

Without a doubt, you have thought about sociological issues before opening this book. Have you or a childhood friend ever spent time in day care? Are your parents or a friend's parents divorced? Do you know someone who owns a gun? Is plagiarism a problem on your campus? Have you participated in an antiwar protest? Chances are you have been touched by most or all of these issues. If you are like most students, you've also spent a great deal of time thinking about your future career. If you major in sociology, what occupations can you choose from?

These are just some of the topics of immediate personal interest that are dealt with in this book. Sociologists also address broader issues, from bilingual education to the existence of slavery in the 21st century. Sociology includes the study of immigration, homelessness, overpopulation, and the process and problems of growing old in different cultures. In the aftermath of September 11, 2001, sociology has been called on to explain the social consequences of the attacks—how people coped following the disasters, how they reacted to minority group members. These issues, along with many others, are of great interest to me, but it is the sociological explanations for them that I find especially compelling. The introductory sociology class provides the ideal laboratory in which to study our own society and those of our global neighbors.

After more than 30 years of teaching sociology to students in colleges, adult education programs, nursing programs, an overseas program based in London, and even a maximum-security prison, I am firmly convinced that the discipline can play a valuable role in teaching critical thinking skills. Sociology can help students to better understand the workings of their own lives as well as of their society and other cultures. The distinctive emphasis on social policy found in this text shows students how to use the sociological imagination in examining such public policy issues as sexual harassment, the AIDS crisis, welfare reform, the death penalty, and privacy and censorship in an electronic age.

My hope is that, through their reading of this book, students will begin to think like sociologists and will be able to use sociological theories and concepts in evaluating human interactions and institutions. From the introduction of the concept of sociological imagination in Chapter 1—which draws on C. Wright Mills's analysis of divorce as a societal concern—this text stresses the distinctive way in which sociologists examine and question even the most familiar patterns of social behavior.

The first nine editions of *Sociology* have been well received; the book is currently used in more than 500 colleges and universities. But some instructors have sought a more concise view of the discipline that would permit them to assign additional material or projects. This brief introduction to sociology was developed to meet that need. *Sociology: A Brief Introduction*, Sixth Edition, brings the research into the 21st century and introduces a number of features designed to appeal to today's students. One thing that remains unchanged, however, is the steady focus on three especially important points:

- **Comprehensive and balanced coverage of theoretical perspectives throughout the text.** Chapter 1 introduces, defines, and contrasts the functionalist, conflict, and interactionist perspectives. We explore their distinctive views of such topics as social institutions (Chapter 5), deviance (Chapter 8), the family (Chapter 12), education (Chapter 13), and health (Chapter 15). In addition, the feminist perspective is introduced in Chapter 1. Other theoretical approaches particular to certain topics are presented in later chapters.
- **Strong coverage of issues pertaining to gender, age, race, ethnicity, and class in all chapters.** Examples of such coverage include social policy sections on bilingualism (Chapter 3), welfare (Chapter 9), immigration (Chapter 10), and affirmative action (Chapter 14); a chapter opener on the “beauty myth” (Chapter 11); boxes on urban

poverty and joblessness (Chapter 9), prejudice against Arab Americans and Muslim Americans (Chapter 10), and domestic violence (Chapter 12); and sections on the social construction of race (Chapter 10) and gender equity in education (Chapter 13).

- **Integrated coverage of cross-cultural and global material throughout the text.** Chapter 9 treats the topic of stratification from a global perspective. This chapter introduces world systems analysis, dependency theory, and modernization theory, and examines multinational corporations and the global economy. Every chapter presents global material and makes use of cross-cultural examples. Among the topics examined are:
 - The controversy over the ban on Muslim headscarves in French public schools (Chapter 4)
 - The global “McDonaldization of society” (Chapter 6)
 - The status of women around the world (Chapter 11)
 - Issues of aging around the world (Chapter 11)
 - Transmission of cultural values through education (Chapter 13)
 - Affirmative action in Malaysia and Brazil (Chapter 14)
 - Population policy in China (Chapter 15)
 - Global social change (Chapter 16)

I take great care to introduce the basic concepts and research methods of sociology and to reinforce this material in all chapters. The most recent data are included, making this book more current than all previous editions.

SPECIAL FEATURES

Integrated Learning System

The text, its accompanying CD-ROM, *Reel Society 2.0*, and the Online Learning Center website work together as an integrated learning system to bring the theories, research findings, and basic concepts of sociology to life for students. Offering a combination of print, multimedia, and web-based materials, this comprehensive system meets the needs of instructors and students with a variety of teaching and learning styles. The material that follows describes the many features of the text, CD-ROM, and Online Learning Center, as well as the supplementary materials that support those resources.

Poster Art

Each chapter opens with a reproduction of a poster or piece of graphic art that illustrates a key theme or concept of the chapter. Accompanying captions help readers to grasp the relevance of the artwork to the chapter.

Chapter-Opening Excerpts

The chapter-opening excerpts convey the excitement and relevance of sociological inquiry by means of lively excerpts from writings of sociologists and others who explore sociological topics. These openers are designed to expose students to vivid writing on a broad range of topics and to stimulate their sociological imaginations. For example, Chapter 1 opens with Barbara Ehrenreich’s account of her experiment in survival as a low-wage worker, drawn from her best-selling book *Nickel and Dimed*. Chapter 3 begins with J. A. English-Lueck’s sketch of a typical morning for an immigrant software engineer in California’s multicultural Silicon Valley. Chapter 5 opens with a description of Philip Zimbardo’s now-classic mock prison study. And in the opening to Chapter 16, Howard Rheingold connects the fall of President Joseph Estrada of the Philippines to the invention of text messaging.

Chapter Overview

The chapter-opening excerpt is followed by a chapter overview that provides a bridge between the excerpt and the chapter content. In addition, the overview poses questions and describes the content of the chapter in narrative form.

Key Terms

I have given careful attention to presenting understandable and accurate definitions of each key term. These terms are highlighted in bold italics when they are introduced. A list of key terms and definitions—with page references—follows the end of each chapter. In addition, the glossary at the end of the book includes the definitions of the textbook’s key terms and the page references for each term.

Research in Action

These sections present sociological findings on topics such as divorce, political apathy among young people, and prejudice against Arab Americans and Muslim Americans.

Sociology in the Global Community

These sections provide a global perspective on topics such as aging, domestic violence, and the “offshoring” of service jobs.

Social Inequality

These sections illustrate various types of social stratification. Featured topics include discretionary justice, the Latino middle class, and the “stained glass ceiling” that hovers over female clergy.

Taking Sociology to Work

These sections profile individuals who majored in sociology and use its principles in their work. While these people are employed in a variety of occupations and professions, they share a conviction that their background in sociology has been valuable in their careers.

Sociology on Campus

New to this edition, these sections apply the sociological perspective to issues of immediate interest to today’s students. Title IX, plagiarism, and antiwar protests are among the featured topics.

Use Your Sociological Imagination

In the spirit of C. Wright Mills, these short, thought-provoking sections encourage students to apply the sociological concepts they have learned to the world around them. Through open-ended “what-if” questions, students step into the shoes of researchers, famous sociologists, and people of other cultures and generations.

Illustrations

The photographs, cartoons, figures, and tables are closely linked to the themes of the chapters. The maps, titled Mapping Life Nationwide and Mapping Life Worldwide, show the prevalence of social trends. A world map highlighting those countries used as examples in the text appears on pages ii–iii.

Think About It

Selected tables and figures include stimulating questions that prompt students to interpret the data and think about their deeper meaning. Students search for trends in the data, wonder about the underlying reasons for the trends, and apply the implications to their own lives.

Photo Essays

Six photo essays—three of them new—enliven the text. Each begins with a question that is intended to prompt students to see some part of everyday life with new eyes—those of a sociologist. For instance, the essay in Chapter 1 asks “Are You What You Own?” and the essay in Chapter 8 asks “Who Is Deviant?” The photos and captions that follow suggest the answer to the question.

Social Policy Sections

The social policy sections that close all but one of the chapters play a critical role in helping students to think like sociologists. They apply sociological principles and theories to important social and political issues being debated by policymakers and the general public. New to this edition are sections on gun control (Chapter 8), gay marriage (Chapter 12), and financing health care (Chapter 15). All the social policy sections now present a global perspective. All close with a postscript called “Getting Involved,” which directs students who are interested in the issue to the Online Learning Center. There they will find a list of relevant websites, as well as survey data on U.S. public opinion regarding the issue.

Cross Reference Icons

When the text discussion refers to a concept introduced earlier in the book, an icon in the margin points the reader to the exact page.

Chapter Summaries

Each chapter includes a brief numbered summary to aid students in reviewing the important themes.

Critical Thinking Questions

After the summary, each chapter includes critical thinking questions that will help students analyze the social world in which they participate. Critical thinking is an essential element in the sociological imagination.

Key Terms

Each chapter includes a list of key terms and their definitions. For ease of use, the definitions are followed by cross-references to the text discussions where the terms are first mentioned.

Internet Connection Exercises

Exercises in each chapter take students online to analyze social issues relevant to chapter topics. Throughout the text an icon signals where more information and/or updates are available on the book's website.

Online Learning Center with PowerWeb

These sections give students and instructors an overview of the wide array of resources available on the website that accompanies this book.

Reel Society Interactive Movie CD-ROM

These sections identify scenes on the CD that pertain to relevant topics in each chapter.

Endpapers

The front endpapers feature a visual guide to the *Reel Society* CD-ROM available with this book, and also showcase several components of the Online Learning Center website. The back endpapers feature two summary tables: one that highlights the book's coverage of race, class, and gender and another that summarizes its applications of sociology's major theoretical approaches.

WHAT'S NEW IN THE SIXTH EDITION?

The most important changes in this edition include the following (refer as well to the chapter-by-chapter list of changes on pages 00000–00000 and to the *Visual Preview* on pages 00000–000):

Content

- Three new case studies provide a closer look at the social worlds of three different countries, illustrating the impact of globalization on each. In Chapter 9, “Stratification in Mexico” discusses the economic importance of the “migradollars” Mexican immigrants to the United States send home to their families. In Chapter 13, “Religion in India” takes a closer look at several religions and their role in Indian politics. In Chapter 14, “Capitalism in China” describes China's transition from managed socialism to a more open system that embraces free enterprise and investment by multinational corporations. Another short case study, “Bureaucracy and the Space Shuttle *Columbia*,” illustrates the dangers of bureaucratic decision making in Chapter 6.

- “Sociology on Campus” boxes apply the sociological perspective to several issues of immediate interest to today's students.
- A new section in Chapter 14, “War and Peace,” examines war and terrorism as means of resolving international conflicts through the exertion of power. The section describes the governmental decision-making process that precedes a declaration of war in the United States, and traces the evolution of U.S. public opinion on war and the changing composition of the U.S. military. It also considers potential deterrents to war, including international trade and the activities of nongovernmental organizations (NGOs).
- Three new chapter-opening excerpts, drawn from sociological writings, convey the excitement and relevance of sociological inquiry: *Cultures@silicon valley* by J. A. English-Lueck (Chapter 3), *No Shame in My Game* by Katherine S. Newman (Chapter 9), and *Smart Mobs* by Howard Rheingold (Chapter 16).
- Material in several chapters provides a sociological analysis of the aftermath of September 11, 2001. Topics covered include the impact of regime change in Iraq and other countries, continuing distrust of Muslim and Arab Americans, and the issue of the individual's right to privacy versus government's need for intelligence on terrorist activities.

Pedagogy

- Nineteen Summing Up tables help to pull together coverage of the major theoretical perspectives.
- Seven new U.S. maps illustrate important sociological trends and developments.
- At the end of every social policy section, a new feature, “Getting Involved,” directs interested students to the Online Learning Center, where they will find a list of relevant websites and survey data on U.S. public opinion regarding the featured issue.

Supplements

- **Reel Society Interactive Movie CD-ROM 2.0**
Available on request as a separate package option with *Sociology: A Brief Introduction*, Sixth Edition, *Reel Society 2.0* is a two-CD-ROM video set designed to demonstrate key topics in sociology through episodes typical of campus life. Featuring almost two hours of video, *Reel Society 2.0* includes all the footage from *Reel Society 1.0* plus new video involving additional characters and episodes. These

movie scenes are augmented by a robust array of review, assessment, and reporting features.

Students can follow the storyline from start to finish using “Story Mode” or choose only those scenes that apply to a given chapter or topic with “Study Mode.” In either case, they can take advantage of several review and assessment features, including explanatory screens, a glossary, self-quizzes, and homework assignments. The “Scorecard” feature tracks a student’s completion of CD-ROM assignments and reports it to the instructor using e-mail and print features. Additional activities and assignments are found on the *Reel Society* website (www.mhhe.com/reelsociety).

Instructors receive their own version of the CD, which allows them to set the viewing options and choose the displayed assignments. A detailed 75-page Instructor’s Manual (available on the Instructor’s Resource CD-ROM) helps instructors to integrate *Reel Society 2.0* into their courses. Test questions related to the movie can also be found on the Instructor’s Resource CD.

- **New Online Learning Center** This website features interactive quizzes; video clips with accompanying essay questions; interactive maps; three interactive games (Name That Sociologist, What Perspective Am I?, and What Concept Am I?); diagnostic midterm and final exams; Getting Involved: annotated links to sites of organizations that study or take a position on policy issues discussed in the text; links to additional information about the chapter-opening excerpts and their authors; and SurveyTutor, software that allows students to construct and electronically disseminate their own polls for class research projects.
- **New NBC Lecture Launcher Videotape** This 60-minute VHS videotape features brief clips (5–10 minutes each) from *NBC News* and the *Today Show* that dramatize sociological concepts, serve as lecture launchers, and generate class discussion. This videotape is accompanied by a guide that is available on the Online Learning Center website (www.mhhe.com/schaefer6).

This edition has been thoroughly updated. It includes the most recent data and research findings, many of which were published in the last three years. Recent data from the Census Bureau, Bureau of Labor Statistics, Current Population Reports, the Population Reference Bureau, the World Bank, the United Nations Development Programme, and the Centers for Disease Control have been incorporated.

A more complete, chapter-by-chapter listing of the most significant new material in this edition follows.

WHAT’S NEW IN EACH CHAPTER?

Chapter 1: Understanding Sociology

- Expanded, reader-friendly introduction to the definition of sociology
- New examples of the sociological imagination
- Discussion of approaches to the death penalty in different social sciences
- Discussion (in the interactionist section) of tattoo symbols of the terrorist attacks of September 11, 2001
- Discussion of how sociologists’ research can influence public policy decisions

Chapter 2: Sociological Research

- Chapter-opening poster: “There Are Still Traditional Families”
- Research in Action box: “Polling in Baghdad,” with photo
- Sociology on Campus box: “Does Hard Work Lead to Better Grades?”
- Taking Sociology to Work box: “Dave Eberbach, Research Coordinator, United Way of Central Iowa”
- Section on the ethics of research funding
- Discussion of experimental research on the effectiveness of treatment programs for men charged repeatedly with domestic assault
- Two-part Mapping Life Nationwide map: “Educational Levels and Household Income in the United States”
- Summing Up table: “Major Research Designs”
- Updated social policy section on the study of human sexuality, with discussions of (a) recent attempts to deny funding for NIH research on sexuality and (b) changing sexual behavior in China

Chapter 3: Culture

- Chapter-opening excerpt from *Cultures@Silicon Valley* by J. A. English-Lueck
- Photo essay: “Are You What You Eat?”
- Sociology on Campus box: “A Culture of Cheating?”
- Discussion of the trend toward observance of Christmas in non-Christian societies as an example of globalization

- Expanded section on nonverbal communication, with examples of cultural differences in touching and hand signals
- Expanded section on acceptance of norms, with discussion of security searches in postwar Iraq as a violation of norms governing touching
- Discussion of the Phishhead subculture
- Expanded section on ethnocentrism, with discussion of how cultural differences between Americans and Iraqis have complicated U.S. efforts at democratic reform
- Summing Up table: “Major Theoretical Perspectives on Culture”

Chapter 4: Socialization

- Discussion of the controversy over Muslim headscarves in French schools as an example of children’s use of symbolic communication, with photo
- Summing Up table: “Theoretical Approaches to Development of the Self”
- Expanded discussion of the life course approach, including table, “Milestones in the Transition to Adulthood”
- Discussion of the gender gap in technological training
- Discussion of gender differences in high school students’ paths to popularity
- Updated discussion of children’s exposure to television and the Internet

Chapter 5: Social Interaction and Social Structure

- Photo essay: “Why Do We Gather Together?”
- Revised Research in Action box: “Social Networks among Low-Income Women”
- Discussion of *diwaniyas*, traditional Kuwaiti men’s groups
- Updated discussion of electronic networking among U.S. soldiers and their families
- Section on Durkheim’s concepts of mechanical and organic solidarity
- Thoroughly updated social policy section on the AIDS crisis, including discussion of the claim that medical regimens “wouldn’t work” in Africa

Chapter 6: Groups and Organizations

- Section on focus groups
- Sociology in the Global Community box: “Amway the Chinese Way”

- Figure: “Membership in Voluntary Associations in the United States” (pie graph)
- Section on organizational restructuring, with photo
- Case study: “Bureaucracy and the Space Shuttle *Columbia*,” with photo
- Revised social policy section, “The State of the Unions,” including discussion of the establishment of the Department of Homeland Security, with attendant restrictions on unionization and collective bargaining

Chapter 7: The Mass Media

- New figure showing recent changes in media usage
- Discussion of the controversial role of the media as an agent of religious socialization in India
- Discussion of the status conferral function of Internet searches
- Section on the promotion of consumption as a media function
- Discussion of the increase in local TV programming in other nations
- Discussion of the feminist perspective on pornography
- Updated Sociology in the Global Community box: “Al Jazeera Is on the Air,” with discussion of new U.S. government-sponsored satellite network, Al Hurra
- Updated Social Policy section: “Media Violence”

Chapter 8: Deviance and Social Control

- Figure: “Catching Music Thieves”
- Mapping Life Nationwide map: “The Status of Medical Marijuana”
- Sociology on Campus box: “Binge Drinking”
- Figure: “Race and the Death Penalty,” in Social Inequality box on discretionary justice
- Summing Up table: “Approaches to Deviance”
- Social Policy section: “Gun Control”

Chapter 9: Stratification in the United States and Worldwide

- Chapter-opening excerpt from Katherine S. Newman, *No Shame in My Game*
- Sociology in the Global Community box: “Under Pressure: The Caste System in India”
- Section on the estate system

- Section on the interactionist view of stratification (Thorstein Veblen, conspicuous consumption and conspicuous leisure)
- Summing Up table: “Major Perspectives on Social Stratification”
- Case study on stratification in Mexico
- Updated social policy section on welfare in North America and Europe

Chapter 10: Racial and Ethnic Inequality

- Updated discussion of hate crimes
- Updated Research in Action box, “Prejudice against Arab Americans and Muslim Americans”
- Discussion of new experiment on racial discrimination by prospective employers
- Section on the privileges of the dominant
- Discussion of discriminatory effects of the Aviation and Transportation Security Act
- New Taking Sociology to Work box: “Prudence Hannis, Researcher and Community Activist, Quebec Native Women”
- Discussion of racial profiling
- Updated Social Policy section, “Global Immigration”

Chapter 11: Stratification by Gender and Age

- Sociology in the Global Community box: Aging Worldwide: Issues and Consequences
- Discussion of stay-at-home fathers
- Discussion of men who pursue nontraditional occupations (preschool teacher, nurse)
- Discussion of males’ underperformance in school
- Research in Action box: “Communication Differences between Female and Male Physicians”
- Discussion of the *glass escalator* (rapid promotion of men in female-dominated occupations)
- Discussion of Senate Subcommittee on Aging’s panel on media portrayal of older people
- Discussion of apparent countertrend in age discrimination
- Revised social policy section on abortion

Chapter 12: The Family and Intimate Relationships

- Additional examples of families around the globe
- Discussion of households in which women earn more money than their husbands

- Summing Up table: “Sociological Perspectives on the Family”
- Discussion of Navajo families
- Photo essay: “What Is a Family?”
- Discussion of foster children
- Discussion of recent increase in the divorce rate in South Korea
- Discussion of frequency of cohabitation among racial and ethnic groups
- Discussion of the Healthy Marriage Initiative
- Social Policy section: “Gay Marriage”

Chapter 13: Religion and Education

- Photo essay: “Why Do Sociologists Study Religion?”
- Summing Up table: “Major World Religions”
- Social Inequality box: “The Stained Glass Ceiling”
- Summing Up table: “Sociological Perspectives on Religion”
- Case study: “Religion in India”
- Discussion of the legacy of *Brown v. Board of Education*
- Discussion of the importance of educating girls in developing nations
- Sociology on Campus box: “The Debate over Title IX”
- Summing Up table: “Sociological Perspectives on Education”
- Section on homeschooling
- Updated social policy section, “Religion in the Schools”

Chapter 14: Government, the Economy, and the Environment

- Discussion of the destabilizing effect of increased demand for the metal coltan on the Democratic Republic of the Congo
- Section: “The Informal Economy”
- Case study: “Capitalism in China”
- Extension of Weber’s conceptualization of power to globalization and the rise of multinational corporations
- Discussion of the interlocking membership of the boards of directors, Fortune 1,000 corporations
- Research in Action box: “Why Don’t Young People Vote?”
- Section: “War, Peace, and Terrorism,” with figure and photo
- Taking Sociology to Work box: “Richard J. Hawk, Vice President and Financial Consultant, Smith Barney”

- Sociology in the Global Community box: “Offshoring Service Jobs”
- Updated discussion of the environmental implications of consumerism in North America and Europe
- Discussion of new study on the relationship between siting of environmental hazards and segregation in nearby schools
- Updated social policy section on affirmative action, including discussions of (a) the Supreme Court decision on the University of Michigan programs and (b) affirmative action groups in other countries, including Malaysia and Brazil

Chapter 15: Population, Communities, and Health

- Taking Sociology to Work box: “Kelsie Lenor Wilson-Dorsett, Deputy Director, Department of Statistics, Government of Bahamas”
- Sociology in the Global Community box: “Population Policy in China”
- Section on asset-based community development (ABCD)
- Discussion of the arrival of big-city problems in rural communities
- Discussion of the interactionist perspective on how medical students learn to play the role of physician

Chapter 16: Social Movements, Social Change, and Technology

- Chapter-opening poster: “Eternal life can be reached through cloning technology!”
- Chapter-opening excerpt from Howard Rheingold, *Smart Mobs*
- Sociology on Campus box: “Antiwar Protests”
- Summing Up table: “Contributions to Social Movement Theory”
- Discussion of biotechnology as a manifestation of the medicalization of society
- Discussion of sex selection in connection with in vitro fertilization
- Research in Action box: “The Human Genome Project”
- Condensed and updated social policy section on privacy and censorship, including (a) new opening on electronic surveillance, (b) discussion of the habituation of young people to online surveillance, and (c) discussion of the Patriot Act.

SUPPORT FOR INSTRUCTORS AND STUDENTS

PRINT RESOURCES

Annotated Instructor's Edition

An annotated instructor's edition (AIE) of the text, prepared by Rebecca Matthews of the University of Iowa, offers page-by-page annotations to assist instructors in using textbook material.

Study Guide

The study guide, prepared by Rebecca Matthews, includes standard features such as detailed key points, definitions of key terms, multiple-choice questions, fill-in questions, and true–false questions. All study guide questions are keyed to specific pages in the textbook, and page references are provided for key points and definitions of key terms.

In addition to the questions in the study guide, students can test their mastery of the subject matter by taking the quizzes on the *Reel Society* CD-ROM and on the Online Learning Center website. Students therefore have three different sets of questions to draw on for review.

Primis Customized Readers

An array of first-rate readings are available to adopters in a customized electronic database. Some are classic articles from the sociological literature; others are provocative pieces written especially for McGraw-Hill by leading sociologists.

McGraw-Hill Dushkin

Any of the Dushkin publications can be packaged with this text at a discount: Annual Editions, Taking Sides, Sources, Global Studies. For more information, please visit the website at www.dushkin.com.

Digital and Video Resources

VHS Videotapes

Three VHS videotapes (one 90 minutes and two 60 minutes long) feature brief clips (5–10 minutes each) from *NBC News* and the *Today Show* that dramatize sociological concepts, serve as lecture launchers, and generate class discussion. Each is accompanied by a guide that is available on the Online Learning Center website (www.mhhe.com/schaefer6).

eInstruction: The Classroom Performance System

The Classroom Performance System (CPS) is a wireless response system that allows instructors to receive immediate feedback from students. CPS units include easy-to-use software for instructors' use in creating questions and assessments and delivering them to students. The units also include individual wireless response pads for students' use in responding. Suggested questions appear on the Instructor's Edition of the Schaefer website, www.mhhe.com/schaefer6. CPS also runs alongside the PowerPoint slides that supplement Schaefer's *Sociology*. For further details, go to www.mhhe.com/einstruction.

PageOut: The Course Website Development Center

All online content for *Sociology*, Sixth Edition, is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore web options. Even the novice computer user can create a course website with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, ask your McGraw-Hill representative for details, or visit www.mhhe.com/pageout.

Reel Society Interactive Movie CD-ROM 2.0



Available on request as a separate package option with *Sociology: A Brief Introduction*, Sixth Edition, *Reel Society 2.0* is a two-CD-ROM video set designed to demonstrate key topics in sociology through episodes typical of campus life. Featuring two hours of video, *Reel Society 2.0* includes all the footage from *Reel Society 1.0* plus new video involving additional characters and episodes. These movie scenes are augmented by a robust array of review, assessment, and reporting features.

Reel Society 2.0 is built around the learning objectives of a typical introductory sociology course. Students explore a variety of key sociological concepts and perspectives firsthand, including the conflict, functionalist, and interactionist perspectives, stratification, social mobility, the family, education, religion, economic and political systems, and more.

Students can follow the storyline from start to finish using "Story Mode" or choose only those scenes that apply to a given chapter or topic with "Study Mode." In either case, they can take advantage of several review and

assessment features, including explanatory screens, a glossary, self-quizzes, and homework assignments. The "Scorecard" feature tracks a student's completion of CD-ROM assignments and reports it to the instructor using e-mail and print features. Additional activities and assignments are found on the *Reel Society* website (www.mhhe.com/reelsociety).

Instructors receive their own version of the CD, which allows them to set the viewing options and choose the displayed assignments. A detailed 75-page Instructor's Manual (available on the Instructor's Resource CD-ROM) helps instructors to integrate *Reel Society 2.0* into their courses. Test questions related to the movie can also be found on the Instructor's Resource CD.

John Tenuto of College of Lake County (in Illinois) served as the academic consultant throughout the development of *Reel Society 1.0*. The script for *Reel Society 1.0* was reviewed by the following instructors: Jan Abu Shakrah, Portland Community College; Grant Farr, Portland State University; Rebecca Matthews, University of Iowa; Kenneth L. Stewart, Angelo State University (in Texas); and Cheryl Tieman, Radford University (in Virginia). In addition, students from George Mason University in Virginia offered their reactions to the script during a focus group.

Gene Bryan Johnson served as executive producer of *Reel Society 2.0*, working closely with media producer Jessica Bodie and senior development editor Thom Holmes of McGraw-Hill, the staff at Will Interactive, Inc., and academic adviser Rebecca Matthews, who reviewed the script for the new video footage and created the content for the quizzes, discussion questions, and Instructor's Manual. The following instructors also reviewed the script for the new video: Tom Brignall, Tennessee Technological University; Barbara Karcher, Kennesaw State University; Jerome Krase, Brooklyn College; and Sybil Dione Rosado, Benedict College.

Online Learning Center Website



The Online Learning Center website that accompanies this text (www.mhhe.com/schaefer6) offers a rich array of resources for instructors and students, most of which were developed by Lynn Newhart of Rockford College in Illinois. Here you will find the author's audio introductions to each chapter, as well as interactive quizzes and maps, social policy exercises, Getting Involved: annotated links to sites of organizations that study or take a position on policy issues discussed in the text, PowerPoint slides, Census 2000 updates, chapter glossaries, vocabulary flash cards, PowerWeb, video clips, additional information about the chapter-opening excerpts and their authors, news updates, and other

resources. New Online Learning Center website features include interactive quizzes, video clips with accompanying essay questions, interactive maps, three interactive games (Name That Sociologist, What Concept Am I?, and What Perspective Am I?), diagnostic midterm and final exams, links to additional information about the chapter-opening excerpts and their authors, and SurveyTutor, software that allows students to construct and electronically disseminate their own polls for class research projects. It's also possible to link directly to Internet sites from the Online Learning Center. And you can use any of the material from the Online Learning Center in a course website that you create using PageOut.

PowerWeb



PowerWeb is a resource for the introductory course that is fully integrated with the Online Learning Center website. PowerWeb content is password-protected on the Online Learning Center and includes referenced course-specific web links and articles, student study tools, weekly updates, and additional resources.

In addition to the PowerWeb site for sociology, a special PowerWeb site on violence and terrorism is available from a link on the Online Learning Center. Created in response to the events of September 11, 2001, and their aftermath, this unique website helps instructors and students to integrate coverage of terrorism into their courses. Not just another long list of URLs, the site includes the full texts of thought-provoking articles on terrorism from the scholarly and popular press, as well as weekly updates and a 24-hour newsfeed.

Accompanying both the PowerWeb site for sociology and the site for violence and terrorism are correlation guides that link relevant articles to specific chapters in the textbook, and provide suggested questions and activities. These correlation guides can be found on the Online Learning Center website. For further information about PowerWeb, visit the following site: www.dushkin.com/powerweb/pwwl.mhtml.

PowerPoint Slides

Adopters of *Sociology* can also receive a set of PowerPoint slides developed especially for this edition by Richard T. Schaefer and xxx. The slides are included on the Instructor's Resource CD-ROM (described below) and in the Instructor's Edition of the Online Learning Center website. The set includes bulleted lecture points, graphs, and maps. The PowerPoints on the Instructor's Resource CD-ROM include video clips from *NBC News* and *The Today Show*. Instructors are welcome to generate overhead transparencies from the slides if they wish to do so.

Instructor's Resource CD-ROM with Computerized Test Bank

This CD-ROM includes the contents of the Instructor's Resource Manual, a Test Bank in computerized and Word formats, the instructor's guide to the *Reel Society 2.0* CD, and PowerPoint slides for instructors' convenience in customizing multimedia lectures. The Instructor's Resource Manual, prepared by Richard T. Schaefer and Rebecca Matthews of the University of Iowa, provides sociology instructors with detailed chapter outlines, learning objectives, additional lecture ideas (among them, alternative social policy issues), class discussion topics, essay questions, topics for student research (along with suggested research materials for each topic), and suggested additional readings. Media materials are suggested for each chapter, including videotapes and films. New to this edition is a chapter-by-chapter "Resource Integrator" guide that is designed to help instructors incorporate into the classroom the resources found in the instructor's manual, *Reel Society 2.0*, and the Online Learning Center website. The test bank was written by Clayton Steenberg of Arkansas State University. Multiple-choice and true-false questions are included for each chapter; they will be useful in testing students on basic sociological concepts, application of theoretical perspectives, and recall of important factual information. Correct answers and page references are provided for all questions.

Primis Online

Professors can customize this book by selecting from it only those chapters they want to use in their courses. Primis Online allows users to choose and change the order of chapters, as well as to add readings from McGraw-Hill's vast database of content. Both custom-printed textbooks and electronic eBooks are available. To learn more, contact your McGraw-Hill sales representative, or visit our website at www.mhhe.com/primis/online.

ACKNOWLEDGMENTS

Betty Morgan played an integral role in the preparation of the Sixth Edition, and collaborated with me on several earlier editions. Her efforts have greatly enhanced my presentation of the sociological imagination.

I deeply appreciate the contributions to this book made by my editors. Rhona Robbin, director of development and media technology at McGraw-Hill, has continually and successfully challenged me to make each edition better than its predecessor.

I have received strong support and encouragement from Phillip Butcher, publisher; Sherith Pankratz, spon-

soring editor; and Dan Loch, senior marketing manager. Additional guidance and support were provided by Amy Shaffer, editorial coordinator, and Trish Starner, editorial assistant; Diane Folliard, senior project manager; Laurie Entringer, designer; Jessica Bodie, media producer; Nora Agbayani, Deborah Bull, and Jen Sanfilippo, photo editors; Emma Ghiselli, art editor; and Judy Brody, permissions editor.

I would also like to acknowledge the contributions of the following individuals: Rebecca Matthews of the University of Iowa for her work on the annotated instructor's edition, the Instructor's Resource Manual, and the study guide, as well as her contributions to *Reel Society 2.0*; Gene Bryan Johnson, executive producer for *Reel Society 2.0*; and Thom Holmes and Jessica Bodie of McGraw-Hill and John Tenuto of Lake County College in Illinois for their work on *Reel Society 1.0*.

As is evident from these acknowledgments, the preparation of a textbook is truly a team effort. The most valuable member of this effort continues to be my wife, Sandy. She provides the support so necessary in my creative and scholarly activities.

I have had the good fortune to be able to introduce students to sociology for many years. These students have been enormously helpful in spurring on my own sociological imagination. In ways I can fully appreciate but cannot fully acknowledge, their questions in class and queries in the hallway have found their way into this textbook.

Richard T. Schaefer

www.schaefersociology.net
schaefertr@aol.com

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill representative to learn about the availability of the supplements that accompany Sociology. If you are not sure who your representative is, you can find him or her by using the Rep Locator at www.mhhe.com.