Do you recall the first time your sociological imagination was ignited—that moment when the connections between an event or circumstance in your own life and the society in which you live first became clear?

I think it is excellent! It is creative, innovative, collaborative, cutting-edge, interesting, forward-thinking and well-written. I also like the idea of a collaborative book drawing on experts in their fields.

—Bernadette Barton, Moorehead State University

As sociology instructors, we struggle to convey the power of that insight to our students. How can we get our students to engage, to view and question the world around them, through a sociological lens?

Our challenge as instructors is to help beginning students learn to ask new and hard questions about their worlds; this is the heart of the sociological imagination and the central agenda of The Sociology Project.

—Jeff Manza, New York University

I think it is great. Teaching sociological imagination in my mind should be the most important objective in an introduction to sociology course.

—Moshen Mobasher, University of Houston

Fresh, insightful and engaging. By far the most interesting strategy that I have seen in a long time. It is so needed and timely.

—David Townsend, Ivy Tech Community College

I think it is brilliant. Using experts in each area of sociology to write the chapters is a wonderful idea.

—Jan Schall, Riverside Community College
What is the best way to show my students that sociology is not a collection of facts, but rather a process of inquiry?

Rather than presenting a broad array of concepts and findings for students to memorize, we instead pose students a set of Big Questions in each of the subfields and topics in the book. Students will discover the many different ways sociologists have employed creative, and sometimes unconventional, approaches in their efforts to answer those questions and better understand and investigate the social world.

Because each major section in the chapter is tied to a big question, the questions serve as a road map for students and form the basis of the learning objectives for the chapter.

- Each chapter is organized around 3–6 Big Questions that tackle the main points of sociological inquiry for that subfield. The Big Questions help guide students in understanding what’s most important.
- Students are introduced to the theories, concepts, and research that are central to investigating each Big Question in the context of sociological inquiry.

“My greatest challenge is to find a compelling textbook that pulls students into the world of sociology. I spend a lot of time looking for textbooks in general, but particularly Introduction to Sociology since there are so many to choose from. It is difficult to find a text that fascinates students while seeing the world through sociological eyes. Most introductory texts are too traditional; they focus on three main theories and many different topics.”

–Kim Mac Innis, Bridgewater State University
Each Big Question is accompanied by a BIG QUESTIONS VIDEO on MySocLab that provides students with an overview of the major theories, concepts, and ideas that are explored in that section.

Each chapter concludes with a section called REVISITING THE BIG QUESTIONS. Here, students can see the Big Questions along with short summaries of the main points and a clearly articulated learning pathway through MySocLab.

“My goal is to help students develop their sociological imagination and the biggest challenge is to find the right content and amount of readings that help do that while at the same time introduce students to the basic concepts and theories of the discipline. Students are definitely interested in the topics sociologists study, but I find it a challenge for them to fully comprehend a sociological framework.”

—Rhonda Levine, Colgate University

The entire instructor’s resource program is tagged to the Big Questions so you can organize, lecture, and assess student’s understanding of each of the major points of sociological inquiry.
Every aspect of *The Sociology Project* encourages students to develop and utilize their own sociological imaginations. Throughout each chapter, compelling examples and critical thinking questions engage students. Videos, interactive maps and charts, and dynamic visualizations make the program a window into a wider world of discovery.

- MySocLab features documentary-style videos in each chapter, beginning with **INSPIRING YOUR SOCIOLOGICAL IMAGINATION** videos that illustrate the chapter opening story and provide a preview of the exploration to come.
AUTHORS provide insight into their own sociological imaginations at the beginning of the chapter, discussing what drew them to the discipline and how their sociological imaginations have evolved over time.

APPLYING YOUR SOCIOLOGICAL IMAGINATION videos conclude each chapter, illustrating key concepts with real-world examples. Each Applying Your Sociological Imagination video is accompanied by an activity that allows students to upload their own videos or submit a short essay illustrating how these concepts apply to their own lives.

INFOGRAPHICS visually highlight complex data, information, and concepts. These graphic representations target particularly difficult or complex concepts that would be unwieldy to present in text form.

Each Infographic comes to life in MySocLab with a SOCIAL EXPLORER activity that expands on the topic and allows students to actively explore the data, compare change over time, and see what’s happening in their own communities.
A SOCIOLOGICAL PERSPECTIVE engages students’ sociological imaginations visually through photographs. Each chapter features an annotated walkthrough of a social scene with insights into questions and observations that a sociologist might make while doing research.

Students broaden their sociological perspective on MySocLab through a dynamic tour of more photos to fully complete the story. Here students engage their sociological imaginations and are encouraged to make connections with the world around them.

“I want students to ‘engage in’ sociology. I tell my students, ‘Life is sociology, sociology is life.’ If they can leave my course with a better understanding of the world including their own personal lives, I feel like I have accomplished something important.”

—Margaret Preble, Thomas Nelson Community College

THINK ABOUT IT and INSPIRE YOUR SOCIOLOGICAL IMAGINATION prompts accompany the Infographics and A Sociological Perspective photo essays to get students immediately connecting to the data and concepts illustrated.
What are the benefits of a book authored collaboratively by specialists from each sociological subfield?

Standard Introductory Sociology textbooks typically cover 18–20 complicated topics and subfields and are written by one or two scholars with expertise and teaching experience in only a small subset of those topics. The Sociology Project, in contrast, is authored collaboratively by the members of the NYU Sociology Department, and coordinated by an editorial team of Jeff Manza, Lynne Haney, and Richard Arum.

Each chapter is prepared by faculty members who teach and do research in the area. The content of each chapter grew out of a challenge the editors posed to each of their colleagues: What are the most important things undergraduates should understand about this topic, especially if they never take another sociology course? How can this be conveyed without jargon or the excessive use of complicated concepts?

This program is a truly collaborative project, one in which authors have created their chapters based on detailed feedback from both other department faculty and their undergraduates, as well as students and colleagues at institutions around the country with different student populations.
How can I encourage students to interact with sociological data to see what’s happening in the world, the nation, and in their own communities?

“I ask the students to understand how to calculate basic descriptive statistics. They are also expected to be able to read graphs and charts that display statistical data.”
—Romney Norwood, Georgia Perimeter College

“I like the idea that students can use the data to see trends in their communities because I think that it helps them to develop their sociological imagination and see how sociological concepts can be applied to their own lives and communities.”
—Tara Hardinge, San Jose State University

The new Social Explorer allows students to easily engage with sociological data to see concepts in action, change over time, and local statistics.

• 90% of instructors surveyed say that quantitative literacy is important to their course.
• 87% say it’s important to explore change over time.
• 87% say it’s important for students to be able to localize data to see social trends in their own communities.

Working with data starting in 1790 up until today, Social Explorer employs information from the U.S. Census, American Community Survey, General Social Survey, CIA World Factbook, and more.
Students are just as excited about the new Social Explorer as instructors:

“They fact that we don’t have to extrapolate all of the Census data, that that’s compiled for us, that’s amazing.”

“It’s fantastic that it’s all in one spot. I think it will be huge for citing in papers… it’s awesome.”

“To me, quantitative literacy is very important; I tell my students that if they leave the class with anything, I hope they leave it with a healthy skepticism about statistics and how statistics can be presented, while at the same time understanding how to interpret legitimate information.”

–Joyce Clapp, University of North Carolina at Greensboro

Useful as a presentation tool in the classroom and a homework tool after class, Social Explorer includes a number of assignments that introduce students to important concepts in sociology using real-world data.

THE SOCIOLOGY PROJECT includes 40 assignments unique to this program that draw from The Big Questions and infographics in each chapter.

Instructors and students can build their own presentations in Social Explorer utilizing interactive maps, charts, and graphs. Full presentations as well as individual maps and graphs can be exported to PowerPoint or image files.

“Students are definitely interested in the topics sociologists study, but I find it a challenge for them to fully comprehend a sociological framework.”

–Rhonda Levine, Colgate University
How can MySocLab help my students better prepare and engage with course material outside the classroom?

“(My greatest challenge) is making the material accessible to students with a wide variety of academic abilities in a large course that doesn’t allow for lots of one-on-one attention.”

—Jason Crockett, Kutztown University of Pennsylvania

“(My greatest challenge) is getting students to come to class prepared (having completed readings, homework, etc.).”

—Robyn White, Cuyahoga Community College

MySocLab for *The Sociology Project* provides all the tools you need to engage each student’s sociological imagination before, during, and after class. An assignment calendar and gradebook allow you to assign specific activities with deadlines and to measure your students’ progress throughout the semester.

The **PEARSON eTEXT** lets students access their textbook anytime, anywhere, and any way they want, including listening online.
A personalized study plan for each student, based on Bloom's Taxonomy, arranges content from less complex thinking—like remembering and understanding—to more complex critical thinking—like applying and analyzing. This layered approach promotes better critical-thinking skills, and helps students succeed in the course and beyond.

Social Explorer activities connect to the chapter infographics as well as to broad sociological topics, engaging students with data visualizations, comparisons of change over time, and data localized to their own communities.

Inspiring your sociological imagination, applying your sociological imagination, and big questions video activities quiz students on the concepts covered in each video and provide opportunities for students to upload and share their own videos.
“My greatest challenge is ensuring that the students have read the assigned text. I also know that I am teaching this computer generation, so I face the challenge of trying to incorporate as much multimedia information in my class as possible.”

—Karen Done, Coahoma Community College

“SOCIOMETRY” in focus

(www.sociologyinfocus.com) is a blog by sociologists for students that highlights a sociological perspective on current events, pop culture, and everyday life. Updated at least twice a week, Sociology in Focus is a terrific way to bring current examples into the classroom.

—Jennifer Brennom, Kirkwood Community College

“MYSOCLIBRARY” offers over 200 classic and contemporary articles that enable students to explore the discipline more deeply. Multiple-choice questions for each reading help students review what they’ve learned—and allow instructors to monitor their performance.

“My greatest challenge is adapting the course to a fully online environment.”

—Jennifer Brennom, Kirkwood Community College

“Chinese American Ethnic Enclaves: Reppin’ the 625”

September 6, 2012

Just a few decades ago, Asian immigrant communities were growing exponentially in and around Los Angeles County. Today, these immigrants’ Asian American children are establishing identities as they sift through a local multicultural terrain where Asians and Asian Americans are a numerical majority. In this guest blog, David Matsuda of the Fung Brothers (featuring Jason Chen) recent game video, “626” to discuss the United States’ 1965 Immigration Act and its impact on the development of Chinese ethnic enclaves.

If you haven’t seen the recent video game viral, “626” by the Fung Brothers, featuring Jason Chen, go ahead and watch below (“626” stands for the area code specific to much of the San Gabriel Valley in Southern California). If you haven’t seen the recent video game viral, “626” by the Fung Brothers, featuring Jason Chen, go ahead and watch below (“626” stands for the area code specific to much of the San Gabriel Valley in Southern California.)

Author: David Matsuda

Fung Brothers & Jason Chen
How can I encourage and assess critical thinking with a variety of student skill levels and enrollments?

Richard Arum, coeditor of The Sociology Project, is also the coauthor of Academically Adrift: Limited Learning on College Campuses. In a study that followed 2,300 students at 24 universities over four years, Arum measured critical-thinking and writing skills. Arum found that more than a third of students showed no improvement in their critical-thinking skills after four years at college.

We know that the more students write, the more they strengthen their critical-thinking skills. Now, MySocLab allows you to introduce or augment a strong writing component in your Introduction to Sociology course. Pathbreaking innovations now make possible automated scoring and feedback of student essays.

“My greatest challenge is getting students to do projects and papers with sufficient analytical content.”
—Pamela Forman, University of Wisconsin–Eau Claire

“Our country today is part of a global economic system, where we no longer have the luxury to put large numbers of kids through college and university and not demand of them that they are developing these higher order skills that are necessary not just for them, but for our society as a whole.”
—Richard Arum, New York University

Writing prompts, developed by Richard Arum, encourage students to think critically on key topics. Prompts connect key sociological concepts to contemporary and historical issues. Student essays receive feedback on several traits. A detailed scoring rubric sets criteria for substantive traits like development of ideas, focus, and coherence, as well as writing traits like conventions and voice. Students are scored and receive instant feedback on each trait.

This substantive feedback promotes critical thinking about sociology. As the instructor, you can utilize the feedback to facilitate independent revision, peer review, writing workshops, or as a first pass for your own assessment.
How can I make the most of my time in the classroom?

The INSTRUCTOR SUPPORT PROGRAM for *The Sociology Project* is designed to help you engage your students’ sociological imaginations from the first day of class and throughout the entire term. Each component offers maximum flexibility so you can customize to meet your needs and goals.

You can instantly access these materials and more in your MySocLab account under Instructor Resources.

“In the past I have found it difficult to choose from among an enormous possible range of topics and approaches to cover in one semester.”
—Kevin McElmurry, Indiana University Northwest

“I usually pick and choose which chapters to present, as I feel there just isn’t enough time in 16 weeks to properly teach all of the information in the book.”
—Steve O’Boyle, Kutztown University

INSTRUCTOR’S eTEXT: The instructor’s eText offers links to relevant instructor resources and student activities in MySocLab for each chapter. You can access these resources by simply clicking on an icon at the start of each eText chapter.

TEST ITEM FILE: The item file for *The Sociology Project* has gone through a rigorous development process to ensure that each question is clear, accurate, and of the highest quality. Each chapter features 125 questions that have been tagged to the Big Questions, as well as to Bloom’s Taxonomy, so you can assess and report on the outcomes that matter most to you.
**MYTEST** The test item file is available through MyTest, a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, giving you ultimate flexibility and the ability to efficiently manage assessments anytime and anywhere.

**POWERPOINT LECTURE SLIDES:** A variety of PowerPoint lecture slides are available to enhance your experience in front of the class. PowerPoint slides are organized around the Big Questions and feature images, chart, graphs, and maps from the text. The following formats are available:

- MySocLab enhanced with video and Social Explorer links embedded
- Traditional image, art, and text
- Image and art only
- Text only

“My greatest challenges) are keeping students interested and motivated for certain chapters covered; how to effectively teach to a class of 35 to 40 students that have low ‘reading’ ability; and how to teach to the ‘excellent’ student who is in the same class as those who are under-prepared.”

—Hence Parson, Hutchinson Community College

“(My greatest challenges) are getting students to develop a sociological imagination and to recognize the validity of sociological research.”

—Connie Robinson, Central Washington University

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Traditional image, art, and text

Image and art only

Text only
INSTRUCTOR’S MANUAL: Authored by members of the Sociology Department at NYU, the Instructor’s Manual has been developed to support a variety of teaching styles and course goals. For each chapter, you’ll find:

- sample syllabi from The Sociology Project authors and instructors around the country from a variety of institutions
- an annotated summary of the Big Questions
- key terms and definitions
- teaching tips and presentation ideas drawn from the authors’ own experiences teaching the topic
- learning outcomes
- detailed chapter outline
- overview of the Infographic and A Sociological Perspective photo essay
- MySocLab learning pathway overview
- suggestions for teaching theory
- classroom discussion questions
- short essay questions and exercises
- suggested supplemental lecture materials including websites, publications, resources on highered.org, and films
Create custom books with Pearson Custom Library to give your students a more engaging and affordable education.

- You can delete chapters you don’t use; rearrange the chapters to suit your syllabus; and add outside readings and content for students.
- Students give high marks to professors who use all of their required course materials.
- Your syllabus will run chronologically with the text, making it easier for students to follow.
- With a custom text, the students are only paying for what they use. When you control the content, you control the price.

How do I build a custom text?
You have two options to get started.

1. Go to www.pearsoncustomlibrary.com to begin building the book yourself.

2. Contact your Pearson representative at www.pearsonhighered.com. Click on the Educator tab, and then click on “Find my Representative.”

I’d like to include primary source readings in addition to the text.

You can add readings to your custom text. Place the readings at the end of each chapter, or create an appendix of readings. Following this section is a list of our most popular primary source readings. These are also available on MySocLab so students can read in print or online.

In addition, we have hundreds of primary source readings in the Pearson Custom Library for you to choose from.

Can I use MySocLab with my custom text?

Yes! MySocLab can be packaged with your custom text. Your representative will provide you with the package ISBN.

TIPS and IDEAS for Customizing Your Book

You can add:

- your syllabus.
- a “Where are They Now?” page with photos and stories from recent Sociology grads in your department to show students what you can do with a degree in Sociology.
- a photo and or name of a department member next to the table of contents that discusses that professor’s areas of expertise, along with a description of their work.
- MLA, APA, and/or Chicago guidelines.
- your own commonly assigned worksheets to the text. Place them exactly where you want them at the end of specific chapters or create an appendix of worksheets.
- your department’s plagiarism policy.
- your school’s code of conduct.
- a chapter from a different Pearson text.
- your MySocLab assignment directions at the beginning or end of each chapter.
- a study guide of your own making.
- your PowerPoint lecture slides.
- our PowerPoint lecture slides.
- self-quizzing for students.
- notes pages at the end of each chapter. This way the student brings the book to class and takes notes directly inside of it. See a template on the following page.

Am I obligated to use the Pearson custom book once I build it?

We will send you a hard copy of your custom text in the mail to review with no obligations. If you like it, your representative will provide you with an ordering ISBN. If you want to make further edits, you can do so online or your representative can help you. We will then send you another copy to review.

When do I have to give my bookstore my custom text ISBN?

Printing custom texts takes approximately four weeks. Make sure your bookstore orders your custom text at least that far in advance of the start of classes.
Notes Page Example

Your Name: ____________________________________________________________

Date: ____________________________

Course Name: _______________________

Topic of today’s class/lecture is: ___________________________________________

Main Point 1: ____________________________________________________________

Supporting Evidence: _____________________________________________________

Supporting Evidence: _____________________________________________________

Questions I have about this main point and/or supporting evidence: ___________

Main Point 2: ____________________________________________________________

Supporting Evidence: _____________________________________________________

Supporting Evidence: _____________________________________________________

Questions I have about this main point and/or supporting evidence: ___________

Summary of Class: ________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Primary Source Readings from Pearson Custom Library

The readings below are the most commonly included primary source readings for sociology. All of the readings below are also available in MySocLibrary on MySocLab so students can read online or in print.

Go to www.pearsoncustomlibrary.com to search or browse the complete list including hundreds of readings in sociology.