Brief Contents

1 Understanding the Sociological Imagination ... 2
2 Social Theories ... 28
3 Research, Methodology, and Ethics ... 62
4 Culture and Socialization ... 88
5 Social Inequality ... 118
6 Gender and Sexualities ... 142
7 Race and Racialization ... 168
8 Families ... 196
9 Education ... 218
10 Religion ... 242
11 Crime, Law, and Regulation ... 268
12 Mass Media ... 292
13 Health Policy, Aging, and Disabilities ... 318
14 Work and the Political Economy ... 344
15 Globalization and Environmental Sociology ... 370
## Contents

Preface ... x

### 1 Understanding the Sociological Imagination ... 2

- The Sociological Perspective ... 3
- Charles Wright Mills and the Sociological Imagination ... 4
- Peter Berger: Seeing the General in the Particular ... 6
- Seeing the Strange in the Familiar ... 6
- What Makes You, You? Engaging the Sociological Imagination ... 7
- Minority Status ... 8
- Gender ... 8
- Socioeconomic Status ... 9
- Family Structure ... 10
- Urban–Rural Differences ... 11
- The Origins of Sociology ... 11
- Three Revolutions:
  - The Rise of Sociology ... 12
  - The Scientific Revolution ... 12
  - The Political Revolution ... 16
  - The Industrial Revolution ... 17
- Macro- and Microsociology ... 18
- Early European Macrotheorists: Marx, Durkheim, and Weber ... 18
- Early American Microtheorists: Mead, Cooley, and Blumer ... 19
- Sociology in Canada ... 20
- Four Defining Features ... 21
- Sociology in a Global Perspective ... 24
- Summary ... 25
- Key Terms ... 26
- Reviewing the Concepts ... 26

### 2 Social Theories ... 28

- “Seeing” the World Theoretically ... 29
- The Enlightenment ... 30
- Functionalism ... 31
- Émile Durkheim (1858–1917) ... 32
- Talcott Parsons (1902–1979) ... 34
- Critiquing Functionalism ... 36
- Conflict Theory ... 36
- Karl Marx and Friedrich Engels ... 37
- Critiquing Conflict Theory ... 41
- Symbolic Interactionism ... 41
- Max Weber (1864–1920) ... 43
- George Herbert Mead (1863–1931) ... 43
- Charles H. Cooley (1864–1929) ... 44
- Critiquing Symbolic Interactionism ... 44
- Marginalized Voices and Early Social Theory ... 45
- Contributions by Women ... 45
- Contributions by Visible Minorities ... 45
- Contributions by Non-Western Scholars ... 46
- What Are Modern Social Theories? ... 47
- Western Marxism ... 48
- Gramsci’s Concept of Hegemony ... 48
- Feminist Theories ... 50
- Second-Wave Feminism ... 50
- Third-Wave Feminism ... 53
- Post-Structuralist Theory ... 54
- Michel Foucault ... 54
- Queer Theory ... 56
- Desire ... 57
3 Research, Methodology, and Ethics ... 62

Connecting Theory to Research Questions ... 63
Avenues to Knowledge and Reasoning ... 65
Quantitative and Qualitative Approaches ... 65
Systems of Reasoning ... 66

Overall Research Process ... 67

Essential Research Concepts ... 68
Hypotheses ... 68
Independent and Dependent Variables ... 68
Validity and Reliability ... 69
Correlation and Causality ... 70
Research Population ... 70

Research Methods ... 71
Surveys ... 71
Interviews ... 72
Participant Observation ... 74
Content Analysis ... 76
Secondary Analysis ... 77
Participatory Action Research ... 78
Multiple Research Methods ... 78

Connecting Research Questions to Methods ... 79

The Ethics of Research ... 80
Ethical Debates in Research ... 81
Summary ... 85
Key Terms ... 86
Reviewing the Concepts ... 86
Applying Your Sociological Imagination ... 86
Exploring Sociology Online ... 87

4 Culture and Socialization ... 88

What Is Culture? ... 89
Defining Features of Culture ... 90
Values, Norms, Folkways, Mores, Laws, and Sanctions ... 92

Ethnocentrism and Cultural Relativism ... 93

Language and Culture ... 94
Does Language Define Thought? ... 94
Nonverbal Communication ... 95

Cultural Diversity ... 96
Subcultures: Maintaining Uniqueness ... 96
Countercultures: Challenging Conformity ... 96

Defining Features of Canadian Culture ... 97
Cultural Change ... 98

Sociological Approaches to Culture and Culture Change ... 98

Functionalist ... 99
Conflict Theory ... 100
Symbolic Interactionism ... 101

Becoming “Human” ... 101

Development of Self: Sociological Insights ... 103
Imagining How Others See Us: C. H. Cooley ... 103
Understanding Ourselves and Others: G. H. Mead ... 103
Double Consciousness: W. E. B. Du Bois ... 105

Agents of Socialization ... 106

Families ... 106
Peers ... 107
Education ... 108
Mass Media ... 109

Socialization across the Life Course ... 109

Early to Middle Adulthood ... 109
Later Adulthood ... 110

“Old” Age ... 111

Socialization into Dying and Death ... 112

Resocialization: The Total Institution ... 113

Summary ... 115

Key Terms ... 116
Reviewing the Concepts ... 116
Applying Your Sociological Imagination ... 117

Exploring Sociology Online ... 117

5 Social Inequality ... 118

What Is Social Stratification? ... 119

What Is Social Inequality? ... 120
Classism ... 121
Blaming the Victim ... 121
Blaming the System ... 122
From Perception to Policy ... 123
Closed and Open Social Systems ... 123
Closed Systems: Caste ... 123
Open Systems: Class ... 126
Property and Occupational Prestige: Two Components of Inequality ... 126
Property ... 126
Occupational Prestige ... 127
Sociological Approaches to Social Stratification ... 128
Functionalism ... 128
Conflict Theory ... 128
Symbolic Interactionism ... 131
Feminist Theory ... 132
The Canadian Class System ... 134
The Upper Class ... 134
The Upper-Middle Class ... 135
The Lower-Middle Class ... 135
The Working Class ... 136
The “Underclass” ... 136
Factors Influencing Social Inequality in Canada ... 137
Summary ... 139
Key Terms ... 140
Reviewing the Concepts ... 140
Applying Your Sociological Imagination ... 141
Exploring Sociology Online ... 141

Gender and Sexualities ... 142
Sex and Gender ... 143
The Biological Female and Male? ... 144
Gender as Socially Constructed ... 145
Transgender and Transsexual ... 146
Dominant Forms of Masculinity and Femininity ... 146
Hegemonic Masculinity ... 146
Emphasized Femininity ... 147
Intersectionality: Gender, Race, and Social Class ... 149
Sociological Approaches to Gender ... 150
Functionalism ... 150
Conflict Theory ... 151
Symbolic Interactionism ... 151
Feminist Theory ... 152
Post-Structuralist Theory ... 152
Gender Equality and Social Change ... 153
The Social Construction of Sexualities ... 153
Sexual Identities ... 154
Homosexuality ... 155
Heterosexuality ... 157
Bisexuality ... 158
Sexuality and Gender: The Sexual Double Standard ... 159
The Construction of “Masculinity” ... 159
The Construction of “Femininity” ... 160
The Racialized Sexual Double Standard ... 161
Theoretical Approaches to Sexuality ... 162
Essentialist Theories ... 162
Functionalism ... 162
Conflict Theory ... 163
Symbolic Interactionism ... 163
Post-Structuralist Theory ... 164
Feminist Post-Structuralism ... 164
Queer Theory ... 165
Summary ... 165
Key Terms ... 166
Reviewing the Concepts ... 167
Applying Your Sociological Imagination ... 167
Exploring Sociology Online ... 167

Race and Racialization ... 168
What Is a Minority? ... 169
Race: The Social Construction of Difference ... 170
Ethnicity: The Social Construction of Group Identity ... 172
Prejudice, Racism, and Discrimination ... 173
Prejudice ... 173
Racism ... 173
Discrimination ... 174
Is Prejudice the Same as Discrimination? ... 175
Explaining Prejudice and Discrimination ... 176
Psychological Theories ... 176
Sociocultural Theories ... 177
Theorizing Whiteness ... 182
The Five Categories of Minority Relations ... 182
Genocide ... 184
Expulsion or Population Transfer ... 184
Segregation and Separatism ... 185
Assimilation ... 186
Cultural Pluralism or Multiculturalism ... 187
The Changing Demographic Picture of Immigration ... 187
Racialized Groups in Canada ... 188
Special Status Groups ... 188
Other Racialized Groups ... 191
The Charter and Minority Rights ... 193
Summary ... 194
Key Terms ... 194
Reviewing the Concepts ... 195
Applying Your Sociological Imagination ... 195
Exploring Sociology Online ... 195

Families ... 196
Developing a Definition of Family ... 197
The Changing Face of Families ... 199
The Expanding Boundaries of Family ... 199
Marriage and Divorce Trends in Canada ... 201
Marriage ... 201
Divorce ... 202
Sociological Approaches to Families ... 202
Functionalist ... 203
Conflict Theory ... 204
Symbolic Interactionism ... 205
Feminist Theory ... 206
Post-Structuralist Theory ... 209
Queer Theory ... 209
Competing Demands: Income Generation and Household Management ... 210
Domestic Labour ... 213
Family Violence: A Social Issue ... 213
Intimate Femicide ... 214
Summary ... 215
Key Terms ... 216
Reviewing the Concepts ... 216
Applying Your Sociological Imagination ... 216
Exploring Sociology Online ... 217

Education ... 218
Education in Canada ... 219
Origins of Public Schooling in Canada ... 219
Rising Postsecondary Participation Rates ... 221
Credential Inflation ... 223
Sociological Approaches to Education ... 223

Religion ... 242
Religious Belief Systems ... 243
Types of Religious Groups ... 244
New Religious Movement ... 244
Sect ... 245
Church ... 245
World Religions ... 246
Christianity ... 247
Islam ... 248
Judaism ... 249
Hinduism ... 250
Buddhism ... 250
Sikhism ... 251
Fundamentalism ... 252
Agnosticism and Atheism ... 252
Religion in Canada ... 253
Theoretical Insights into Religion ... 255
Functionalist ... 256
Conflict Theory ... 259
Symbolic Interactionism ... 260
Feminist Theory ... 261
Post-Structuralist Theory ... 263
The Future of Religion ... 264
Summary ... 265
Key Terms ... 265
Reviewing the Concepts ... 266
Applying Your Sociological Imagination ... 266
Exploring Sociology Online ... 267
Crime, Law, and Regulation ... 268
What Is Criminology? ... 269
The Relationship between Crime and Deviance ... 269
Social Deviance ... 270
Classical Criminology: Rational Choice Theory ... 271
Biological Perspectives in Understanding Crime ... 272
Sociological Approaches to Crime ... 273
Functionalism ... 273
Conflict Theory ... 275
Symbolic Interactionism ... 278
Feminist Theory ... 279
The Sociology of Law ... 280
Canadian Law ... 280
Theorizing the Law ... 281
Crime, Risk, and Regulation in Canada ... 283
"At Risk" for Crime? ... 283
Moral Regulation ... 286
Summary ... 290
Key Terms ... 291
Reviewing the Concepts ... 291
Applying Your Sociological Imagination ... 291
Exploring Sociology Online ... 291

Mass Media ... 292
Mass Media through Time ... 293
From Block Printing to Movable Type ... 293
Newspapers ... 294
The Telegraph ... 294
The Phonograph ... 295
Moving Pictures ... 295
Radio ... 296
Television ... 297
The Internet ... 297
Mass Media Today ... 297
Satellite Television and Radio ... 298
Cellphones ... 298
Text Messaging ... 299
Twitter ... 300
Blogs ... 300
Wikis ... 301
Podcasts ... 301
YouTube ... 302
Social Networking Sites ... 302
Canadian Insights into Mass Media: Innis and McLuhan ... 303
Harold Innis ... 303
Marshall McLuhan ... 304
Canadian Content Legislation ... 305
The CanCon Debate ... 306
Sociological Approaches to Mass Media ... 307
Functionalism ... 307
Conflict Theory ... 307
Symbolic Interactionism ... 309
Feminist Theory ... 310
Post-Structuralism ... 311
The Future of Mass Media ... 312
Homogenization of Culture ... 312
Internet Addiction ... 313
Internet Pornography ... 313
Increased Mobility and Access to Information ... 313
Potential to Build Online Communities ... 314
Democratic Potential ... 314
Summary ... 315
Key Terms ... 315
Reviewing the Concepts ... 316
Applying Your Sociological Imagination ... 316
Exploring Sociology Online ... 317

Health Policy, Aging, and Disabilities ... 318
What Is Health? ... 319
Income Inequality and Health ... 320
Minority Status and Health ... 321
Gender and Health ... 321
Principles of the Canadian Health Care System ... 323
Health Care Issues ... 323
Theoretical Perspectives on Health Care ... 326
Aging ... 329
Seniors’ Well-Being and Health Status ... 329
Issues Facing Seniors ... 329
Theoretical Approaches to Aging ... 335
Disabilities ... 337
What Is a Disability? ... 337
Discrimination against People with Disabilities ... 339
Theoretical Perspectives on Disabilities ... 340
Summary ... 342
Key Terms ... 342
Reviewing the Concepts ... 343
Applying Your Sociological Imagination ... 343
Exploring Sociology Online ... 343

14 Work and the Political Economy ... 344
Economies through Time ... 345
Hunting and Gathering ... 345
Horticulturalism ... 346
Pastoralism ... 346
Agriculture ... 347
Industrialization ... 347
Post-Industrialization ... 348
The World of Work ... 350
The Three Sectors of the Economy ... 350
Professions and “McJobs” ... 351
Labour Unions ... 352
Self-Employment ... 353
Labour Force Participation and Education Level ... 353
Sociological Approaches to Work ... 354
Functionalism ... 354
Conflict Theory ... 355
Symbolic Interactionism ... 356
Feminist Theory ... 356
Post-Structuralist Theory ... 357
Global Economic Systems ... 357
Capitalism ... 357
Socialism ... 358
The Political Economy ... 358
Weber’s Power, Domination, and Authority ... 359
Bureaucracies ... 361
Corporations ... 361
Global Political Systems ... 362
The Political System in Canada ... 363
The Division of Powers ... 363
Managing the Government ... 364
Elections in Canada ... 365
Aboriginal Self-Government ... 366
Summary ... 367
Key Terms ... 368
Reviewing the Concepts ... 368
Applying Your Sociological Imagination ... 368
Exploring Sociology Online ... 369

15 Globalization and Environmental Sociology ... 370
What Is Globalization? ... 371
The Origins of Globalization ... 371
Globalization Today ... 373
Defining Global Stratification ... 373
Global North ... 374
Global South ... 375
Factors Contributing to Globalization ... 376
Technological Change ... 376
Political Change ... 376
Economic Change ... 377
The Global Poverty Debate ... 381
Globalization and Inequality ... 381
GDP per Person ... 382
Foreign Aid ... 382
Theoretical Approaches to Globalization ... 383
Modernization Theory ... 383
Dependency Theory ... 386
World System Theory ... 387
Homogenization of Cultures? ... 387
What Is Environmental Sociology? ... 388
Sociology of Food ... 389
Environmental Racism ... 389
Sociological Approaches to the Environment ... 390
Environmental Paradigms ... 390
Treadmill of Production Theory ... 391
Ecological Modernization Theory ... 392
Ecofeminism ... 392
Deep Ecology ... 394
Summary ... 394
Key Terms ... 395
Reviewing the Concepts ... 396
Applying Your Sociological Imagination ... 396
Exploring Sociology Online ... 396
Glossary ... 397
References ... 404
Name Index ... 428
Subject Index ... 434
Dear Colleagues:

Welcome to Exploring Sociology: The Concise Edition. This edition represents a condensed version of our text Exploring Sociology. We thought it important to introduce a textbook to Canadian students that could be used in one-semester courses. Over the past few years, we worked very closely with Pearson to make sure that our review process included anonymous feedback not only from faculty, but also students across the country. In fact, students provided suggestions through anonymous online surveys, manuscript reviews of chapters from the second edition of Exploring Sociology, and extensive in-class evaluations. We believe that this is the first and only text in Canada to incorporate students’ input.

We would like to take a moment to review some of the more substantive comments made by our colleagues and students and how this edition addresses that feedback. Here is what the feedback told us and how we responded:

1. **Too much theory is included for a first-year text.**

   Our text has more theory than any other book on the market, and this is by design. We believe that theory provides the foundation for sociology and that students need to explore both classical and modern theory to fully grasp the sociological endeavour. We have included two tables that outline the key theorists and summarize their insights and concepts for the chapter on classical and modern social theories. These tables recap the points for all theories and should make studying a little easier for your students.

2. **The material in the Research, Methodology, and Ethics chapter should be expanded to include content analysis as well as a review of the entire research process.**

   Accordingly, this chapter now incorporates both recommendations plus an improved discussion of mixed methods and a new section on triangulation.

3. **The nature/nurture debate in the Culture and Socialization chapter is presented from a relatively simplistic binary perspective, and it offers too much discussion of psychology.**

   Both of these observations were very helpful. We revised how we present the nature/nurture debate and removed much of the psychological literature to create a more focused discussion of sociological perspectives. In this chapter, we also include a new discussion of Du Bois’s concept of double consciousness.

4. **The Religion chapter’s presentation is inconsistent with the other chapters.**

   The theory material in the Religion chapter has been reorganized so that its layout is similar to the other chapters.
5. The material on mass media is dated.

The Mass Media chapter now includes more current material, such as a review of WikiLeaks and Twitter, and the removal of dated discussions of topics such as file sharing.

While writing this concise edition, we listened to faculty, to students, and to ourselves as educators to make a text worthy of your consideration. We hope that Exploring Sociology: The Concise Edition inspires your students’ sociological imaginations.

Dear Students:

Welcome! If you are new to your school or program, you are no doubt feeling overwhelmed. You have a number of classes to attend and dozens of assignments to complete, and you probably work part time and you may also take care of a family. While we are older than the vast majority of you, we remember what it was like to be a student and to take a class in sociology. We did not have iPads, cellphones, or Facebook accounts, but we remember being broke, not wanting to study on the weekend, being bored in one class but inspired in another, and enduring all-nighters cramming for midterms and finals. We know the pressure you are under, and we tried to write this text in a way that will not only inspire you to take more sociology classes but also give you a wide range of resources to help you grasp important concepts and succeed in your classes.

You will see in other textbooks and hear in other classes about the value of thinking critically, of challenging ideas and the social foundations on which they are built. However, you will discover that the ability to think sociologically will be critical to your success in any sociology course and in life. What does that mean? To think sociologically is to put yourself within a larger social context and appreciate how individuals are influenced by the larger world around them. As sociologists, we are less concerned about whether you remember the definitions for specific terms (although this is certainly important) than about your ability to see the world as a sociologist. We wrote and revised this text with the intention of providing you with the tools to help you think sociologically, such as asking you questions and presenting situations that inspire you to think like a sociologist.

Sociology explores the dynamic connections between individuals, groups, and the larger social world in which we all live. We are all connected to each other in diverse and fascinating ways. Through lectures and by reading this textbook, you will learn how social factors such as income level, gender, and minority status influence who we are and the people we become. You will discover that while it is easy and comfortable to be around people who share similar interests, there is tremendous value in engaging with those who are different from you. For a sociologist, human diversity is inspiring, humbling, fascinating, and challenging. We are diverse because we are female or male, of Asian or Aboriginal descent, from wealthy or poor families, young or old, or gay, lesbian, heterosexual, or pansexual. We are in gangs or church choirs, we are mothers and we are addicts—all of our stories combine to create a rich social fabric that at times holds us together and at other times tears us apart. Every day we navigate our way through this tapestry that can make us feel lonely or loved, admired or despised. Sociology explores all of these realities, and our goal in writing this text is to inspire you to begin your own exploration of this exciting and important field.

We hope your education in sociology will inspire you to move beyond our society’s fixation on competition and financial success and replace it with a desire to improve the world around you. Sociologists believe that while the world is becoming more economically interdependent and technologically integrated, it may also be becoming less caring and compassionate.
Here is our challenge to you, and here is the burden that you must now bear.

The challenge: Use the benefits of your education in sociology to improve yourself, your family, and those less fortunate than you.

The burden: You can no longer hide behind a cloak of ignorance to shirk your social responsibilities. From today forward, we hope that you become more aware of the political and social world around you and that you take action where and when you see injustices occur.

Remember:

• Being a good sociologist means standing up for those who cannot stand up for themselves.
• Being a good sociologist means appreciating and supporting human diversity in all of its rich and wonderful forms.
• Being a good sociologist means being humble—realizing that every person you meet has something to teach you if you are willing to learn.
• Being a good sociologist means living your life with equal parts passion and compassion.

We believe that the more people there are who share the sociological imagination, the more likely we are to leave this world in better condition than when we found it.

Bruce Ravelli
Michelle Webber

Text Features

Through its distinctive approach to the field, its readability, and its relevance to students’ lives, Exploring Sociology: The Concise Edition helps professors develop the sociological imagination in their students by encouraging them to see sociology from multiple perspectives. Topics are presented in ways that allow students to engage with the material and to exercise their sociological imaginations.

As authors, we bring over 35 years of experience teaching introductory sociology to a variety of students, in large and small classes, at a variety of schools. This text, therefore, is the culmination of many years of teaching and an expression of our passion for sociology and our commitment to our students. We created the following pedagogical features to inspire students to be as fascinated by sociology as we are.

THEME BOXES

Each chapter features a selection from three different theme boxes, all of which engage students with topical discussions to foster and to challenge their sociological imaginations.

WHY SHOULD WE CARE?

These boxes explore many of today’s pressing social issues, such as Canada’s commitment to First Nations peoples, childcare expenses as tax deductions, discrimination in the criminal justice system, and more.
Canadian Contributions to Sociology

Highlighting sociologists working in Canada and their contributions to sociology, these boxes showcase John Hagan and Bill McCarthy, Dorothy Smith, Michael Atkinson, Meg Luxton, and Sandra Acker.

Sociology in Action

These boxes aim to capture sociology at work in everyday life. The boxes explore how someone can use their sociological imagination to understand situations they encounter as they go about their daily lives. Topics explored include lone motherhood and social assistance, black-focused schools, and work and one’s well-being.

Defining Features of the Text

We believe that theory is the foundation for sociology. Exploring Sociology: The Concise Edition is the only Canadian textbook to devote an entire chapter to classical and modern theories. Providing students and professors with a more complete discussion of theory will allow them to discuss, reflect, and debate about the strengths and weaknesses of various sociological insights. All chapters apply relevant sociological theories, including poststructural theory, to the topics discussed. As well, Exploring Sociology is the only textbook to incorporate post-structural theory throughout.

We also devote a chapter to gender and sexualities and integrate a complete discussion of racialization and postcolonialism into our analysis of minority populations. This approach is inspired by each of our complementary sociological backgrounds and training. By building on our differences, we are able to present an even-handed yet challenging review of the sociological landscape.

Teaching Tools

Chapter at a Glance

Each chapter begins with a brief overview of the key topics to be covered, allowing students to focus their reading and to integrate material from one chapter to the next.
LEARNING OBJECTIVES

Outlining the objectives for each chapter provides students with a roadmap to use throughout to ensure that they stay on track and maximize their reading.

KEY TERMS

Boldfaced within the text, key terms are accompanied by brief definitions in the margins to provide a visual and efficient means of building and reinforcing sociological vocabulary. The end-of-chapter material includes a list of key terms, organized alphabetically, which serves as a quick reference tool.

For the Instructor

The following instructor supplements are available for downloading from a password-protected section of Pearson Canada’s online catalogue (www.pearsoned.ca/highered). Navigate to your book’s catalogue page to view a list of supplements that are available. See your local sales representative for details and access.

Instructor’s Resource Manual This useful teaching aid provides two complementary resources for each chapter: one offers an overview of the key terms and material within the chapter and the other features chapter and issue overviews, student assignments, and more.
PowerPoint™ Presentations PowerPoint Presentations provide graphics and text in the form of pre-made lecture slides.

Image Library The image library showcases the figures and tables that appear in the text, allowing professors to incorporate them easily into their lectures.

Test Item File The Test Item File provides more than 2000 multiple-choice, true-false, short answer, and essay questions. Also available are rubrics for the essay questions. This question bank is available in both Word and MyTest formats.

MyTest A powerful assessment generation program that professors can use to easily create and print quizzes, tests, and exams online, allowing flexibility and the ability to manage assessments at any time and from anywhere.

ClassPrep ClassPrep is a dynamic database of all of the instructor resources that accompany Pearson’s leading Canadian introductory sociology textbooks. This powerful tool allows professors to search the database by topic, then view and select material from PowerPoint, image libraries, lecture outlines, classroom activities, and more. Professors can access ClassPrep through the MySocLab that accompanies Exploring Sociology: The Concise Edition.

Multimedia Guide This teaching guide that can accompany any Pearson introductory sociology text helps professors bring sociological concepts to life in the classroom with material to which students relate. Featuring 20 scenes from Hollywood feature films, documentaries, and TV episodes and over 30 songs, this guide provides

- A synopsis of the film or documentary and the relevant scene, the scene location on the DVD, and an explanation of how the selection relates to sociology
- The cultural context of the album and song as well as an explanation of how the song relates to sociological issues
- Five to ten discussion questions plus one assignment for each scene and song

NOTE: Pearson Canada does not provide the films, documentaries, television episodes, or songs.

Technology Specialists Pearson’s Technology Specialists work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Canada sales representative can provide you with more details on this service program.

CourseSmart for Instructors CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it’s evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.

Pearson eText Pearson eText gives students access to the text whenever and wherever they have access to the Internet. eText pages look exactly like the printed text, offering powerful new functionality for students and instructors. Users can create notes, highlight text in different colours, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and view in single-page or two-page view. Pearson eText allows for quick navigation to key parts of the eText using a table of contents and provides full-text search. The eText may also offer links to associated media files, enabling users to access videos, animations, or other activities as students read the text.
Pearson Custom Library  For enrolments of at least 25 students, you can create your own textbook by choosing the chapters that best suit your own course needs. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom Editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. Contact your local Pearson sales representative to get started.

For the Student

MySocLab  FOR INTRODUCTORY SOCIOLOGY

MySocLab  is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course. It provides educators a dynamic set of tools for gauging individual and class performance. And, MySocLab comes from Pearson—your partner in providing the best digital learning experiences.


CourseSmart for Students  CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at an average savings of 60 percent. With instant access from any computer and the ability to search your text, you’ll find the content you need quickly, no matter where you are. And with online tools like highlighting and note-taking, you can save time and study efficiently. See all of the benefits at www.coursesmart.com/students.

Study on the Go  Featured at the end of each chapter, you will find a unique QR code providing access to Study on the Go, an unprecedented mobile integration between text and online content. Students link to Pearson’s unique Study on the Go content directly from their smartphones, allowing them to study whenever and wherever they wish! Go to one of the sites below to see how you can download an app to your smartphone for free. Once the app is installed, your phone will scan the code and link to a website containing Pearson’s Study on the Go content, including the popular study tools glossary flashcards, audio summaries, and quizzes, which can be accessed any time.

ScanLife
http://getscanlife.com

NeoReader
http://get.neoreader.com

QuickMark
www.quickmark.com.tw

peerScholar  Firmly grounded in published research, peerScholar is a powerful online pedagogical tool that helps develop your students’ critical and creative thinking skills. peerScholar facilitates this through the process of creation, evaluation, and reflection. Working in stages, students begin by submitting a written assignment. peerScholar then circulates their work for others to review, a process that can be anonymous or not depending on your preference. Students receive peer feedback and evaluations immediately, reinforcing their learning
and driving the development of higher-order thinking skills. Students can then resubmit revised work, again depending on your preference. Contact your Pearson sales representative to learn more about peerScholar and the research behind it.

Acknowledgments

Because of the monumental effort by the editors and staff of Pearson Canada, Exploring Sociology: The Concise Edition reflects the highest standards of textbook publishing in all its phases. Pearson provided us with the peer reviews, editorial comments, and suggestions for reorganizing and updating material that supported our desire to communicate our ideas to students and that nurtured our own creativity as authors. We would like to thank Matthew Christian (Acquisitions Editor), Lise Dupont (Senior Developmental Editor), and Marissa Lok (Project Manager). We also appreciate the efforts of Adam Kehoe, Ethna Bernat, and Chris Grawey, our research assistants, for their combined willingness to work with tight deadlines without losing their senses of humour. We would also like to thank our colleagues Christopher J. Fries (University of Manitoba), Dan Popowich (Mohawk College), Nancy Cook (Brock University), and Bruce’s departmental colleagues David Aveline, Michael Corman, Nancy Doetzel, Shane Gannon, Timothy J. Haney, Irene Shankar, and Isha Sharma for their detailed comments on our work. Finally, we would like to thank our friends and families for their encouragement and support.

Thanks also to all of the reviewers of The Concise Edition manuscript, including those not acknowledged by name below:

Darlene Balandin, King’s University College, Western University
Catherine Corrigall-Brown, Western University
Kimberley A. Ducey, University of Winnipeg
Laurie Forbes, Lakehead University
Neil Guppy, University of British Columbia
Anthony Iafrate, Lambton College
Tara Milbradt, University of Alberta
Susan Miller, University of Manitoba
Roksana Nazneen, John Abbott College/CEGEP
Curt Pankratz, University of Winnipeg
Daniel S. Popowich, Mohawk College
Charles Quist-Adade, Kwantlen University College

While this is a first edition of a textbook that embodies a concise approach, we would also like to recognize the following colleagues who took the time and effort to provide thoughtful and meaningful reviews during the development of the second edition of Exploring Sociology: A Canadian Approach, which is the basis for this current book:

Francis Adu-Febiri, Camosun College
Fiona Angus, Grant MacEwan University
Rupa Bhattacherjee
Tonya Davidson, King’s University College
Laurie Forbes, Lakehead University
Christopher J. Fries, University of Manitoba
Jean Golden, Ryerson University
Linda J. Henderson, University of Calgary
Helmut-Harry Loewen, University of Winnipeg
Dianne Naugler, Kwantlen Polytechnic University
Daniel S. Popowich, Mohawk College
Charles Quist-Adade, Kwantlen University College
Susan Robertson, University of Saskatchewan
Terry Roswell, Ryerson University

We would also like to thank students from Mohawk College, Mount Royal University, and the University of the Fraser Valley who participated in a survey for the first edition textbook in winter 2010. We are most grateful to the University of Waterloo students who reviewed chapters from our second edition manuscript:

Faryal Amjad
Justin Doyle
Devanshi Mehta
Donna Richard
Alexis Small

About the Authors

Bruce Ravelli is an award-winning teacher who received his Ph.D. from the University of Victoria in 1997. He has taught introductory sociology for over 25 years and receives strong teaching evaluations from his students because of his passion for sociology, his dedication to teaching, and his commitment to high academic standards. Bruce has published various textbooks, readers and articles, and book chapters on Canadian culture and crossnational value differences as well as students’ evaluation of teaching. Bruce is the co-developer of award-winning free online software that allows teachers to anonymously assess their teaching/courses at any point during the term (www.toofast.ca). He offers workshops and presentations on the software and on anonymous student assessment across North America. Bruce teaches in the Department of Sociology at the University of Victoria. If any students or colleagues have questions or comments about the text, feel free to contact him via email at bravelli@uvic.ca.

Michelle Webber received her Ph.D. from the University of Toronto. Her research interests lie in the sociology of education and the sociology of gender. She has regularly taught introductory sociology over the last 10 years. Michelle has published articles and book chapters on feminist pedagogies, the regulation of academic work, the work of teaching assistants, the experiences of contingent faculty members, and feminist knowledges. She has co-edited Rethinking Society in the 21st Century: Critical Readings in Sociology (First, Second, and Third Editions) with Kate Bezanson. Her current research projects are both funded by SSHRC: (1) an investigation of accountability governance and its effects on the production of academic knowledge and subjectivities (with Sandra Acker, Co-Investigator, University of Toronto), and (2) faculty associations and the politics of accountability governance (Larry Savage, Principal Investigator, and Jonah Butovsky, Co-Investigator, both at Brock University). Michelle is an Associate Professor in the Department of Sociology at Brock University in Ontario. She can be contacted via email at mwebber@brocku.ca.