

Sociology

A Down-to-Earth Approach

Fourteenth Edition

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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 Henslin

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To the Student ... from the Author

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

If you like to watch people and try to figure out why they do what they do, you will like sociology. Sociology pries open the doors of society so you can see what goes on behind them. *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 *Sociology: A Down-to-Earth Approach* will contribute to that success.



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P.S. I enjoy communicating with students, so feel free to comment on your experiences with this text. You can 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 smaller 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.

What’s New in This 14th Edition?

Because sociology is about social life and we live in a changing global society, this new edition of *Sociology: A Down-to-Earth Approach* reflects the national and global changes that engulf us, as well as presents new sociological research. An indication of the thoroughness of the preparation that went into this 14th edition is the text’s 385 new citations (of a total of 1,750). This edition also has about 525 instructional photos, of which 280 are new. I have either selected or taken each of these photos, as well as written each caption. By tying the photos and their captions directly into the text, they become part of the students’ learning experience.

I am especially pleased with **Applying Sociology to Your Life**, a new feature introduced in this edition. Although *Sociology: A Down-to-Earth Approach* is well-known for how it shows students how sociology is relevant to their lives, this emphasis has been amplified in this edition. This new feature focuses explicitly on how sociology applies to the student’s life. It is one thing to say to students that sociological research on bureaucracy is relevant because they might work in a bureaucracy, but quite another to show students how they can use impression management to get ahead in a bureaucracy. It is also one thing to review with students the average salaries according to college major, but quite another to show students how they can use sociology to increase their own salaries. We can point out what sociologists have found when they studied the glass ceiling, but sociology is much more relevant for our students if we can show them how they can use sociology to break through the glass ceiling. These three examples are part of the eighteen items that make up this new feature, *Applying Sociology to Your Life*.

And updates? As with previous editions, you can expect that they run throughout this new edition. The updates are too numerous to mention, but to give you an indication of how extensively this edition is revised, following is a list of the new topics, boxed features, tables, and figures.

New to This Edition

Chapter 1

Applying Sociology to Your Life: The Sociological Perspective and Your Life Course

Figure 1.1 Suicide of Americans ages 18 to 24

Figure 1.7 Western Marriage: Husband–Wife Relationship

Topic: William Graham Sumner taught the first course in sociology in the United States (Yale 1872)

Chapter 2

Sociology and Technology: The Shifting Landscape: The End of Human Culture? Artificial Intelligence and Super-Smart Computers

Topic: In the 1600s, killing cats was part of festive celebrations

Chapter 3

Topic: Ekman’s conclusions on the universality of the expression of human emotions is challenged by research among the Trobrianders of Papua New Guinea.

Topic: Negative effects of day care depend on the age at which children are placed in day care

Chapter 4

Applying Sociology to Your Life: Getting Promoted: Making Impression Management Work for You

Topic: *Transgender* as a master status

Topic: Students learn more from attractive teachers

Chapter 6

Applying Sociology to Your Life: The New World of Work: How to Keep a Paycheck Coming in the New Global Marketplace

Topic: Explaining the conformity of the Asch experiments: people feel less agency when they do something they have been ordered to do

Topic: Investigation of JonBenet Ramsey as an example of groupthink

Chapter 7

Applying Sociology to Your Life: Using Mirroring to Improve Popularity and Open the Doors to Success

Applying Sociology to Your Life: “So You Want That Job. What about Your Past?”

Applying Sociology to Your Life: How to Humanize Your Work Setting

Sociology and Technology: The Shifting Landscape: Virtual Reality and Diversity Training

Topic: The experience and perspective of white males are being added to diversity training

Topic: As a warning to Russia, NATO has stationed token troops in the Baltics

Topic: Strengths-based management as a way to make work teams more effective

Chapter 8

Applying Sociology to Your Life: How Does Social Control Theory Apply to You?

Applying Sociology to Your Life: How Do You Use Techniques of Neutralization to Protect Your Self Concept?

Topic: In murder trials, if the victim is white and the accused is black, juries are more likely to impose the death penalty than if the accused is white and the victim is black

Chapter 9

Topic: Face-recognition software can turn the police’s body cameras into surveillance machines, able to identify everyone an officer passes on the sidewalk

Chapter 10

Figure 10.7 Physical Health, by Income: People Who Have Difficulty with Everyday Physical Activities

Figure 10.8 Mental Health, by Income: Feelings of Sadness, Hopelessness, or Worthlessness

Figure 10.10 An Overview of Poverty in the United States

Figure 10.13 Poverty and Family Structure

Figure 10.14 Poverty and Race-Ethnicity

Figure 10.15 Poverty and Age

Topic: The 20 richest Americans have more wealth than the bottom half of the U.S. population combined

Topic: Before they turn 65, about 60 percent of the U.S. population will experience a year of poverty

Topic: The Jardin in Las Vegas sells a \$10,000 cocktail and a weekend Valentine package for \$100,000

Chapter 11

Applying Sociology to Your Life: How to Get a Higher Salary

Applying Sociology to Your Life: Breaking through the Glass Ceiling

Figure 11.10 Women in U.S. Congress

Figure 11.7 Master's degree was added to this figure

Topic: The effects of testosterone differ with the situation: Women given testosterone in a competitive situation grow suspicious and less trusting, but given testosterone in a situation where they are being trusted, they become more responsible and generous.

Topic: Many minority women feel that the feminist movement represents “white” experiences. Their attempt to change emphases has led to a clash of perspectives.

Topic: Among the CEOs of the largest U.S. companies, a reverse pay gap has emerged, with women outearning men by several million dollars a year.

Topic: The rate of sexual assault on boys and men is about one-tenth that of girls and women.

Chapter 12

Down-to-Earth Sociology: Exploring Racism

Table 12.3 Race–Ethnicity and Income Extremes

Topic: Arizona has agreed that the police will not stop people solely to determine if they are in the country illegally.

Topic: Catherine Cortez Masto of Nevada became the first Latina senator.

Topic: Native Americans operate their own embassy in Washington, D.C.

Topic: The *bamboo curtain*: Asian Americans claiming they are discriminated against in college admissions

Chapter 13

Topic: In Japan, more adult diapers are sold than baby diapers.

Topic: The Social Security dependency ratio has dropped to 3.6 (current workers to one beneficiary)

Topic: Of the world's 44 supercentenarians whose age has been confirmed, 43 are women.

Chapter 14

Applying Sociology to Your Life: How to Network

Figure 14:1 How Networks Can Create Opportunities and Build Sources of Knowledge

Topic: Technology is leading to a *mobile shift*, executives without offices, more mobile in the corporation.

Chapter 15

Sociology and Technology: The Shifting Landscape: How Could the Polls Get It So Wrong?

Topic: From President Obama to President Trump used as an example of the transition of authority in a rational–legal structure even when a newly elected leader represents ideas extremely different from the predecessor

Topic: Kim Jong-un of North Korea had his vice premier for education shot for slouching during a meeting of parliament

Chapter 16

Applying Sociology to Your Life: What Are *Your* Chances of Getting Divorced? The Misuse of Statistics

Applying Sociology to Your Life: What Kind of Parent Will You Be?

Applying Sociology to Your Life: Finding Quality Daycare
Cultural Diversity around the World: Arranged Marriage in India: Probing beneath the Surface

Figure 16.5 The Remarkable Change in Two- and Four-Children Families

Figure 16:16 Today's Newlyweds: Their Marital History

Topic: One-third of Americans who marry met online.

Topic: The latest research on children reared by same-sex parents

Topic: For the first time since 1880, the percentage of young adults who live with their parents is larger than those who live with a spouse or partner in a separate household.

Topic: “Adulthood” is also known as “waithood.”

Topic: The average age of those who are cohabiting is 39.

Topic: Helicoptering, parents' hovering over their children to be certain they make the right decisions and have the right experiences, increasingly common in the upper-middle class

Topic: Implications for human evolution of Crispr (Clustered Regularly Interspaced Short Palindromic Repeats)

Chapter 17

Applying Sociology to Your Life: You Want to Get Through College? Let's Apply Sociology

Applying Sociology to Your Life: You Really Want to Get Through College? Let's Apply More Sociology (Experiment that changed self-expectations, leading to higher completion of the first year of college)

Topic: To increase graduation rates, community colleges are developing *guided pathways*.

Topic: A major change is occurring in Japan's higher education—a shift to job training in its lower tier universities and more research in its top tier.

Topic: University salaries in Russia are so low that tens of thousands of academics have left Russia.

Topic: Tucson, Arizona, runs a “Teenage Parent High School,” where pregnant girls and those who have already given birth learn parenting skills as well as traditional subjects

Topic: What does an A mean? High school teachers give *twenty times* more A's than C's.

Chapter 18

Sociology and Technology: The Shifting Landscape: Changing Religious Practices in the Digital Age

Topic: Roman Catholics use Confessor Go to locate priests to hear confessions, and WhatsApp to discuss moral dilemmas with priests.

Chapter 19

Topic: To whitewash international relations, China made a law prohibiting the harvesting of organs from executed prisoners, but the practice continues.

Topic: In Holland, there are about 6,000 medically assisted suicides a year.

Topic: Each of the half million U.S. patients on dialysis costs \$88,000 per year.

Topic: Americans spend more on alcoholic beverages than they spend on beef, fish, and eggs combined.

Topic: The average smoker dies ten years younger than the average non-smoker.

Topic: Nanorobots are being developed to travel down a patient's bloodstream to deliver drugs that target a tumor's cancer cells.

Chapter 20

Topic: The United States has 40 million immigrants.

Topic: The world now has thirty-one megacities.

Topic: Japan's population is shrinking by a million people a year.

Topic: Update on Monsanto subverting GMO research.

Topic: Tomorrow's suburb: Attempts of suburbs to transform themselves into cities.

Chapter 21

Down-to-Earth Sociology: The True Believer: The Nazis and ISIS

Figure 21.2 The Participants in a Crowd

Topic: Bringing emotions back in: the study of crowd behavior

Topic: Pokemon Go and fidget spinners added to crazes

Topic: The demonstrations of "the dreamers" added as an example of relative deprivation theory

Chapter 22

Topic: The United States withdrew from G7's Paris Accord on Climate Change.

Topic: Global warming threatens the Earth's coral reefs, which hold chemicals to cure diseases. Venom from the cone snail, fifty times more potent than morphine, is being used as a painkiller.

Topic: In coming distance learning classes, the simultaneous translation of speech will allow students from different cultures to talk and to understand one another.

Topic: In coming distance learning classes, artificial intelligence will enable students to go on virtual field trips in other cultures that immerse them in different realities.

Topic: The Pentagon operates a Cyber Command with nine "National Mission Teams" of sixty military personnel each

Topic: An Italian company sells "off-the-shelf" programs that allow someone to insert malicious code in computers and mobile devices

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 to become more aware of how social institutions encompass their lives. We first look at 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, applying sociology to your students’ life, globalization, cultural diversity, critical thinking about social life, and the new technology. The theme of how sociology applies to the lives of your students is new to this edition. For each of these themes, except globalization, which is incorporated throughout the text, I have written a series of boxed features. 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, all too often textbooks are 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.

This *Down-to-Earth Sociology* theme explores sociological processes that underlie everyday life. The topics that we

review in this feature 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 2)
- 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)
- serial killers (Chapter 8)
- sexting (Chapter 8)
- the lifestyles of the super-rich (Chapter 10)
- the American dream and social mobility (Chapter 10)
- college dorms and contact theory (Chapter 12)
- sex in nursing homes (Chapter 13)
- women navigating male-dominated corporations (Chapter 14)
- terrorism in the name of God (Chapter 18)
- the international black market in human body parts (Chapter 19)
- the true believers at the core of the Nazis and ISIS (Chapter 21)
- mass hysteria (Chapter 21)
- the coming Star Wars (Chapter 22)

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.”

Applying Sociology to Your Life

As mentioned, this second theme is being introduced in this edition. There were a lot of challenges to overcome in producing this feature, and I am eager to find out how it works in your classroom. Please share the results with me.

Here is a partial list of the topics included in *Applying Sociology to Your Life*:

- applying the sociological perspective to your life course (Chapter 1)
- making impression management work for you: getting promoted (Chapter 4)
- keeping a paycheck coming in the new global marketplace (Chapter 6)
- using mirroring to improve popularity and open the doors to success (Chapter 7)
- how you can humanize your work setting (Chapter 7)
- how techniques of neutralization protect your self concept (Chapter 8)
- how to get a higher salary by applying sociology (Chapter 11)
- applying sociology to break through the glass ceiling (Chapter 11)
- using networks to get ahead at work (Chapter 14)
- applying sociology to parenting (Chapter 16)
- applying divorce statistics to your marriage (Chapter 16)
- finding quality daycare (Chapter 16)
- applying sociology to get through college (Chapter 17)

I hope you have as much pleasure using this new feature in your classroom as I had in developing it.

Globalization

In the third 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—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.

What occurs in Russia, 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 fourth 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 called *Cultural Diversity around the World*. Among the topics with this subtheme are

- food customs that shock people from different cultures (Chapter 2)
- why the dead need money (Chapter 2)
- where virgins become men (Chapter 3)
- human sexuality in Mexico and Kenya (Chapter 8)
- how blaming rape victims protects India’s caste system (Chapter 8)
- female circumcision (Chapter 11)
- the life of child workers (Chapter 14)
- the globalization of capitalism (Chapter 14)
- probing beneath the surface to understand 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)

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. In this subtheme, we review such topics as

- the language of race (Chapter 2)
- the controversy over the use of Spanish or English (Chapter 2)
- how the Amish resist social change (Chapter 4)
- how our social networks produce social inequality (Chapter 6)
- the upward social mobility of African Americans (Chapter 10)
- the author’s travels with a Mexican who transports undocumented workers to the U.S. border (Chapter 12)
- Pentecostalism among Latino immigrants (Chapter 18)
- human heads, animal sacrifices, and religious freedom (Chapter 18)
- our shifting racial–ethnic mix (Chapter 20)

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 fifth theme, critical thinking, we focus on controversial social issues, inviting students to examine various sides of those issues. In these sections, titled *Thinking Critically about Social Life*, 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 social issues we tackle are

- whether rapists are sick (Chapter 5)
- our tendency to conform to evil authority, as uncovered by the Milgram experiments (Chapter 6)
- how labeling keeps some people down and helps others move up (Chapter 8)
- how vigilantes fill in when the state breaks down (Chapter 8)
- the three-strikes-and-you’re-out laws (Chapter 8)
- bounties paid to kill homeless children in Brazil (Chapter 9)
- children in poverty (Chapter 10)
- emerging masculinities and femininities (Chapter 11)
- medically assisted suicide (Chapter 19)
- abortion as a social movement (Chapter 21)
- cyberwar and cyber defense (Chapter 22)

These *Thinking Critically about Social Life* 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. *Thinking Critically about Social Life* also provides provocative topics for in-class debates and small discussion groups, effective ways to enliven a class and present sociological ideas. In the *Instructor’s Manual*, I describe the nuts and bolts of using small groups in the classroom, a highly effective way of engaging students in sociological topics.

Sociology and Technology: The Shifting Landscape

In the sixth theme, *sociology and technology*, we explore an aspect of social life that has come to be central in our lives. We welcome our 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 technology extends far beyond the tools and the ease and efficiency they bring to our lives. We can more accurately envision our new technology 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) on 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 called *Sociology and Technology: The Shifting Landscape*. In this feature, we explore how technology affects our lives as it changes society. Among the topics we examine are how technology

- artificial intelligence and super-smart computers may bring the end of human culture (Chapter 2)
- affects our body images (Chapter 4)
- blurs the distinction between reality and fantasy (Chapter 6)
- through virtual reality can be applied to diversity training (Chapter 7)
- is allowing the creation of an overwhelming security state (Chapter 7)
- is having an impact on women in Iran (Chapter 11)
- allowed pollsters to get the presidential projections so wrong (Chapter 15)
- is changing the way people find mates (Chapter 16)
- is leading to a future where we order babies with specific characteristics (Chapter 16)
- is changing education through distance learning (Chapter 17)
- is having an impact on religion (Chapter 18)
- leads to dilemmas of rationing medical care (Chapter 19)

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 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*
- Figure 3.2 *Transitional Adulthood: A New Stage in the Life Course*
- Figure 6.1 *The Social Transformations of Society*
- Table 8.2 *Women and Crime: What a Change*
- Figure 8.2 *How Much Is Enough? The Explosion in the Number of U.S. Prisoners*
- Figure 10.3 *The More Things Change, the More They Stay the Same: Dividing the Nation's Income*
- Figure 11.2 *Changes in College Enrollment, by Sex*
- Figure 11.4 *Gender Changes in Professional Degrees*
- Figure 11.8 *The Gender Gap over Time: What Percentage of Men's Income Do Women Earn?*
- Figure 16.2 *In Two-Paycheck Marriages, How Do Husbands and Wives Divide Their Responsibilities?*
- Figure 16.4 *The Number of Children Americans Think Are Ideal*
- Figure 16.5 *The Remarkable Change in Two- and Four-Children Families*
- Figure 16.9 *The Decline of Two-Parent Families*
- Figure 16.11 *Cohabitation in the United States*
- Figure 17.1 *Educational Achievement in the United States*
- Figure 20.5 *World Population Growth, 1750–2150*
- Figure 20.11 *How the World Is Urbanizing*

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 on the sidewalk. 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, on a road trip from California to Florida, I went off the beaten path. 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 closing. City streets carry such names as (translated) Conception, Piety, Humility, Calvary, Crucifixion, The Blessed Virgin. 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. 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 *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 I took in Austria, Cambodia, India, Latvia, Spain, Vietnam, 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. The possibility of photographing and interviewing that child who had been taken to an orphanage was one of the reasons

I went to Cambodia. That particular photo is at the beginning of Chapter 3.

OTHER SPECIAL PEDAGOGICAL FEATURES In addition to chapter summaries and reviews, key terms, and a comprehensive glossary, I have included several special features to help students learn sociology. *In Sum* sections help students review important points within the chapter before going on to new material. I have also developed a series of *Social Maps*, which illustrate how social conditions vary by geography. All of the maps in this text are original.

LEARNING OBJECTIVES I have written learning objectives for the main points of each chapter. These learning objectives, which provide a guiding "road map" for your students, are presented three times: in a list at the beginning of the chapter, at the point where that specific material is presented, and again at the chapter's Summary and Review.

CHAPTER-OPENING VIGNETTES These accounts feature down-to-earth illustrations of a major aspect of each chapter's content. Some of these vignettes 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 sociological experiences 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 response from both instructors and students 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 thirteen editions. I am especially grateful to

Reviewers of the First through Thirteenth Editions

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I want to thank Billy Grieco and Jeff Marshall for coordinating the many tasks that were necessary to produce this new edition; Jenn Auvil and Mary Donovan who coordinated so many integrating tasks; and Kate Cebik for her photo research.

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.



James M. Henslin

Professor Emeritus

Department of Sociology

Southern Illinois University, Edwardsville

I welcome your correspondence. You can reach me at henslin@aol.com

P.S. With changing technology, I am now able to discuss various aspects of sociology with your students. This new feature, called *Hearing from the Author*, is described in the publisher's overview of Revel, which follows this note.

Revel™ for *Sociology: A Down-to-Earth Approach*

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the author's narrative lets students read, explore interactive sociology content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel

www.pearson.com/revel

- **Hearing from the Author Audio Clips** are a new Revel feature in which Jim further personalizes the content of this edition by opening each chapter and commenting on sociological concepts, photo essays, individual photos of particular significance, tables, figures, and topics. This feature gives students additional context for understanding more difficult topics, while the author's interweaving of observations and personal experiences reinforces how sociology is part of the student's everyday life.

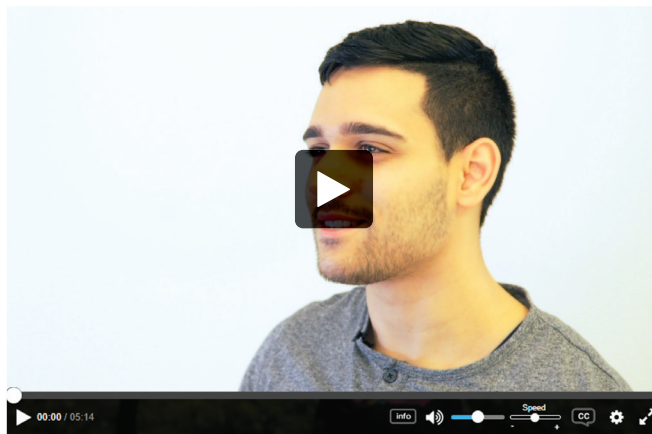
This is a hallmark of the instructional design, as Jim's goal is to make sociology "down to earth." To help students grasp the fascination of sociology, Jim continuously stresses sociology's relevance to their lives. As both instructors and students have commented, this helps make sociology "come alive." And after all, as Jim emphasizes throughout *Sociology: A Down-to-Earth Approach*, sociology is a fascinating endeavor.

- **Videos** support the down-to-earth approach with news footage and stories that reflect real-life examples of sociology. Students can revisit major historical events including critical points in the Civil Rights movement and view videos through a sociological lens.



An original set of videos, including the **Hearing from Students** video series, is unique to *Sociology: A Down-to-Earth Approach*. These exclusive video interviews feature students discussing the highlights of each chapter. These videos give students the opportunity to hear from their peers who are sharing their thoughts on chapter topics and reflecting on how they can apply the sociological perspective of the chapter to their own lives.

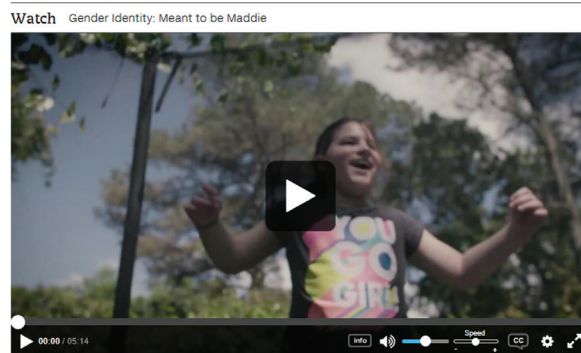
- **Pearson Originals** The Pearson Originals docuseries videos highlight stories that exemplify and humanize the concepts covered in Sociology courses. These videos illustrate a variety of social issues and current events, bringing key topics to life



for students while creating opportunities to further develop their understanding of sociology. Therefore, students not only connect with the people and stories on a personal level, but also view these stories and individuals with greater empathy while contextualizing core course concepts.

- Interpreting the First Amendment: Regulating Protest in Minnesota
- Gender Identity: Meant to Be Maddie
- Domestic Violence in Rural America: Survivors' Stories
- The American Working Class: Voices from Harrisburg, IL
- Taking a Stand Against Environmental Injustice

Videos can be easily accessed from the instructor Resources folder within the Revel product.



- **Interactive figures and tables** feature the technology of Social Explorer, which shows data in interactive graphs with rollover information. Examples include Figure 11.4 Gender Changes in College Degrees, Table 15.1 Who Votes for

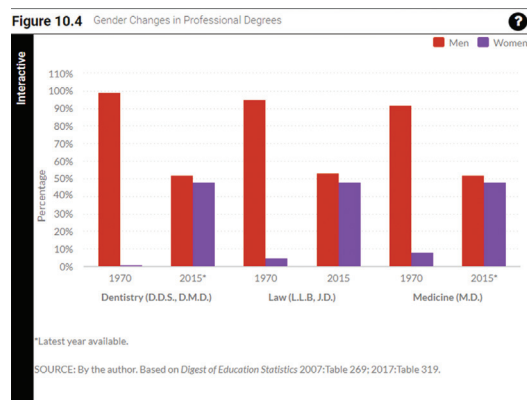
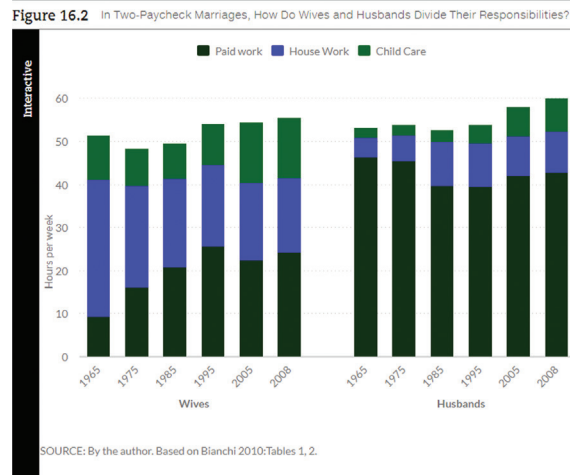


Table 15.1 Who Votes for President?

	1988	1992	1996	2000	2004	2008	2012	2016
Overall								
Americans Who Voted	57%	61%	54%	55%	58%	58%	57%	61%
Age								
18-20	33%	39%	31%	28%	41%	41%	35%	39%
21-24	46%	46%	33%	35%	43%	47%	40%	46%
25-34	48%	53%	43%	44%	47%	49%	46%	53%
35-44	61%	64%	55%	55%	57%	55%	53%	60%
45-64	68%	70%	64%	64%	67%	65%	63%	65%

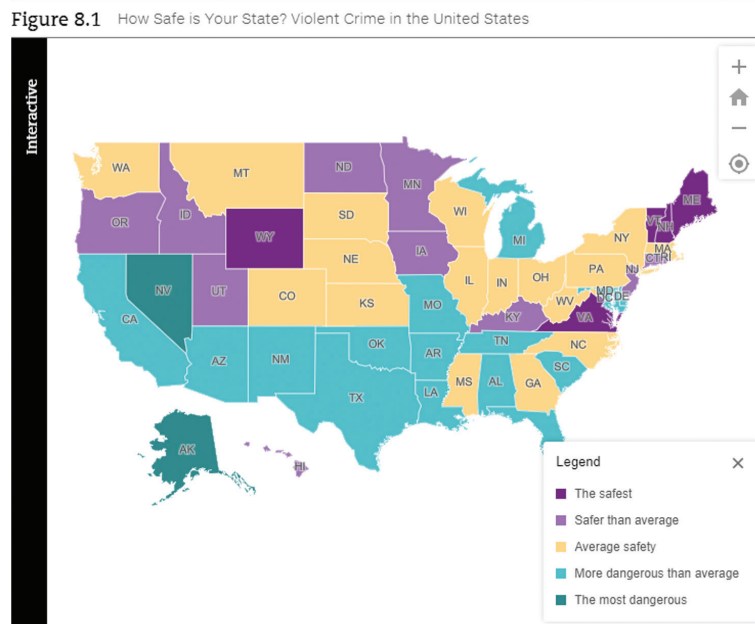
*The primary source changed the income categories in 2004, making the data from earlier presidential election years incompatible.
SOURCE: By the author. Based on Casper and Bass 1998; Jamieson et al. 2002; Holder 2006; Current Population Survey: Voting and Registration Supplement, 2012; Statistical Abstract of the United States 1991:Table 450; 1997:Table 462; 2014:Table 418; U.S. Census Bureau 2017b:Tables 1, 5, 6, 7, 9.

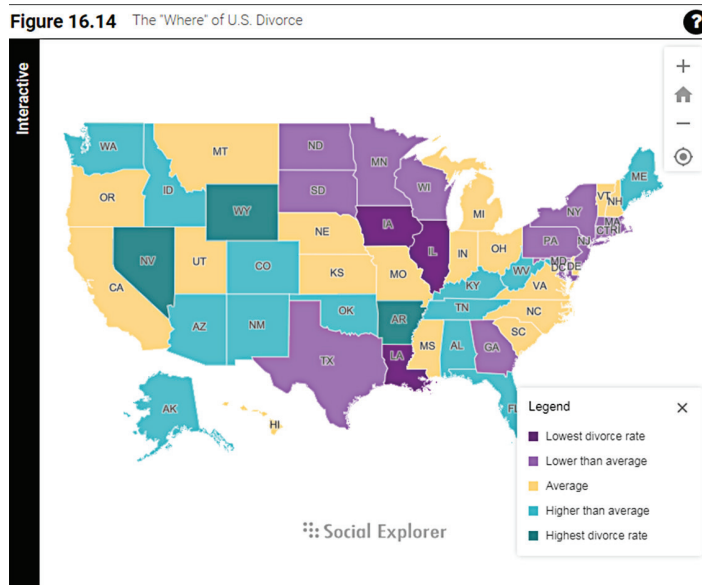


President?, Figure 16.2 In Two-Paycheck Marriages, How Do Husbands and Wives Divide their Responsibilities?

- **Interactive Maps** are based on the Social Maps I have created for *Sociology: A Down-to-Earth Approach*. These Social Maps illustrate how social conditions vary among the states and by regions of the country. Students can click through these maps and can hover over their own state, and consider how it compares with the rest of the country. Examples include Figure 8.1 How Safe Is Your State? Violent Crime in the United States and Figure 16.14 The “Where” of U.S. Divorce. Jim has also prepared global maps that give students a visual representation of how the United States compares with countries around the world. These Social Maps are original with *Sociology: A Down-to-Earth Approach*.

Visit the instructor Resources folder within Revel to access LiveSlide Powerpoint presentations that contain every Social Explorer visualization, making it easy to use these in class.





- **Make a Guess** interactive graphs invite students to interact with social data. Many of the figures and tables show how data change over time. This feature utilizes Social Explorer’s predictive graphing which allows students to see trends in social life and to make predictions on how these trends might continue—and how they might even affect their own lives.
- Interactive **Review the Chapter**, which uses flashcards that feature key terms and definitions, help students review and reinforce the chapter’s content.
- **Assessments**, which are tied to each chapter’s major sections, allow instructors and students to track progress and get immediate feedback. It is the same with the full chapter tests.

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Back to Select Content New Edit Exclude Question

Chapter 2 Quiz: Culture

How are teenagers and bodybuilders similar?

They display the same core values.

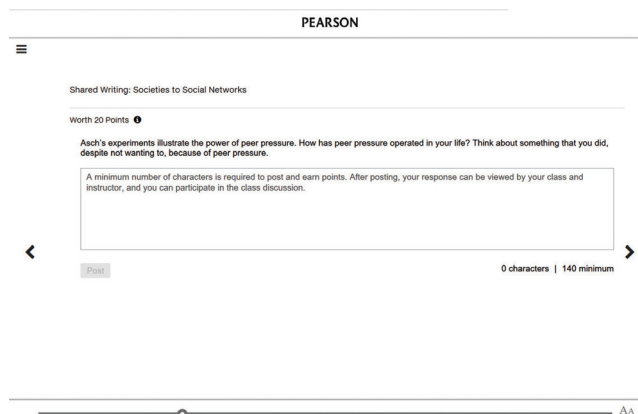
They are both considered countercultures.

They both violate the same folkways and mores.

They are both considered subcultures.

Submit

- **Integrated Writing Opportunities** help students reason and write more clearly. Each chapter offers the following writing prompts:
 - **Journal prompts** invite students to reflect on a chapter’s content and to consider how the sociological perspective applies in a variety of scenarios. There are two types of journal prompts: *Apply It to Your Life* and *Apply the Sociological Perspective*.
 - **Shared writing prompts** invite students to reflect on and consider issues related to major features of each chapter. Many of the questions ask the students to apply sociological findings and principles to their own lives.



- **Additional Interactive Assets** engage students and invite them to interact with text, figures, and photos. **Enhanced Images** of historic photos and documents allow students to zoom in to gain different perspectives of the image. **Simulations** guide students through charts and graphs, helping them to see how the many parts of a topic are related.
- **Writing Space** allows you to develop and assess your students' concept mastery and critical thinking through writing. Writing Space provides a single place within Revel to create, track, and grade writing assignments; access writing resources; and exchange meaningful, personalized feedback quickly and easily. For students, Writing Space provides everything they need to keep up with writing assignments, access assignment guides and checklists, write or upload completed assignments, and receive grades and feedback—all in one convenient place. For educators, Writing Space makes assigning, receiving, and evaluating writing assignments easier.

It's simple to create new assignments and upload relevant materials, see student progress, and receive alerts when students submit work. Writing Space makes students' work more focused and effective, with customized grading rubrics they can see and personalized feedback.

And here's another feature of Writing Space that you might find very helpful: Writing Space can also check your students' work for improper citation or plagiarism by comparing it against the world's most accurate text comparison database available from Turnitin.

A Note from the Publisher on the Supplements

Instructor's Supplements

Unless otherwise noted, the instructor's supplements are available at no charge to adopters—in electronic formats through the Instructor's Resource Center (www.pearsonhighered.com/irc). Instructors can also access these teaching tools from the instructor Resources folder within the Revel product.

Instructor's Resource Manual

For each chapter in the text, the *Instructor's Resource Manual* provides chapter summaries, chapter outlines, learning objectives, lecture suggestions, and suggested assignments. Also, this edition of the Instructor's Resource Manual features many Revel-only components including the Journal Prompts and Shared Writing Prompts and a list of all Revel-specific interactive assets, such as the Pearson Originals docuseries videos.

Test Bank

The *Test Bank* contains approximately 55 questions for each chapter in multiple-choice and essay formats. The questions are correlated to each chapter's in-text learning objectives.

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

In order to support varied teaching styles while making it easy to incorporate dynamic Revel features in class, four sets of PowerPoint presentations are available for this edition: (1) A set of ADA-compliant lecture PowerPoint slides outline each chapter of the text. (2) A set of "art-only" PowerPoint slides feature all static images, figures, graphs, and maps from each chapter of the text. (3) An additional set of the lecture PowerPoint slides include LiveSlides, which link to each Social Explorer data visualization and interactive map within the Revel product. (4) Finally, a LiveSlides-only PowerPoint deck includes every Social Explorer data visualization and interactive map within the Revel product.

About the Author

Jim Henslin was born in Minnesota, graduated from high school and junior college in California and from college in Indiana. Awarded scholarships, he earned his master's and doctorate degrees in sociology at Washington University in St. Louis, Missouri. After this, he won a postdoctoral fellowship from the National Institute of Mental Health and spent a year studying how people adjust to the suicide of a family member. His primary interests in sociology are the sociology of everyday life, deviance, and international relations. Among his many books are *Down-to-Earth Sociology: Introductory Readings*, and *Social Problems*, now in its 12th edition. He has also published widely in sociology journals, including *Social Problems* and *American Journal of Sociology*.

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

Jim enjoys reading and fishing, and he also does a bit of kayaking and weight lifting. His two favorite activities are writing and traveling. He especially enjoys visiting

and living in other cultures, for this brings him face to face with behaviors and ways of thinking that challenge his perspectives and "make sociological principles come alive." A special pleasure has been the preparation of *Through the Author's Lens*, the series of photo essays that appear in this text, and *Applying Sociology to Your Life*, original with this author and first appearing in this edition.

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 recently visited South Korea, Vietnam, and again India. He hopes to travel extensively in South America, where he expects to do more photo essays to reflect their fascinating cultures. Jim 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.