

preface

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, how rumors spread through the mass media. 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.

Making Sociology Relevant

Sociology examines and questions even the most familiar patterns of social behavior. It can help students to better understand their own lives and those of people from other cultures.

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. 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 the AIDS crisis, gun control, welfare reform, racial profiling, and gay marriage.

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, this text stresses the distinctive way in which sociologists examine human social behavior, and how their research can be used to understand the broader principles that guide our lives.

The first nine editions of *Sociology* have been used in more than 500 colleges and universities. This book is often part of a student's first encounter with the engaging ideas of sociology. Many who have read it have gone on to make sociology their life's work. Equally gratifying for me is hearing that *Sociology* has made a difference in the lives of other students, who have applied the knowledge they gained in the course to guide their life choices.

The 10th edition of *Sociology* builds on the success of earlier editions by continuing to emphasize three important goals:

- **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 14), education (Chapter 16), and health and medicine (Chapter 19). 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), racial profiling (Chapter 11), and gay marriage (Chapter 14); chapter-opening excerpts on globalization in India (Chapter 10), the so-called Lipstick Jihad in Iran (Chapter 12), and the unequal childhoods of young people in the United States (Chapter 14); boxes on interracial and interethnic friendships (Chapter 11), naturally occurring retirement communities, or NORCs (Chapter 13), domestic violence (Chapter 14), and squatter settlements (Chapter 20); and sections on the social construction of race (Chapter 11), gender equity in education (Chapter 16), and the informal economy (Chapter 18).
- **Emphasis on cross-cultural and global content throughout the book.** The 10th edition greatly extends coverage of globalization. Chapters 1, 10, and 23 provide expanded coverage of global terms and concepts, as well as of social, economic, and technological issues that increasingly influence cultural encounters around the world. A new world map, found on the inside front cover of the book, provides a quick guide to passages that consider sociological issues as they are manifested in other countries. Among the topics examined are:
 - Neglect of children in Eastern European orphanages (Chapter 4)
 - The global “McDonaldization of society” (Chapter 6)
 - The status of women around the world (Chapter 12)

Issues of aging around the world (Chapter 13)
Transmission of cultural values through education (Chapter 16)
Homelessness worldwide (Chapter 20)
Population policy in China (Chapter 21)
Transnationals (Chapter 23)

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 *Reel Society* Interactive Movie CD-ROM, and the Online Learning Center Web site 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 passages from writings of sociologists and others who explore sociological topics. These excerpts 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 an excerpt from Juliet B. Schor's *Born to Buy: The Commercialized Child and the New Consumer Culture*. Chapter 5 opens with a description of Philip Zimbardo's now-classic mock prison study. And in the opening to Chapter 21, Kai Erikson reflects on the connection between population, the economy, and environmental disasters.

Chapter Overview

The opening excerpt is followed by a chapter overview that provides a bridge between the opening excerpt and the content of the chapter. 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 in each chapter—with page references—follows the end of the 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, school violence, political apathy among young people, and naturally occurring retirement communities (NORCs).

Sociology in the Global Community

These sections provide a global perspective on topics such as aging, domestic violence, Al Jazeera, and the 2004 tsunami.

Social Inequality

These sections illustrate various types of social stratification. Featured topics include discretionary justice, Native American casinos, 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

These sections apply the sociological perspective to issues of immediate interest to today's students. Title IX, plagiarism, financial aid, 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 the inside front cover.

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 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. Six sections are new to this edition. All the Social Policy sections now present a global perspective.

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.

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 Web site.

Endpapers

The inside front cover features a new world map highlighting selected countries mentioned in the book. Page numbers indicate the relevant passages, many of which stress the effects of globalization in the United States and other countries. The inside back cover features 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 10th Edition?

The most important changes in this edition include the following (refer as well to the chapter-by-chapter list of changes on pages xxiii–xxvi and to the *Visual Preview* on pages xxx–xxxiv).

Content

- New *Sociology’s Global View* map on the inside front cover, serves as a quick guide to selected passages in the text related to globalization topics.
- Six new chapter-opening excerpts, drawn from sociological writings, convey the excitement and relevance of sociological inquiry: *Paradise Laborers: Hotel Work in the Global Economy* by Patricia A. Adler and Peter Adler (Chapter 2); *Born to Buy: The Commercialized Child and the New Consumer Culture* by Juliet B. Schor (Chapter 3); *The Working Poor: Invisible in America* by David K. Shieler (Chapter 9); “Arnold Schwarzenegger, Ally McBeal and Arranged Marriages: Globalization on the Ground in India” by Steve Derné (Chapter 10); *Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran* by Azadeh Moaveni (Chapter 12); and *Unequal Childhoods: Class, Race, and Family Life* by Annette Lareau (Chapter 14).
- Six new Social Policy sections help students to apply sociological principles and theories to important social and political issues currently under debate by policymakers and the general public: Racial Profiling (Chapter 11), Gay Marriage (Chapter 14), the No Child Left Behind Program (Chapter 16), Global Offshoring (Chapter 18), Disability Rights (Chapter 22), and Transnationals (Chapter 23).
- Three new photo essays help to spark students’ interest in sociology: Are You What You Eat? (Chapter 3), Why Do We Gather Together? (Chapter 5), and What Is a Family? (Chapter 14).

Pedagogy

- Twenty-seven Summing Up tables help to pull together coverage of the major theoretical perspectives.
- Fifteen new or revised U.S. and world 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 Web sites and survey data on U.S. public opinion regarding the featured issue.
- On the inside front cover, a world map highlights selected countries mentioned in the book. Page numbers indicate the relevant passages, many of which stress the effects of globalization.

Supplements

- ***Reel Society: Interactive Movie* CD-ROMs, version 2.0.** This two-disk set features an interactive movie that demonstrates

the sociological imagination through the use of actors and scenarios involving campus life. The program allows students to interact with the concepts described in the textbook in a relevant and meaningful context. Students are asked to take on the role of one of the characters and influence key plot turns by making choices for the character. A wide variety of issues and perspectives (such as culture, socialization, deviance, inequality, race and ethnicity, social institutions, and social change) are addressed in order to relate major sociological concepts and theories to the students' lives. There are also interactive quiz questions on the CD. This CD-ROM, a breakthrough in the use of media to teach introductory sociology students, can serve as an integral companion to the book. An instructor's guide to using the CD-ROM is available with the CD, as well as on the Instructor's Resource CD-ROM.

- New Online Learning Center Web site features include interactive quizzes, diagnostic midterm and final exams, links to additional information about the chapter-opening excerpts and their authors, and SurveyMaker, software that allows students to construct and electronically disseminate their own polls for class research projects.
- Three 60-minute VHS videotapes 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. These videotapes are accompanied by a guide that is available on the Online Learning Center Web site (www.mhhe.com/schaefer10).

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

- Key-term treatment of *globalization*.
- Sociology in the Global Community box: "The Global Response to the 2004 Tsunami."
- "Thinking Globally" section.
- Discussion of the radically different survival rates of men and women in the 2004 tsunami.
- Discussion of the response to Hurricane Katrina and of the storm's disproportionate effect on the poor.
- Use of Elijah Anderson's work to illustrate how a sociologist's theoretical viewpoint guides research.
- Updated passage on the Motorola plant in Harvard, Illinois (an example of applied sociology).

- Discussion of how sociologists' research can influence public policy decisions.

Chapter 2: Sociological Research

- Chapter-opening excerpt from *Paradise Laborers: Hotel Work in the Global Economy*, by Patricia A. Adler and Peter Adler.
- Updated Mapping Life Nationwide map: "Educational Level and Household Income in the United States."
- Research in Action box: "Polling in Baghdad," with photo.
- Social Inequality box: "Researching Privilege and Discrimination in Employment."
- Discussion of content analysis of gender differences in the use of sexually explicit language, with photo.
- Summing Up table: "Major Research Designs."
- Section on the ethics of research funding, with photo.
- Taking Sociology to Work box: "Dave Eberbach, Research Coordinator, United Way of Central Iowa."
- Social policy discussion questions.

Chapter 3: Culture

- Chapter-opening poster: Allstate Insurance ad targeted at Chinese immigrants.
- Chapter-opening excerpt from *Born to Buy: The Commercialized Child and the New Consumer Culture*, by Juliet B. Schor.
- Photo essay: "Are You What You Eat?"
- Discussion of the trends toward coffee drinking and consumerism in non-Western societies as an example of globalization, with photo.
- Discussion of gendered speech, illustrated by the Lakota dialect.
- Updated Mapping Life Worldwide map: "Languages of the World."
- Discussion of cross-cultural studies of values.
- Discussion of security searches in postwar Iraq as a violation of norms governing touching.
- Discussion of New York City sanitation workers' argot.
- Discussion of how cultural differences between Americans and Iraqis have complicated U.S. efforts at democratic reform.

Chapter 4: Socialization

- Chapter-opening poster: Assembly of Manitoba Chiefs on tribal youths' life goals.
- Discussion of the controversy over Muslim headscarves in French schools as an example of children's use of symbolic communication, with photo.
- Key term treatment of the life course approach, with table: "Milestones in the Transition to Adulthood."

- Taking Sociology to Work box: “Rakefet Avramovitz, Program Administrator, Child Care Law Center.”
- Discussion of strains on adolescent peer groups in wartime Iraq.
- Updated discussion of children’s exposure to television and the Internet, with new two-part figure: “Internet Usage, Ages 10–17.”
- Expansion of subsection on the state to include religion.
- In Social Policy section, discussion of a nursery for Israeli and Palestinian children.

Chapter 5: Social Interaction and Social Structure

- Chapter-opening poster: “The Power of Five,” sponsored by the nonprofit organization America’s Promise.
- Use of the chapter-opening excerpt from Zimbardo’s prison study as an example of the link between socialization (Chapter 4) and social interaction and social structure (Chapter 5).
- Relation of Zimbardo’s prison study to the Abu Ghraib prison scandal in Iraq.
- Discussion of the role strain Navajo Nation police officers experience in their contacts with conventional law enforcement officials, with photo.
- Photo essay: “Why Do We Gather Together?”
- Research in Action box: “Adolescent Sexual Networks,” with network chart.
- Discussion of “blogging” by U.S. soldiers and Iraqis as a form of electronic networking.
- Updated Social Policy section on the AIDS crisis, including updated Mapping Life Worldwide map: “People Living with HIV/AIDS, 2004.”

Chapter 6: Groups and Organizations

- Section on groupthink.
- Discussion of production and service systems that embrace networks of independent and semi-independent companies.
- Case study: “Bureaucracy and the Space Shuttle *Columbia*,” with photo.
- Section on organizational restructuring (collective decision making, minimal hierarchy, work teams), with photo.
- Updated Mapping Life Nationwide map: “Union Membership in the United States.”

Chapter 7: The Mass Media

- Chapter-opening poster: Michael Horse, “2003 American Indian Film Festival.”
- New figure: “Number of Hours per Week Spent with Media, 1997–2008.”
- Discussion of the controversial role of the media as an agent of religious socialization in India.

- Expanded table, “Status Conferred by Magazines,” including *Rolling Stone*.
- Updated Social Inequality box: “The Color of Network TV.”
- Expanded coverage of U.S. TV programming abroad.
- Mapping Life Worldwide map: “The Internet Explosion.”
- Discussion of the social implications of *egocasting*—individual management of media exposure through the Internet.
- Summing Up table: “Sociological Perspectives on the Mass Media.”
- Cartoon: “Media Ownership Consolidation.”
- 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 figure: “Media Penetration in Selected Countries.”
- Updated Social Policy section on media violence with new figure: “Violence on Prime-Time Television, 1998–2002.”

Chapter 8: Deviance and Social Control

- Discussion of the Abu Ghraib prison scandal in connection with obedience to authority.
- Updated Mapping Life Nationwide map: “The Status of Medical Marijuana.”
- Discussion of new research on routine activities theory.
- Discussion of new research on the connection between crime and social inequality.
- Updated figure: “Race and the Death Penalty.”
- Summing Up table: “Approaches to Deviance.”
- Updated discussion of computer crime.
- New section on transnational crime, including key-term treatment and table.
- Updated figure: “Victimization Rates, 1973–2003.”
- Updated Social Policy section on gun control.

Chapter 9: Stratification and Social Mobility in the United States

- Chapter-opening excerpt from *The Working Poor: Invisible in America*, by David K. Shipler.
- Updated Sociology in the Global Community box: “Under Pressure: The Caste System in India.”
- Updated figure: “Household Income in the United States, 2003.”
- Updated section on wealth and income, with new pyramid graph: “Household Income in the United States, 2003.”
- Discussion of the real value of the minimum wage, with figure: “U.S. Minimum Wage Adjusted for Inflation, 1950–2005.”
- Discussion of the effect of social class on people’s vulnerability to natural disasters such as Hurricane Katrina.

- Sociology on Campus box: “Social Class and Financial Aid.”
- Discussion of Latino household wealth versus White household wealth.
- Updated Social Policy section on welfare in North America and Europe.

Chapter 10: Global Inequality

- Chapter-opening excerpt from “Arnold Schwarzenegger, Ally McBeal and Arranged Marriages: Globalization on the Ground in India,” by Steve Derné.
- Section on the global divide with figure: “Fundamental Global Inequality.”
- Sociology in the Global Community box: “The Global Disconnect,” with table, “Network Readiness Index.”
- Summing Up table: “Three Approaches to Global Inequality.”
- Updated Social Policy section on universal human rights.

Chapter 11: Racial and Ethnic Inequality

- Chapter-opening poster: American Indian College Fund, “Have You Ever Seen a Real Indian?”
- Key term treatment of hate crime, with figure: “Categorization of Reported Hate Crimes, 2003.”
- Updated Mapping Life Nationwide map: “Active Hate Groups in the United States, 2004.”
- Figure: “U.S. Median Income by Race, Ethnicity, and Gender, 2003.”
- Updated Taking Sociology to Work box: “Prudence Hannis, Liaison Officer, National Institute of Science Research, University of Québec.”
- Research in Action box: “Interracial and Interethnic Friendships.”
- Summing Up table: “Sociological Perspectives on Race.”
- Section, “Impact of Global Immigration.”
- Social Inequality box: “Native Americans Gamble on Gaming.”
- Section on Arab Americans.
- Updated figure: “Major Hispanic Groups in the United States, 2002.”
- Social Policy section on racial profiling, with key-term treatment.

Chapter 12: Stratification by Gender

- Opening excerpt from *Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran*, by Azadeh Moaveni.
- Discussion of the ambiguity of gender roles.
- Discussion of men who pursue nontraditional occupations (preschool teacher, nurse).
- Summing Up table: “Sociological Perspectives on Gender.”

- Updated Sociology in the Global Community box: “The Head Scarf and the Veil: Complex Symbols.”
- Discussion of comparative gender inequality in industrial nations, with figure: “Gender Inequality in Industrial Nations.”
- Section on comparative compensation of women and men in the United States.
- Discussion of research on voluntary leave time for women versus men, with figure: “Why Leave Work?”
- Revised Social Policy section on abortion, with updated Mapping Life Nationwide map: “Restrictions on Public Funding for Abortion,” and updated Mapping Life Worldwide map: “The Global Divide on Abortion.”

Chapter 13: Stratification by Age

- Updated Sociology in the Global Community box: “Aging Worldwide: Issues and Consequences,” with new figure.
- Research in Action box: “Naturally Occurring Retirement Communities (NORCs).”
- Updated Mapping Life Nationwide map: “Twenty-Eight Floridas by 2030.”
- Updated Social Policy section on the right to die.

Chapter 14: The Family and Intimate Relationships

- Chapter-opening poster: “Damaged Because of Neglect. More Time for Children.”
- Chapter-opening excerpt from *Unequal Childhoods: Class, Race, and Family Life*, by Annette Lareau.
- Photo essay: “What Is a Family?” featuring photos from Uwe Ommer, *100 Families*.
- Key-term treatment of homogamy.
- Updated figure: “Percentage of People Aged 20 to 24 Ever Married, Selected Countries.”
- Discussion of *ala kachuu*, the kidnapping of brides in Kyrgyzstan.
- Discussion of Navajo families.
- Updated figure: “Trends in Marriage and Divorce in the United States, 1920–2004.”
- Discussion of recent increase in the divorce rate in South Korea.
- Discussion of the Healthy Marriage Initiative.
- Social Policy section on gay marriage, with Mapping Life Nationwide map, “Discriminatory Marriage and Anti-Gay Discrimination Laws.”

Chapter 15: Religion

- Discussion of the nonreligious segment of the population.
- Updated Mapping Life Worldwide map: “Religions of the World.”

- Updated photo essay: “Why Do Sociologists Study Religion?”
- Updated discussion of federal support for faith-based community initiatives.
- Summing Up table: “Sociological Perspectives on Religion.”
- Figure: “Religious Participation in Selected Countries, 1981 and 2001.”
- Research in Action box: “Islam in the United States.”
- Updated discussion of use of the Internet for religious purposes.
- Updated discussion of creationist attempts to undermine the teaching of evolutionary theory.

Chapter 16: Education

- Expanded figure: “Percentage of Adults Ages 25 to 64 Who Have Completed Higher Education, Selected Countries, 2001.”
- Discussion of the recent decline in the number of foreign students in the United States.
- Discussion of the legacy of *Brown v. Board of Education*.
- Discussion of the importance of educating girls in developing nations.
- Summing Up table: “Sociological Perspectives on Education.”
- Discussion of state requirements for homeschooling.
- Social Policy section on the No Child Left Behind Act, with photo.

Chapter 17: Government and Politics

- Chapter-opening poster: Nelson Mandela campaigning before ANC billboard.
- Section on types of government (monarchy, oligarchy, dictatorship, totalitarianism, and democracy).
- Updated Research in Action box: “Why Don’t More Young People Vote?”
- Updated figure, “Women in National Legislatures, Selected Countries, 2005.”
- Updated Social Inequality box, “Gender Quotas at the Ballot Box.”
- Section on war, peace, and terrorism, with figure: “U.S. Public Opinion on the Necessity of War, 1971–2004,” and Mapping Life Worldwide map: “The Global Reach of Terrorism.”

Chapter 18: The Economy and Work

- Summing Up table: “Characteristics of the Three Major Economic Systems.”
- Sociology in the Global Community box: “Affirmative Action.”
- Social Policy section on global offshoring.

Chapter 19: Health and Medicine

- Updated figure: “Infant Mortality Rates, Selected Countries, 2004.”
- Summing Up table: “Major Perspectives on Health and Illness.”
- Updated figure: “Percentage of People without Health Insurance, 2003.”
- Updated figure: “Total Health Care Expenditures in the United States, 1970–2014 (projected).”
- Updated Mapping Life Nationwide map: “Availability of Physicians by State.”
- Taking Sociology to Work box: “Jess Purmort, Research Assistant, New York Academy of Medicine.”
- Updated figure: “Government Expenditures for Health Care, Selected Countries.”

Chapter 20: Communities and Urbanization

- Mapping Life Worldwide map: “Global Urbanization, 2015 (projected).”

Chapter 21: Population and the Environment

- Chapter-opening poster: Friends of the Earth, “What Kind of World Do You Want?”
- Updated figure: “Life Expectancy in Selected Countries, 2004.”
- Updated table: “Estimated Time for Each Successive Increase of 1 Billion People in World Population.”
- Updated figure: “Population Structure of Afghanistan and the United States, 2008.”
- Updated Sociology in the Global Community box: “Population Policy in China.”
- Section on the impact of globalization.
- Updated discussion of the environmental implications of consumerism in North America and Europe.

Chapter 22: Collective Behavior and Social Movements

- Comparative case study of two disasters, the Collapse of the World Trade Center and Hurricane Katrina.
- Social policy section on disability rights, with photo.

Chapter 23: Globalization, Technology, and Social Change

- Chapter-opening poster: Oxfam antidumping campaign.
- Section on privacy and censorship in a global village.
- Social Policy section on transnationals, with Mapping Life Worldwide map: “Labor Migration.”

Support for Instructors and Students

Print Resources

Annotated Instructor's Edition An annotated instructor's edition (AIE) of the text, prepared by Lynn Newhart of Rockford College in Illinois, offers page-by-page annotations to assist instructors in using textbook material.

Study Guide The study guide, prepared by Rebecca Matthews, Ph.D. Sociology, Cornell University, 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 Web site. 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 Web site at www.dushkin.com.

Digital and Video Resources

VHS Videotapes Three 60-minute VHS videotapes 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 Web site (www.mhhe.com/schaefer10).

PageOut: The Course Web Site Development Center All online content for *Sociology*, 10th 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 Web site 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-ROMs, Version



2.0 This two-disk set features an interactive movie that demonstrates the sociological imagination through the use of actors and scenarios involving campus life. The program allows stu-

dents to interact with the concepts described in the textbook in a relevant and meaningful context. Students are asked to take on the role of one of the characters and influence key plot turns by making choices for the character. A wide variety of issues and perspectives (such as culture, socialization, deviance, inequality, race and ethnicity, social institutions, and social change) are addressed in order to relate major sociological concepts and theories to the students' lives. There are also interactive quiz questions on the CDs. These CD-ROMs, a breakthrough in the use of media to teach introductory sociology students, can serve as an integral companion to the book. An instructor's guide to using the CD-ROMs, written by Rebecca Matthews of Cornell University, is available as well as on the Instructor's Resource CD-ROM.

John Tenuto of College of Lake County (in Illinois) served as the academic consultant throughout the development of this program. The script for *Reel Society* was reviewed by the following instructors: Jan Abu Shakrah, Portland Community College; Grant Farr, Portland State University; Rebecca Matthews, Ph.D. Sociology, Cornell University; 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.

There are several ways for instructors and students to use *Reel Society*. Students can follow the storyline from start to finish or choose only those scenes for a given chapter or topic. In either case, the movie segments are augmented by a robust array of review and assessment features, including self-quizzes. Instructors are provided with their own version of *Reel Society*, which allows them to choose which of the program's review features to show in class, if any. Additional quizzes and critical thinking activities are located on the *Reel Society* Web site, and instructors will find test questions related to the movie on the Instructor's Resource CD-ROM.

Online Learning Center Web Site



The Online Learning Center Web site that accompanies this text (www.mhhe.com/schaefer10) 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, 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 Web site features

include interactive quizzes, diagnostic mid-term and final exams, links to additional information about the chapter-opening excerpts and their authors, and SurveyMaker, 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 On-line Learning Center in a course Web site that you create using PageOut.

PowerWeb



PowerWeb is a resource for the introductory course that is fully integrated with the Online Learning Center Web site. 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 Web site 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 Web site. 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 more than 500 PowerPoint slides developed especially for this edition by Richard T. Schaefer and Anne Sachs. The slides are included on the Instructor's Resource CD-ROM (described below) and in the Instructor's Edition of the Online Learning Center Web site. The set includes bulleted lecture points, graphs, and maps. 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, Test Banks I and II in computerized and Word formats, the instructor's guide to the *Reel Society* CD, and PowerPoint slides for instructors' convenience in customizing multimedia lectures. The Instructor's Resource Manual, prepared by Richard T. Schaefer, Clayton Steenberg of Arkansas State University, and Rebecca Matthews, Ph.D. Sociology, Cornell University, 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 addi-

tional readings. Media materials are suggested for each chapter, including videotapes and films. The test banks were written by Clayton Steenberg of Arkansas State University and Rebecca Matthews, Ph.D. Sociology, Cornell 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.

McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. EZ Test Online is a new service that gives you a place to easily administer your EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments.

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 Web site at www.mhhe.com/primis/online.

Acknowledgments

Betty Morgan played an integral role in the preparation of the 10th edition, and collaborated with me on several earlier editions. Virginia Joyner worked with me as well on parts of previous editions. Their efforts have greatly enhanced my presentation of the sociological imagination.

I deeply appreciate the contributions to this book made by my editors. Thom Holmes, a senior developmental editor at McGraw-Hill, challenged me to make this edition better than its predecessor. Rhona Robbin, director of development and media technology, oversaw the project.

I have received strong support and encouragement from Phillip Butcher, publisher; Sherith Pankratz, sponsoring editor; and Dan Loch, senior marketing manager. Additional guidance and support were provided by Amy Shaffer, editorial coordinator; Diane Folliard, project manager; Laurie Entringer, designer; Nancy Garcia, media producer; Nora Agbayani, Deborah Bull, and Shaie Dively, photo editors; Emma Ghiselli, art editor; Carol Bielski, production supervisor; and Judy Brody, permissions editor. I would like to express appreciation to DePaul University student Claudia Marinescu for her assistance with the preparation of the references.

I would also like to acknowledge the contributions of the following individuals: Lynn Newhart of Rockford College in Illinois for her work on the annotated instructor's edition and the