic format.

## Allyn and Bacon Transparencies for Henslin's Introductory Sociology

This package includes over 100 color acetates featuring illustrations from the Henslin texts. Available on request to adopters.

## ABC News Sociology Videos and DVDs

If you like to use news footage and documentary-style programs to illustrate sociological themes and stimulate classroom discussion, this series of videos contains material from popular ABC programs such as *Nightline*, *World News Tonight*, and *20/20*. Each video has an accompanying User's Guide. Individual videocassettes are available for the following topics: *Poverty and Stratification*, *Race and Ethnicity*, *Gender*, *Deviance*, and *Aging*. We also offer two DVDs that include a range of ABC programs for all topics typically covered in introductory sociology.

## The Video Professor: Applying Lessons in Sociology to Classic and Modern Films *Anthony W. Zumpetta, West Chester University*

This manual describes hundreds of commercially available videos that represent nineteen of the most important topics in introductory sociology textbooks. Each topic lists a number of movies, along with specific assignments and suggestions for class use. Adopters can request a print copy or download the electronic file by logging in to our Instructor Resource Center.

## Exploring Society Telecourse Faculty Guide

Allyn and Bacon provides special assistance for instructors who use the video series from Dallas TeleLearning, *Exploring Society*. This manual coordinates reading and video assignments, contains the entire content of the Telecourse Study Guide (see Student Supplements), and correlates all test questions in our Test Bank with twenty-two half-hour video programs. Adopters can download the electronic file by logging in to our Instructor Resource Center. For information about the *Exploring Society* Telecourse, contact Dallas TeleLearning directly (972-669-6650, <http://telelearning.dcccd.edu>).

## InterWrite PRS (Personal Response System)

*Nancy Reeves, Gloucester County College*

Assess your students' progress with the Personal Response System—an easy-to-use wireless polling system that enables you to pose questions, record results, and display those results instantly in your classroom. Designed by teachers, for teachers, PRS is easy to integrate into your lectures:

- Each student uses a cell-phone-sized transmitter which they bring to class.
- You ask multiple-choice, numerical-answer, or matching questions during class; students simply click their answer into their transmitter.
- A classroom receiver (portable or mounted) connected to your computer tabulates all answers and displays them graphically in class.
- Results can be recorded for grading, attendance, or simply used as a discussion point.

Our partnership with PRS allows us to offer student rebate cards bundled with any Allyn and Bacon/Longman text. The rebate card is a direct value of \$20.00 and can be redeemed with the purchase of a new PRS student transmitter. In addition, institutions that order 40 or more new textbook + rebate card bundles will receive the classroom receiver—a \$250 value—software and support at no additional cost. Contact your Allyn and Bacon/Longman representative or visit <http://www.ablongman.com/prs> for more information.

## STUDENT SUPPLEMENTS

### **Study Guide** *Ralph Peters, Georgia Highlands College*

The Study Guide Plus includes successful study strategies, a glossary of words to know, chapter summaries, learning objectives, key terms and people, lecture outlines that correspond to the PowerPoint presentation for this text, and student projects. Practice tests with 80 questions per chapter in multiple-choice, true-false, short answer, matching, and essay formats help students prepare for quizzes and exams. An answer key is provided for all questions.

### **Study Card for Introduction to Sociology**

Compact, efficient, and laminated for durability, the Allyn and Bacon Study Card for Introductory Sociology condenses course information down to the basics, helping students quickly master fundamental facts and concepts and prepare for an exam.

### **Exploring Social Life: Readings to Accompany *Essentials of Sociology: A Down-to-Earth Approach*** *James M. Henslin*

This brief reader, revised for the Eighth Edition, contains one reading for each chapter of the text, chosen and introduced by James M. Henslin. The reader can be purchased separately at full price or packaged with this text for an additional \$5 net to the bookstore. An Instructor's Manual for the reader is available electronically from our Instructor Resource Center.

## ONLINE COURSE MANAGEMENT

### **MySocLab**

MySocLab is a state-of-the-art interactive and instructive solution for introductory sociology, delivered within Pegasus, Allyn and Bacon's course management system (and hosted nationally on our server). MySocLab is designed to be used as a supplement to a traditional lecture course, or to completely administer an online course. Customize your course or use the materials as presented. Built around a complete e-book version of the text, MySocLab enables students to explore important sociological concepts, by watching television news stories, listening to interviews with prominent researchers and social scientists, reading current newspaper articles, analyzing data from graphs and maps in the text, and performing other hands-on activities. Customize your course or use the materials as presented. Available at no additional cost to students when the text is packaged with a MySocLab Pegasus Student Access Code Card.

**MySocLab also incorporates the Exploring Society Telecourse Study Guide** The Telecourse Study Guide is designed to correlate *Essentials of Sociology* with the twenty-two video programs in the *Exploring Society* series from Dallas TeleLearning. Each section coordinates reading and video assignments and includes summaries, learning objectives, outlines, key terms and people, and student application projects. There is also a self-test section containing multiple-choice, true-false, fill-in-the-blank, matching, and essay questions.

### **MySocLab—Website Version with GradeTracker**

Provides virtually the same online content and interactivity as the CourseCompass MySocLab, without any of the course management features or requirements. Available at no additional cost to students when the text is packaged with a MySocLab Website Student Access Code.



## WebCT and Blackboard Test Banks

For colleges and universities with **WebCT™** and **Blackboard™** licenses, we have converted the complete Test Bank into these popular course management platforms. Adopters can request a copy on CD or download the electronic file by logging in to our Instructor Resource Center.

## ADDITIONAL SUPPLEMENTS

### Building Bridges: The Allyn and Bacon Guide to Service Learning *Doris Hammer*

This manual offers practical advice for students who must complete a service-learning project as part of their required course work. Packaged on request at no additional cost with this text.

### Careers in Sociology, Third Edition *W. Richard Stephens, Eastern Nazarene College*

This supplement explains how sociology can help students prepare for careers in such fields as law, gerontology, social work, business, and computers. It also examines how students of sociology enter the field. Packaged on request at no additional cost with this text.

### College and Society: An Introduction to the Sociological Imagination *Stephen Sweet, Ithaca College*

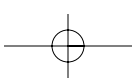
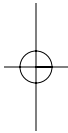
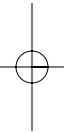
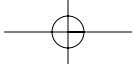
This supplemental text uses examples from familiar surroundings—the patterns of interaction, social structures, and expectations of conduct on a typical college campus—to help students see the ways in which large society also operates. Available for purchase separately or packaged with this text at a special discount.

### New! The Allyn and Bacon Social Atlas of the United States

*William H. Frey, University of Michigan, with Amy Beth Anspach and John Paul DeWitt*  
This brief and accessible atlas uses colorful maps, graphs, and some of the best social science data available to survey the leading social, economic, and political indicators of American society. Available for purchase separately, or packaged with this text at a significant discount.

### Sociological Classics: A Prentice Hall Pocket Reader

*David Kauzlarich*  
This reader features 14 classical readings by prominent names in sociology, including C. Wright Mills, W.E.B. DuBois, Jane Addams, and George Herbert Mead, with readings by female sociologists. Available for purchase separately, or packaged with this text at no charge.



# About the Author

**J**IM HENSLIN, who 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 is *Down-to-Earth Sociology: Introductory Readings* (Free Press), now in its fourteenth edition, and *Social Problems* (Allyn and Bacon), now in its 9th 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. His two favorite activities are writing and traveling. He especially enjoys visiting and living in other cultures, for this brings him face to face with behaviors and ways of thinking that challenge his perspectives and "make sociological principles come alive." A special pleasure has been the preparation of the photo essays that appear in this text.

Jim moved to Latvia, an Eastern European country formerly dominated by the Soviet Union, where he observed firsthand how people struggle to adjust to capitalism. While there, he happened to be present at an historical event. See the two photos on page 429. He also interviewed aged political prisoners from Latvia who had survived the Soviet gulag. To better round out his cultural experiences, Jim is making extended stays in eastern and western Europe, South America, and Asia. He is developing more photo essays to reflect these fascinating cultures. He is grateful to be able to live in such exciting social, technological, and geopolitical times—and to have access to portable broadband Internet while he pursues his sociological imagination.



The author at work—sometimes getting a little too close to “the action” (preparing the new “Through the Author’s Lens” photo essay on pages 380–381).