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

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.

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

PS. 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

R E M E M B E R W H E N Y O U F I R S T G O T “H O O K E D” 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 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 13th Edition?

Because sociology is about social life and we live in a changing global society, this new edition of Essentials 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 13th edition is the text’s hundreds of new citations. This edition also has more than 435 instructional photos. I have either selected or taken each of the photos. 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 Essentials of Sociology: A Down-to-Earth Approach is well-known for how it shows students the relevance of sociology to their lives, this emphasis has been amplified in this 13th 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 sociological research on bureaucracy 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 fourteen 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.
Chapter 1
Figure 1.1 Suicide of Americans ages 18 to 24
Figure 1.6 Western Marriage: Husband–Wife Relationship

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 Trobianders of Papua New Guinea.
Topic: Negative effects of nurseries 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 5
Applying Sociology to Your Life: The New World of Work:
How to Keep a Paycheck Coming in the New Global Marketplace
Applying Sociology to Your Life: Do Your Social Networks Perpetuate Social Inequality?
Sociology and Technology: The Shifting Landscape: Virtual Reality and Diversity Training
Topic: Investigation of JonBenet Ramsey as an example of groupthink
Topic: The experience and perspective of white males are being added to diversity training

Chapter 6
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 7
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 8
Figure 8.7 Physical Health, by Income: People Who Have Difficulty with Everyday Physical Activities
Figure 8.8 Mental Health, by Income: Feelings of Sadness, Hopelessness, or Worthlessness
Figure 8.10 An Overview of Poverty in the United States
Figure 8.13 Poverty and Family Structure
Figure 8.14 Poverty and Race-Ethnicity
Figure 8.15 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 9
Table 9.3 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 10
Figure 10.7 Master’s degree was added to this figure
Applying Sociology to Your Life: How to Get a Higher Salary
Applying Sociology to Your Life: Breaking through the Glass Ceiling
Topic: The effects of testosterone differ with the situation: Women given testosterone in a competitive situation became suspicious and less trusting, but given testosterone in a situation where they were being trusted, they became 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.
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)

Chapter 11

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 12

Figure 12.5 The Remarkable Change in Two- and Four-Children Families
Figure 12:16 Today’s Newlyweds: Their Marital History
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
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: “Adultolescence” 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 13

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

Sociology and Technology: The Shifting Landscape: Changing Religious Practices in the Digital Age
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: High school teachers give twenty times more A’s than C’s.
Topic: Roman Catholics use Confessor Go to locate priests to hear confessions, and WhatsApp to discuss moral dilemmas with priests.

Chapter 14

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 15

Topic: The United States has withdrawn 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).

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 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 how it has an impact on our 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 the United States. After establishing this broader context of social stratification, we examine inequalities of race-ethnicity (Chapter 9) and then those of gender and age (Chapter 10).

Part IV helps students to 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 marriage and 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, 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 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, 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:

- how a sociologist became a gang leader—for a day (Chapter 1)
- the experiences of W. E. B. Du Bois in studying U.S. race relations (Chapter 1)
- how gossip and ridicule enforce adolescent norms (Chapter 3)
- how football can help us understand social structure (Chapter 4)
- beauty and success (Chapter 4)
- serial killers (Chapter 6)
- sexting (Chapter 6)
- the lifestyles of the super-rich (Chapter 8)
- the American dream and social mobility (Chapter 8)
- college dorms and contact theory (Chapter 9)
- women navigating male-dominated corporations (Chapter 10)
- the coming Star Wars (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.”
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:

- making impression management work for you: getting promoted (Chapter 4)
- keeping a paycheck coming in the new global marketplace (Chapter 5)
- how techniques of neutralization protect your self-concept (Chapter 6)
- how to get a higher salary by applying sociology (Chapter 10)
- applying sociology to break through the glass ceiling (Chapter 10)
- applying sociology to parenting (Chapter 12)
- applying divorce statistics to your marriage (Chapter 12)
- finding quality daycare (Chapter 12)
- applying sociology to get through college (Chapter 13)

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 7). 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 6)
- female circumcision (Chapter 10)
- probing beneath the surface to understand arranged marriage in India (Chapter 12)
- female infanticide in China and India (Chapter 14)
- the destruction of the rain forests and indigenous peoples of Brazil (Chapter 15)

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 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 5)
- the upward social mobility of African Americans (Chapter 8)
- the author’s travels with a Mexican who transports undocumented workers to the U.S. border (Chapter 9)
- human heads, animal sacrifices, and religious freedom (Chapter 13)
- our shifting racial–ethnic mix (Chapter 14)

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

- our tendency to conform to evil authority, as uncovered by the Milgram experiments (Chapter 5)
- how labeling keeps some people down and helps others move up (Chapter 6)
- how vigilantes fill in when the state breaks down (Chapter 6)
- the three-strikes-and-you’re-out laws (Chapter 6)
- bounties paid to kill homeless children in Brazil (Chapter 7)
- children in poverty (Chapter 8)
- emerging masculinities and femininities (Chapter 10)
- cyberwar and cyber defense (Chapter 15)

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. These sections also provide 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.

Sociology and technology 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), diversity training (Chapter 5), the maintenance of global stratification (Chapter 7), and social class (Chapter 8). We also look at the impact of technology on dating (Chapter 12), family life (Chapter 12), religion (Chapter 13), and war (Chapter 15). The final chapter (Chapter 15) 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)
- through virtual reality can be applied to diversity training (Chapter 5)
- is allowing the creation of an overwhelming security state (Chapter 5)
- could allow us to get the presidential polls so wrong (Chapter 11)
- is changing the way people find mates (Chapter 12)
- is leading to a future where we order babies with specific characteristics (Chapter 12)
- is having an impact on religion (Chapter 13)

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

- Figure 1.5 U.S. Marriage, U.S. Divorce
- Figure 3.2 Transitional Adulthood: A New Stage in the Life Course
- Figure 6.2 How Much Is Enough? The Explosion in the Number of Prisoners
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 5, 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 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 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 10).

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 11).

HOLY WEEK IN SPAIN in Chapter 13, 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, Pity, 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 14).

**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 9 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 5 illustrates categories, aggregates, and primary and secondary groups, concepts that students sometimes wrestle to distinguish. The photo collage in Chapter 10 lets students see how differently gender is portrayed in different cultures.

**OTHER PHOTOS BY THE AUTHOR** Sprinkled throughout the text are photos that I took in Austria, Cambodia, India, Latvia, Spain, 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 that 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 materials. I have also developed a series of **Social Maps**, which illustrate how social conditions vary by geography. All the maps in this text are original.

**LEARNING OBJECTIVES** I have written learning objectives for 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 and 8). Others recount sociological experiences in Africa (Chapters 2 and 10) and Mexico (Chapters 12 and 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 7, 9, 13, and 15), classical studies in the social sciences (Chapters 3 and 6), and even scenes from novels (Chapters 5 and 11). 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

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Obi N. Ebbe, State University of New York—Brockport
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John Ehle, Northern Virginia Community College
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Susan Sprecher, Illinois State University
Mariella Rose Squire, University of Maine at Fort Kent
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Rachel Stehle, Cuyahoga Community College
Marios Stephanides, University of Tampa
Randolph G. Ston, Oakland Community College
Vickie Holland Taylor, Danville Community College
Maria Jose Tenuto, College of Lake County
Gary Tiederman, Oregon State University
Kathleen Tiemann, University of North Dakota
Brandy Trainor, Gloucester County College
Judy Turchetta, Johnson & Wales University
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William J. Wattendorf, Adirondack Community College
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Stacey G. H. Yap, Plymouth State College
William Yoels, University of Alabama Birmingham

I have had the pleasure of working with an outstanding team at Pearson. 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—and for her willingness to “keep on looking.”

I do appreciate this team. It is difficult to heap too much praise on such fine, capable, and creative people. Often going “beyond the call of duty” as we faced nonstop deadlines, their untiring efforts coalesced with mine to produce this text. Students, whom we constantly kept in mind as we prepared this edition, are the beneficiaries of this intricate teamwork.

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

I wish you the very best in your teaching. It is my sincere desire that Essentials of 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 *Essentials of 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.

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- **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, he 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 *Essentials of 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 *Essentials of 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.
To the Instructor … from the Author

• **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 10.4 Gender Changes in College Degrees, Table 11.1 Who Votes for...
Interactive Social Explorer Maps are based on the Social Maps Jim has created for Sociology: A Down-to-Earth Approach. Using Social Explorer, these 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 6.1 How Safe Is Your State? Violent Crime in the United States and 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 Essentials of 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.

• **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. The students’ responses are
automatically shared with others, which helps them better understand the perspectives of others and sharpens their critical thinking skills.

**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 allows you to 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, 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 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.
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.