

# 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? Are you concerned about crime or binge drinking on your campus? Did you need a student loan to attend college? 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, poverty, and overpopulation. In the aftermath of disasters such as Hurricane Katrina and the terrorist attacks of September 11, 2001, sociologists have been called on to explain their social consequences—how they affected people of different ages, social classes, and racial and ethnic groups, and how our government responded. These topics, 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 welfare reform, global immigration, gay marriage, and the AIDS crisis.

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 seven 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 *Brief* 8th 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 7), the family (Chapter 12), education (Chapter 13), and health and medicine (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, race, ethnicity, and class in all chapters.** Examples of such coverage include social policy sections on bilingualism (Chapter 3), welfare (Chapter 8), global immigration (Chapter 10), and gay marriage (Chapter 12); chapter-opening excerpts on “the bottom billion” (Chapter 9), the so-called Lipstick Jihad in Iran (Chapter 11), and the unequal childhoods of young people in the United States (Chapter 12); boxes on social mobility among Latino immigrants (Chapter 10), Asian American diversity (Chapter 10), and American Indians and the right to vote (Chapter 14); and sections on the social construction of race (Chapter 10), gender equity in education (Chapter 13), and the informal economy (Chapter 14).
- **Emphasis on cross-cultural and global content throughout the book.** The 8th edition greatly extends coverage of globalization. Chapters 1, 9, and 16 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. Following are some of the topics examined:
  - Neglect of children in Eastern European orphanages (Chapter 4)
  - The global “McDonaldization of society” (Chapter 5)
  - The status of women around the world (Chapter 11)
  - Transmission of cultural values through education (Chapter 13)
  - Transnationals (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 *Reel Society* Interactive Movie CDROM, 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.

### 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 5 opens with a description of Philip Zimbardo's now-classic mock prison study. And in the opening to Chapter 7, Sudhir Venkatesh describes his experience as a participant observer with a gang on the South Side of Chicago.

### 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.

### Sociology in the Global Community

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

### Research Today

These sections present sociological findings on topics such as Ongoing research is an important aspect of sociology. Research Today boxes throughout the book highlight new lines of study and changes in the field. Findings are presented on such topics as adolescent sexual networks, arranged marriage, road rage, divorce and military deployment, and political apathy among young people.

### 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. Campus crime, financial aid, Title IX and plagiarism 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.

### 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

Five 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 7 asks "Who Is Deviant?" The essay then challenges students to use their sociological imaginations to examine the photos and answer 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. Three 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 core concept introduced earlier in the book, an icon in the margin points the reader to the exact page.

### Summing Up Tables

Twenty-six Summing Up tables help to pull together coverage of the major theoretical perspectives, providing helpful study aids for students as they review the chapters.

### 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.

## Self-Quizzes

Each chapter includes a 20-item quiz that allows students to test their comprehension and retention of core information presented in the chapter. Answers to the questions are presented at the end of the quiz.

## Thinking about Movies

Each chapter concludes with a set of exercises that encourages students to look at movies from a sociological perspective. Two films are featured in each of these sections. A brief description of each, designed to interest readers in the film, is followed by two application questions.

## What's New in the 8th Edition?

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

### Content

- Ten new chapter-opening excerpts, drawn from sociological writings, convey the excitement and relevance of sociological inquiry: “The Demedicalization of Self-Injury” by Patricia A. Adler and Peter Adler (Chapter 2); “Body Ritual among the Nacirema” by Horace Miner (Chapter 3); *The Lucifer Effect: Understanding How Good People Turn Evil* by Philip Zimbardo (Chapter 5); *iSpy: Surveillance and Power in the Interactive Era* by Mark Andrejevic (Chapter 6); *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets* by Sudhir Venkatesh (Chapter 7); *Richistan: A Journey through the American Wealth Boom and the Lives of the New Rich* by Robert Frank (Chapter 8); *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done about It* by Paul Collier (Chapter 9); *Is Voting for Young People?* by Martin P. Wattenberg (Chapter 14); *The Scalpel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing* by Lori Arviso Alvord, M.D., and Elizabeth Cohen Van Pelt (Chapter 15); and *The Pirate's Dilemma: How Youth Culture Is Reinventing Capitalism* by Matt Mason (Chapter 16).
- Three 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: Regulating the Net (Chapter 5); Media Concentration (Chapter 6), and Global Immigration (Chapter 10).
- Five new Sociology in the Global Community boxes provide a global perspective on current social and cultural issues: Aging, Japanese Style (Chapter 4); One Wife, Many Husbands: The Nyinba (Chapter 12); Charisma: The Beatles and Maharishi Mahesh Yogi (Chapter 14); The Mysterious Fall of the Nacirema (Chapter 15); and One Laptop per Child (Chapter 16).
- Seven new Research Today boxes highlight sociological research on a wide variety of topics: Social Mobility among Latino Immigrants (Chapter 10); Gender Roles and Volunteer Work (Chapter 11); Divorce and Military Deployment (Chapter 12); American Indians: First Here, among the Last to Vote (Chapter 14); Medical Apartheid (Chapter 15);

Organizing for Controversy on the Web (Chapter 16); and The Internet's Global Profile (Chapter 16).

- Eight new Taking Sociology to Work boxes describe the varied careers of some real people who majored in sociology: a brand planner for an advertising agency (Chapter 6); a special agent with the U.S. Secret Service (Chapter 7); a research assistant in an urban poverty program (Chapter 8); a human rights advocate (Chapter 9); a program coordinator for a women's health organization (Chapter 11); a former regent of Texas State University (Chapter 13); a product manager (Chapter 14); and an independent consultant in health care research (Chapter 15).
- Two new Sociology on Campus boxes address issues that are of particular interest to students: Campus Crime (Chapter 7) and Asian American Diversity (Chapter 10).

### Pedagogy

- A new Summing Up table, “Mead's Stages of the Self,” summarizes theoretical coverage in Chapter 4.
- Seven new U.S. and world maps illustrate important sociological trends and developments.

### 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. See page xxviii for a complete description of *Reel Society* 2.0.
- Updated Online Learning Center Web site features 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.
- Four 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/schaefer8](http://www.mhhe.com/schaefer8)).

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

- Updated photo essay, “Are You What You Own?” featuring new photos of families in Bhutan, Italy, Great Britain, and Cuba.

- Discussion of the sociological issues raised by the shootings at Virginia Tech in 2007.
- Updated discussion of sociology and common sense, with new examples and photo.
- Subsection on Pierre Bourdieu.
- Improved definition of the conflict perspective.
- Updated and expanded Research Today box, “Looking at Sports from Four Theoretical Perspectives,” including coverage of the feminist perspective.
- Figure, “Preferred Employment Sector of Graduating Sociology Majors.”

## Chapter 2: Sociological Research

- Chapter-opening excerpt from Patricia A. Adler and Peter Adler, “The Demedicalization of Self-Injury.”
- Updated Research Today box, “Adolescent Sexual Networks,” including extension of the methodology to other studies.
- Updated Research Today box, “Polling in Baghdad,” including results of recent poll on U.S. intentions in declaring war on Iraq.
- Discussion of undergraduate survey with table, “Top Reasons Why Men and Women Had Sex.”
- Discussion of the controversial embedding of social scientists in the U.S. Army’s Human Terrain System in Iraq.
- Updated Research Today box, “What’s in a Name?” including coverage of most common surnames.
- Updated discussion of the Exxon Corporation’s attempt to reduce the multi-billion-dollar penalty for negligence in the *Exxon Valdez* disaster through research funding.
- “Use Your Sociological Imagination” exercise.
- Section on feminist methodology, with photo of immigrant sex workers.
- Revision of Appendix I to concentrate on figures rather than tables, with two new figures.

## Chapter 3: Culture

- Chapter-opening excerpt from Horace Miner, “Body Ritual among the Nacirema.”
- Discussion of Theodor Adorno’s concept of the *culture industry*, with key term treatment.
- Discussion of the Navajo word for cancer as an illustration of the Sapir-Whorf hypothesis.
- Discussion of the creation of new symbols to warn future societies of the existence of a hazardous waste dump, with figure.
- Section on global culture war, with discussion of the “clash of civilizations” thesis.
- Case study: “Culture at Wal-Mart.”
- Discussion of the argot spoken by those who engage in the extreme sport of *parkour*.
- Mapping Life Worldwide map, “A Palestinian World View.”

- Discussion of child marriage as an illustration of cultural relativism.
- Mapping Life Worldwide map, “Countries with High Child Marriage Rates.”
- Mapping Life Nationwide map, “Non-English Speakers by State.”
- Discussion of the rapidity with which immigrants to the United States learn English, with figure.

## Chapter 4: Socialization and the Life Course

- Summing Up table, “Mead’s Stages of the Self.”
- Discussion of socialization to the use of a new telecommunications technology in developing countries.
- Section on role transitions during the life course, with subsections on the sandwich generation and adjusting to retirement (moved from Chapter 13).
- Sociology in the Global Community box, “Aging, Japanese Style.”
- Updated Social Policy section on child care around the world, with figure.

## Chapter 5: Social Interaction, Groups, and Social Structure

- Chapter-opening excerpt from Philip Zimbardo, *The Lucifer Effect: Understanding How Good People Turn Evil*.
- Section on virtual worlds, including *MySpace* and *Second Life*.
- Discussion of new directions in research on organizations.
- Redefinition of the key term *sociocultural evolution*.
- Social Policy section, “Regulating the Net,” with figure.

## Chapter 6: The Mass Media

- Chapter-opening excerpt from Mark Andrejevic, *iSpy: Surveillance and Power in the Interactive Era*.
- Discussion of the degree and type of contact U.S. residents have with information and communications technologies (ICTAs), with table.
- Discussion of the use of the Internet as a political arena during the 2008 presidential campaign.
- Taking Sociology to Work box, “Nicole Martorano Van Cleve, Former Brand Planner, Leo Burnett USA.”
- Mapping Life Worldwide map, “Branding the Globe.”
- Mapping Life Worldwide map, “Filtering Information: Social Content.”
- Section on the “digital divide” that separates low-income groups, racial and ethnic minorities, rural residents, and citizens of developing countries from access to the latest technologies, with photo.
- Discussion of the unequal network TV coverage devoted to women’s sports, with figure.
- Social policy section, “Media Concentration.”

## Chapter 7: Deviance and Social Control

- Chapter-opening excerpt from Sudhir Venkatesh, *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*.
- Updated Sociology on Campus box, “Binge Drinking,” with figure.
- Updated photo essay, “Who Is Deviant?”
- Section on social disorganization theory.
- Subsection on labeling theory and sexual deviance, with photo.
- Sociology on Campus box, “Campus Crime.”
- Expanded discussion of computer crime, including identity theft.
- Taking Sociology to Work box, “Stephanie Vezzani, Special Agent, U.S. Secret Service.”
- Updated Social Policy section on the death penalty, with revised Mapping Life Nationwide map, “Executions by State since 1976.”

## Chapter 8: Stratification and Social Mobility in the United States

- Chapter-opening excerpt from Robert Frank’s *Richistan: A Journey through the American Wealth Boom and the Lives of the New Rich*.
- Taking Sociology to Work Box, “Jessica Houston Su, Research Assistant, Joblessness and Urban Poverty Research Program.”
- “Use Your Sociological Imagination” exercise.
- Expanded table, “Prestige Rankings of Occupations.”
- Definition of “socioeconomic status (SES).”
- Expanded discussion of U.S. income distribution, with new figure.
- Expanded discussion of the growing gap in household income between the rich and the poor.
- Discussion of U.S. public opinion regarding income inequality, compared to opinion in other countries.
- Discussion of the generational change in women’s earnings relative to men’s.

## Chapter 9: Global Inequality

- Chapter-opening excerpt from Paul Collier’s *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done about It*.
- Discussion of the relative value of government aid, charitable aid, and remittances sent from the United States to foreign countries, with figure.
- “Use Your Sociological Imagination” exercise.
- Updated Research Today box, “Stratification in Japan.”
- Taking Sociology to Work box, “Bari Katz, Program Director, National Conference for Community and Justice.”
- Revised Mapping Life Worldwide map, “The Borderlands.”
- Updated Social Policy section on universal human rights, including a discussion of transnational trafficking in human

beings, with table, “Human Trafficking Report,” and a comparison of nations that do and do not ratify human rights treaties.

## Chapter 10: Racial and Ethnic Inequality

- Discussion of the process of racial formation.
- Section on “color-blind racism.”
- “Use Your Sociological Imagination” exercise.
- Updated coverage of racial profiling.
- Expansion of Summing Up table, “Sociological Perspectives on Race and Ethnicity.”
- Sociology on Campus box, “Asian American Diversity.”
- Research Today box, “Social Mobility among Latino Immigrants.”
- Social policy section on global immigration, with Mapping Life Worldwide map, “World Immigration since 1500,” and figure.

## Chapter 11: Stratification by Gender

- Entire chapter devoted to gender.
- Research Today box: “Gender Roles and Volunteer Work.”
- Discussion of the concept of multiple masculinities.
- Discussion of the social construction of gender in West Sumatra, Indonesia, with photo.
- Discussion of the feminist concept of the matrix of domination, with figure.
- Updated section on the interactionist approach to gender, including new examples of “doing gender” and new research on cross-sex conversations.
- Discussion of the Norwegian law requiring corporations to set aside 40 percent of managerial positions for women.
- Discussion of reasons for the pay gap between men and women in the same occupation.
- Two Use Your Sociological Imagination exercises.
- Section on the emergence of a collective consciousness.
- Taking Sociology to Work box, “Abigail E. Drevs, Former Program Coordinator, Y-ME Illinois.”
- Discussion of the debate over abortion in Latin American countries.

## Chapter 12: The Family and Intimate Relationships

- Sociology in the Global Community box, “One Wife, Many Husbands: The Nyinba,” with photo.
- “Use Your Sociological Imagination” exercise.
- Discussion of the rise in the number of couples who live apart for reasons other than marital discord, with photo.
- Updated figure, “Rise of Single-Parent Families in the United States, 1970–2004.”
- Research Today box, “Divorce and Military Deployment,” with photo.

## xxii Chapter 13: Education and Religion

- Discussion of recent research on tracking of low-income students and their performance on advanced placement exams.
- Mapping Life Nationwide map, “Average Salary for Teachers.”
- Updated figure showing income and education levels of religious groups in the United States.
- Discussion of the feminist perspective on religion and social control, with photo of Mary Baker Eddy.
- Expanded Summing Up table, “Sociological Perspectives on Religion.”
- Discussion of the fluidity of individual religious adherence.
- Updated discussion of religion on the Internet, including GodTube.com and *Second Life*.
- Discussion of changing dress and hairstyle among Sikh men.
- Discussion of a recent survey of Americans’ beliefs regarding creationism and evolutionary theory.
- Two “Use Your Sociological Imagination” exercises.

## Chapter 14: Government and the Economy

- Chapter-opening excerpt from Martin P. Wattenberg, *Is Voting for Young People?*
- Taking Sociology to Work box, “Amy Wang, Product Launch Manager, Norman International Company.”
- Mapping Life Worldwide map, “Filtering Information: Social Content.”
- Sociology in the Global Community box, “Charisma: The Beatles and Maharishi Mahesh Yogi,” with photo.
- Research Today box, “American Indians: First Here, among the Last to Vote.”
- Subsection on microfinancing.
- Discussion of research on “legacies,” children of alumni who receive preferential treatment in college admissions.
- Four “Use Your Sociological Imagination” exercises.

## Chapter 15: Health, Medicine, and the Environment

- Combines coverage of health and medicine from 7th edition Chapter 15 with coverage of the environment from 7th edition Chapter 16.
- Chapter-opening excerpt from Lori Arviso Alvord, M.D., and Elizabeth Cohen Van Pelt, *The Scalpel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing*.
- Discussion of the cultural beliefs many immigrants hold and the challenges they pose to the practice of medicine, with table.
- Photo essay: “What Is Medical Care?”
- Discussion of the effects of poor medical care early in life on one’s health later in life.
- Discussion of the increased death rate among people without health insurance.

- Discussion of the link between health and economic mobility.
- Research Today box: “Medical Apartheid.”
- Taking Sociology to Work box: “Lola Adedokun, Independent Consultant, Health Care Research.”
- Major section, “Sociological Perspectives on the Environment,” with subsections on human ecology, the conflict view of the environment, and environmental justice.
- Sociology in the Global Community box, “The Mysterious Fall of the Nacirema.”
- Major section, “Environmental Problems,” with new subsection on global warming, Mapping Life Worldwide map, “Increase in Carbon Dioxide Emissions,” and expanded coverage of water pollution and globalization.
- Four “Use Your Sociological Imagination” exercises.
- Updated Social Policy section on the AIDS crisis, with a discussion of the increasing accessibility of HIV treatment in developing countries and controversy over the production of generic drugs in developing countries.

## Chapter 16: Social Change in the Global Community

- Entire chapter devoted to globalization and social change (coverage of the environment moved to Chapter 15).
- Chapter-opening excerpt from Matt Mason’s *The Pirate’s Dilemma: How Youth Culture Is Reinventing Capitalism*.
- Major section, “Communications and the Globalization of Social Movements.”
- Major section, “Technology and the Future,” with subsections on computer technology, privacy and censorship, and biotechnology and the gene pool.
- Research Today box, “Organizing for Controversy on the Web,” with photo.
- Research Today box, “The Internet’s Global Profile,” with three bar graphs.
- Sociology in the Global Community box, “One Laptop per Child,” with photo
- Three “Use Your Sociological Imagination” exercises.

## Support for Instructors and Students

### Print Resources

**Study Guide** The study guide, prepared by Rebecca Matthews, PhD 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.

## Digital and Video Resources

**VHS Videotapes** Four 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/schaefer8](http://www.mhhe.com/schaefer8)).

### **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 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, PhD Sociology, Cornell University, is available on the Instructor's Edition Online Learning Center (see below).

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, PhD 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.

### **Online Learning Center Web Site**



The Online Learning Center Web site that accompanies this text ([www.mhhe.com/schaefer8](http://www.mhhe.com/schaefer8)) offers a rich array of resources for instructors and students, which were developed by Lynn Newhart of Rockford College,

Rebecca Matthews, and Jon Bullinger, California State University, Northridge. 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 updates, chapter glossaries, vocabulary flash cards, video clips, additional information about the chapter-opening excerpts and their authors, diagnostic midterm and final exams, links to the book's Internet exercises, and other resources. You can use any of the material from the Online Learning Center in a course Web site that you create using PageOut.

**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, prepared by Rebecca Matthews and Jon Bullinger appear on the Instructor's Edition of the Schaefer Web site, [www.mhhe.com/schaefer8](http://www.mhhe.com/schaefer8), and on the Instructor's Resource DVD-ROM. CPS also runs alongside the PowerPoint slides that supplement Schaefer's *Sociology: A Brief Edition*. For further details, go to [www.mhhe.com/einstruction](http://www.mhhe.com/einstruction).

**PowerPoint Slides** Adopters of *Sociology* can also receive a set of more than 600 PowerPoint slides developed especially for this edition by Richard T. Schaefer and Gerald Williams, Camden County College. The slides are included on the Instructor's Edition Online Learning Center (described below). The set includes bulleted lecture points, figures, and maps. Instructors are welcome to create overhead transparencies from the slides if they wish to do so.

**Instructor's Edition Online Learning Center with Computerized Test Bank** Schaefer's highly valued instructor resources are all available for download from the Instructor's portion of the Online Learning Center located at [www.mhhe.com/schaefer8](http://www.mhhe.com/schaefer8). Teaching aids available include 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 the convenience of instructors who choose to give multimedia lectures. The Instructor's Resource Manual, prepared by Richard T. Schaefer, and Martha Warburton, University of Texas at Brownsville and Texas Southwest college, 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. The test banks were written by Rebecca Matthews and Jon Bullinger. 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

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## Acknowledgments

Since 1999, Elizabeth Morgan has played a most significant role in the development of my introductory sociology books. Once again, in this Brief Eighth Edition, Betty has been responsible for the smooth integration of all changes and updates.

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 Frank Mortimer, publisher; Gina Boedeker, sponsoring editor; and Leslie Oberhuber, senior marketing manager. Additional guidance and support were provided by Evan Bock, editorial coordinator; Rachel Bara, editorial assistant; Carey Eisner, production editor; Cassandra Chu, design manager; Nora Agbayani, senior photo research coordinator; David Tietz, photo researcher; Emma Ghiselli, art editor; Richard DeVitto, production supervisor; and Judy Brody, permissions editor.

Finally, I would like to express my appreciation to DePaul University Sociology Program Assistant Valerie Paulson and to student workers Suzanne Hammond, Jessica Chiarella, and Jennifer Breen.

## Academic Reviewers

This edition continues to reflect many insightful suggestions made by reviewers of the first ten hardcover editions and the seven paperback brief editions. The tenth and eleventh editions have benefited from constructive and thorough evaluations provided by sociologists from both two-year and four-year institutions.

I would also like to acknowledge the contributions of the following individuals: Lynn Newhart and Jon Bullinger on the Online Learning Center; Martha Warburton and Jon Bullinger for their work on the Instructor’s Resource Manual and the test banks; Martha Warburton for her work on the Study Guide; Thom Holmes, Gene Bryan Johnson, and John Tenuto for their development work on the *Reel Society* CD-ROM interactive movie; and Rebecca Matthews for her work on the instructor’s

guide and related exam questions to accompany *Reel Society*. Finally, I would like to thank Peter D. Schaefer, Marymount Manhattan College, for developing the new end-of-chapter sections, “Thinking about Movies.”

This edition continues to reflect many insightful suggestions made by reviewers of the first eleven hardcover editions and the seven paperback brief editions. The current edition has benefited from constructive and thorough evaluations provided by sociologists from both two-year and four-year institutions. These include Kerry Agnitsch, Iowa State University; Rodney Benson, New York University; Lakshmi K. Bharadwaj, University of Wisconsin, Milwaukee; Cliff Brown, University of New Hampshire; Tawny Brown-Warren, Keiser University, Online Division; E. Steve Cassells, Laramie County Community College; Kimberly Dugan, Eastern Connecticut State University; Lori Fowler, Tarrant County Community College; John B. Gannon, College of Southern Nevada; Gang Guo, University of North Carolina, Chapel Hill; Tracy Hack, Butler Community College; Randal L. Hepner, University of Tennessee; Randy Hodson, Ohio State University; William G. Holt, University of Connecticut; Anthony Kouzis, Temple University; Charis Kubrin, George Washington University; Joseph Lengermann, University of Maryland; Carolyn Liebler, University of Minnesota; Betsy Lucal, Indiana University, South Bend; Daniel Marschall, George Washington University; Pamela McMullin-Messier, Kutztown University; Ralph Pyle, Michigan State University; Arthur Redman, Chicago State University; Paul Stretesky, University of Colorado, Ft. Collins; James Trela, University of Maryland, Baltimore County; Gina D. Walls, Parkland College; Martha J. Warburton, University of Texas, Brownsville; and Vernon J. Williams, Indiana University.

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.

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