

OpenStax Introduction to Sociology 3rd Edition

Transition Guide

Overview

Introduction to Sociology was revised to increase currency, inclusion, accuracy, and relevance. Based on extensive and valuable feedback from the community, the team retained the book structure and sequence while significantly enhancing the narrative and conceptual coverage. Many chapters have entirely new or greatly expanded opening vignettes designed to serve as an interesting launch point for the material. Core themes are revisited throughout the book, so that students gain a deep and cumulative understanding, and -- perhaps more importantly -- so that instructors and students can together consider key sociological ideas or practical examples in a more engaging light as the course progresses. The authors made equality and inequality key components of the discussions, and the text seeks to strike a balance between confronting the damaging aspects of our culture and history and celebrating those who have driven change and overcome challenges.

Readers may note a tonal change. After the momentous events and the ongoing changes of the years preceding the revision, we felt it was important to acknowledge students' personal, familial, cultural, and institutional experiences related to social justice, inequality, technological change, and, of course, the COVID-19 pandemic. The material is still written with context and background (often more than in the second edition) so as not to make any assumptions about pre-existing knowledge. But the authors aimed to make references to these items less observational and more participatory in tone, which we hope helps the students see themselves more directly in the text.

Major chapter changes: While updates occurred in all chapters, the following chapters have significantly more change than others: Chapter 7 (Crime and Deviance), Chapter 8 (Media and Technology), Chapter 11 (Race and Ethnicity), Chapter 12 (Gender, Sex, and Sexuality), and Chapter 14 (Relationships, Marriage, and Family).

Learning Outcomes Changes: All learning outcomes have been reviewed and dozens have been revised to better align to course goals and drive efficacy. Most notably, many have been reworded in order to make them measurable.

Addressing Discrimination, Segregation, Diversity, Equity, and Inclusion: The authors, reviewers, and the entire team worked to build understanding of the causes and impacts of discrimination and prejudice. *Introduction to Sociology 3e* contains dozens of examples of discrimination and its outcomes regarding social science, society, institutions, and individuals. The book also features data and narratives offering the perspectives of people from different groups, and centers diverse experiences in examples and accounts. Specific changes related to race, ethnicity, gender, and gender inequality are described in the tables in the second portion of this document, and the editorial note at the end further describes included perspectives.

Revision Changes

This transition guide has three main portions: First, a chapter-by- chapter list of changes and updates. Second, a focused listing of two key thematic elements and changes -- race/ethnicity, gender/gender inequality. And finally, there is an editorial note regarding the section on Anti-Racism and the section on Discrimination Against LGBTQ people.

This table includes the major content updates. In addition to these changes, verbiage, phrasing, and ordering were improved, and more inclusive and people-first language was implemented.

Note that the second edition remains available for use, and is also included in our Google Docs formats, so if you prefer to use or adapt material from that edition, you will still have the option to do so. For example, if we removed something you prefer to include, you can still utilize it. (Note that the lecture slides will retain some material from the previous edition as enrichment and to give instructors the choice about including it.)

Chapter 1 Introduction	New opening vignette about the culture of a commuter train station, including the elements and impacts of related sociological study.
Section 1.1	Removed discussion of SNAP benefits
Section 1.2	Rearrangement and some expansion of major contributors to sociology, organized them into European and American contributors.
Section 1.3	Expanded table summarizing sociological theories to make it more comprehensive.
Section 1.4	Expansion of the Clarks' doll experiment to provide context for its impact on <i>Brown</i> . Completely new social media feature on consequences of posting inappropriate material. Narrative regards a prospective college student who is denied admission based on past posts.
Chapter 2 Introduction	Added mini-vignette about research into crime rates during COVID-19 pandemic.
Section 2.1	Deepened coverage of scientific method, including adding formal sections and expanding the later steps. As a result, reliability/validity definitions are now in the "Conduct a Study" portion of the Scientific Method. Added paragraph on critical sociology.
Section 2.2	Added distinction between primary and secondary research to first paragraphs. Moved Hawthorne effect coverage to the end of the section within the experiments subsection.

	Changed Jimmy Buffet feature to one about Beyoncé and Lady Gaga.
Section 2.3	<p>Added examples of five scientific actions or studies that were unethical or that had questionable ethics: The Tuskegee Experiment, the usage of Henrietta Lacks' cells, the Milgram Experiment, the Stanford Prison Experiment, and Laud Humphrey's study.</p> <p>Added the core items of the ASA Code of Ethics (2e had mentioned but did not list them).</p>
Chapter 3	<p>General updates and clarifications throughout, but no major additions or revisions in scope or sequence.</p> <p>Note that three images might bear further discussion:</p> <ol style="list-style-type: none"> (1) The Igorot people of Sagada in the Philippine lay their dead to rest by placing their bodies into compact wooden coffins and hoisting them up to rest on brackets driven into the side of a cliff. (2) people in cosplay -- the photo is of DC Comics characters such as Batman and Superman. (3) (3) Replaced adoption curve illustration with a much clearer one, and expanded the context so that students know they'll encounter it in other disciplines, particularly business and technology.
Chapter 4 Introduction	Replaced opening vignette with one about a teenager living in sub-Saharan Africa, designed to show the similarities and differences with teens living in other areas. (Note that the opening picture relates to the vignette.)
Section 4.1	Brief addition to section opening aims to compare/contrast China and the United States in terms of how they came to their current society.
Section 4.3	One example image is the addition of a person demonstrating what might be assumed to be role strain.
Chapter 5 Introduction	Added an opening vignette regarding a person moving through their teen, college, and early career to emphasize adult/workplace socialization, which may provide another point of relevance for students.
Section 5.1	Reduced some specifics regarding Freud's theories, based on reviewer feedback that they opened more questions than answers and weren't integral to the chapter.
Section 5.3	Significant update to "Girls and Movies"/princess culture feature to update referenced movies and present counterpoints and Disney's response.
Section 5.4	Significant revisions of "Life After High School" and "Millennial Adulthood" features to include more updated information and reduce generalization.

	Added workplace/corporate training socialization.
Chapter 6 Introduction	Added MeToo movement to the chapter opening vignette, including the original work by Tarana Burke (2006) and its later usage within the Hollywood-driven movement. Vignette compares and contrasts the Tea Party and MeToo movement. (Note Burke is brought back in chapter 21.)
Section 6.2	Reworked “Women in Politics” feature to focus on Kamala Harris. Added subsection on bystander effect and diffusion of responsibility.
Section 6.3	Significant expansion and clarification of McDonaldization of society, to include its applications in different institutions (education and healthcare) and the growing commercialization of the anti-McDonaldized organization.
Chapter 7 Introduction	Updated opening vignette on marijuana legalization (revisited in more detail within the chapter).
Section 7.1	Added opening narrative of Wells Fargo fraud actions to initiate the discussion of crime and unequal punishment. Added extensive subsection on Deviance and Society, in which relative perspectives are discussed through examples. Includes more detailed description of historical and racist aspects of marijuana legalization, historical criminalization of LGBTQ life, and an example of gambling as a complex behavior in terms of deviance/crime perceptions.
Section 7.2	Minor expansion of Durkheim’s theories, and increased coverage of Sutherland’s. Added subsection on techniques of neutralization.
Section 7.3	Updated and contextualized hate crimes coverage with data and descriptions of recent data. Also discusses rise in hate crimes against Asian community (revisited in chapter 11). Added new information on crime reporting, including FBI requirements and practices launching in 2021. Added a new subsection on race and policing, including a deeper expansion of the war on drugs, racial profiling, and the killing of unarmed Black people by police.
Chapter 8 Introduction	New opening vignette on celebrities who quit/refrain from social media.
Section 8.1	New material on educational implications of digital divide, updated data on computer vs. cell phone usage based on race, access to Internet based on geography, and so on.

	<p>New coverage of friendship/romantic relationship outcomes based on their reliance on specific devices/communications.</p> <p>Augmented privacy/control subsection with information about trust in government/corporations, as well the implications of child online privacy laws and varied parental responses to them.</p>
Section 8.2	<p>Added the concepts and economic/social implications of disruptive technology.</p> <p>Small update to the Violence in Video Games feature, to clarify that no linkage to actual criminal behavior has been found.</p> <p>Mention of COVID-19 pandemic impact on film releases.</p> <p>Augmented product advertising section with a new component on the attention economy, which describes the practices of brand ambassadorships and peer-to-peer evangelization. This brings up the concept of online/offline impacts and authenticity, and may be an interesting discussion.</p>
Section 8.3	<p>Added 2021 Myanmar government violence to feature on Social Media and Government.</p>
Chapter 9 Introduction	<p>Significant revisions to chapter-opening vignette on a person going back to college. (New version is a military veteran in a same-sex marriage, who overcomes academic setbacks and difficult family circumstances.)</p>
Section 9.1	<p>Replaced coverage of Kate Middleton and Prince William with Meghan Markle/Prince Harry, and discussed the impacts of the break from the royal family.</p>
Section 9.2	<p>Updated data on class structure, and added specific data and coverage on the living wage.</p> <p>Updated information on social programs and financial relief, including increased usage during pandemic</p>
Chapter 10	<p>Overall, note that absolute poverty is now referred to as extreme poverty by the World Bank and other organizations; and most references in the chapter use this term (including the key terms).</p>
Section 10.1	<p>Introduced several new methods for calculating global inequality (prior to the discussion of sociological perspectives). These include the human development index (graphic included). Information on that measure is located here: http://hdr.undp.org/en/content/inequality-adjusted-human-development-index-ihdi</p>

	<p>Added table about percentages of people living in different poverty thresholds. Updated country economic classifications to 2018 and 2019 data as available.</p>
Section 10.2	<p>Added information on new poverty thresholds (upper and lower middle income countries), and updated data throughout.</p> <p>Updated and expanded coverage in the section on Global Feminization of poverty -- removing outdated mention of Millenium goal achievement and providing a very brief overview of microfinance and related efforts (including that microfinance isn't a perfect solution).</p> <p>Updated and added context to feature on Sweatshops and Student Apparel, including brief background on manufacturing realities and a mention of changes resulting from the COVID-19 pandemic.</p>
Chapter 11	<p>Overall, note a rearrangement of the chapter so that the theoretical coverage is now presented in the second section.</p> <p>Added context and references to opening account of Trayvon Martin's killing, including words from the 911 call recording.</p>
Section 11.1	<p>In What is Race: Added material on Blumenbach's classification of race (in the 2e, this was mentioned but not explored); this decision was made to show the historical progression of knowledge and lay the foundation for its impact.</p> <p>Also discussed genetic interpretations of intelligence, and in order to show that these misconceptions are not in the too-distant past, discuss that the very popular and relatively recent book <i>The Bell Curve</i> utilized the notion.</p> <p>Removed a confusing discussion about skin pigmentation and racial identity in favor of a paragraph on the way we refer to race over time (capitalization, reclaiming, etc.)</p> <p>Significantly expanded ethnicity section, including the difference between ethnicity and national origin, and the emergence and complexities of pan-ethnic group references.</p> <p>Moved coverage of Multiple Identities (Tiger Woods example) to this section from its previous place in the Prejudice section.</p>
Section 11.2	<p>(Note again this is now the Theoretical section.)</p>

	<p>Added example of functionalism -- Nash's perspective on racism serving the dominant group.</p> <p>New subsection devoted to intersection theory (including graphic).</p>
Section 11.3	<p>The most fundamental changes are rearrangements and expansions of several major discussions. Prejudice, Discrimination, and Racism have been separated and proceed in that order. Detail has been added to the discussion of White privilege. The discussion of Racism has been expanded to include seven subcategories/types of racism.</p> <p>Added a new subsection on anti-racism. Please see editorial note at end of this document.</p>
Section 11.4	<p>Rearranged and edited categories of intergroup relationships, so that pluralism is at the "top."</p>
Section 11.5	<p>Expanded introduction to include reasons people may come to U.S., and mention DREAM Act and DACA.</p> <p>Added new material on overall racial and ethnic populations in the U.S. Updated discussion of Native American team names/mascots.</p> <p>Under the discussion of African Americans, added subsection on the BLM movement and the murder of George Floyd.</p> <p>In the section on Asian Americans, a new feature is added covering recent hate crimes against Asian people.</p>
Chapter 12 Introduction	<p>Added mini-vignette regarding gender expectations regarding firefighters, which extends into discussion regarding a person being voluntarily pepper sprayed.</p>
Section 12.1	<p>In the "Legalese of Sex and Gender" feature, addition of 2020 Supreme Court decision on the Civil Rights Act's protection of sexual orientation and gender identity.</p> <p>Significant updates to definitions and descriptions of sexuality and sexual orientation, including a more nuanced discussion of different orientations, distinctions between sexual and romantic attraction, and so on. Also discussed are the facts that these are generalizations, and that not everyone ascribes to a specifically termed orientation. Finally, a discussion of the emotional aspects of questioning, and challenges specifically faced by parents and young people.</p> <p>In gender roles section, a brief but interesting discussion has been added regarding the employment situations regarding the "motherhood penalty"</p>

	<p>and “fatherhood premium.” This will be discussed much more extensively in 12.2.</p> <p>The subsection on transgender people has been greatly expanded and updated to include nuance, updated information and terms, and aspects of acceptance and support by others.</p> <p>Intersex people are discussed in detail, including points about about the misconceptions and ethical and medical issues regarding gender-assignment surgery for intersex infants/children.</p> <p>Also, reviewers felt this was the best place to include information about the meaning of cisgender people and cisnormative society.</p> <p>Finally, two paragraphs on transgender children and societal acceptance have been added. The primary theme is that even though children may not understand all aspects of gender identity, they can still feel that they are not aligned with their gender assigned at birth.</p> <p>The 3e has an entirely new subsection on Discrimination Against LGBTQ people, which describes both historical and current discrimination and impacts.</p> <ul style="list-style-type: none"> • First, a global perspective discusses nations (including U.S. allies) where some aspects of being LGBTQ are criminalized. • Then the material moves into a discussion of de facto segregation and mistreatment of LGBTQ people. • The end of this section describes ways to support LGBTQ people, including pronoun usage, avoidance of generalizations, and the overall concept of working to better understand and support people. • These include several links to guides or support sites, and also reference emerging concepts of gender-inclusiveness in life sciences as well as the relationships of gender/sexuality to societal norms.
Section 12.2	<p>Section 12.2 has been renamed Gender and Gender Inequality, and significant additions provide opportunities to cover those topics.</p> <p>Under the Gender Stratification section, subsections have been added on the Wage Gap, the Glass Ceiling, Women in Politics, and Feminism. In each, data and background are provided.</p> <p>Note that the additions to the subsection on feminism are extensive and particularly historical. Coverage includes the Miss America and <i>Ladies Home Journal</i> protests, Gloria Steinem’s/Dorothy Pittman-Hughes’ founding of <i>Ms.</i>, and Shirley Chisholm’s work in the community and in</p>

	<p>Congress. The rationale is to provide context and to demonstrate the outcomes of the movement beyond protest, because everyday references to feminism (i.e. student preconceptions) may lack this context.</p>
Section 12.3	<p>Updated coverage of sexual attitudes worldwide.</p> <p>Added coverage on impacts of attitudes on events/outcomes such as teen pregnancy.</p> <p>Updates on data, attitudes, practice, and impacts of different views on sex education, including health impacts such as females being unprepared for puberty.</p>
Chapter 13 Introduction	<p>New opening vignette about an elderly woman going through difficult changes regarding ability and memory.</p>
Section 13.1	<p>Expanded introductory discussion with more examples of acceptance/non-acceptance of aging, including an interesting table regarding generational differences in perceptions of aging (i.e. when is someone “old?”)</p> <p>Added a brief reference to COVID-19 vaccination issues help-seeking behavior among seniors.</p> <p>Replaced first population projection graphic with a more straightforward chart for clarity.</p> <p>Added detail about Baby Boomer retirement savings issues.</p>
Section 13.2	<p>In the Aging and Sexuality subsection, removed focus on Harold and Maude (image still included as an example), but did add a more research-informed paragraph on age-gap relationships and gender implications.</p>
Section 13.3	<p>Updated WWII veterans feature.</p>
Section 13.4	<p>Recast the Graying of American Prisons to consider COVID-19 pandemic impact, updated data within it, and added considerations of the various costs of caring for older people within the justice system.</p>
Chapter 14	<p>Added opening vignette about a young couple going through many relationship milestones, but who choose not to marry. (Concluding questions ask when they become a family.)</p>
Section 14.1	<p>Added and updated material on living arrangements for people and families, including generational comparisons between Baby Boomers, GenXers, and Millennials at age 40.</p>

	<p>Reduced coverage of polygamy, including elimination of key terms and references to some specific religious groups. (Note, with the removal of those terms, OpenStax Tutor was also updated.)</p> <p>Updated feature on television families (replacing some examples with <i>Black-ish</i> and <i>Shameless</i>).</p>
Section 14.2	<p>Added material on blended families, foster care, and related circumstances and impacts, such as “parentified” children and impacts of sibling separation.</p> <p>Updates to data and context regarding cohabitation and acceptance; removed racial/ethnic data.</p> <p>Updated and augmented material on same-sex couples, including impacts of <i>Obergefell</i> as well as financial circumstances of same-sex married couples.</p>
Section 14.3	<p>Update to information and context on divorce rates and marriage parents; removed table on annual divorce rates.</p> <p>Significant edits and additions to intimate partner violence section including addition of tech aggression.</p> <p>Addition of information on LGBTQ IPV prevalence and IPV among college/HS students. Removal of some of the facts/figures that seemed to cloud the core issue or seemed to blame the victims.</p>
Chapter 15	<p>Increased coverage of Judaism.</p> <p>Clarified description and categorization of Confucianism as a philosophy rather than a religion.</p> <p>Added contextual coverage on the role of religion and social change.</p> <p>Updated material on religious acceptance of LGBTQ rights, and percentages of US people in certain religions.</p> <p>Added current data, nuance, and context to section on secularization, to include levels of religious practice among different groups.</p>
Chapter 16 Introduction	<p>Updated opening vignette to discuss college costs and value in terms of both employability, and added nuance about specific fields</p>
Section 16.1	<p>Added data on different nation’s achievement in education, and added factors that lead to different achievement.</p>

	Replaced graphic on spending in education with more straightforward table on educational spending by state
Section 16.2	Updated and expanded feature on grade inflation to include data from various universities, employment aspects, and related impacts on employment. This might be an interesting discussion regarding student perceptions of the practice and its impact on their career prospects.
Section 16.3	<p>Renamed “busing” subsection to “Transfers and Busing,” and added background on the post-<i>Brown</i> de facto segregation landscape through the actions of Mae Mallory and the Harlem Nine.</p> <p>New material on standardized testing including the expiration of NCLB and the emergence of ESSA, as well as discussing test-optional colleges.</p> <p>Added a new subsection on students with disabilities, including practices, outcomes, and continuing issues.</p> <p>Consolidated sections on charter schools and homeschooling into a “School Choice” section.</p> <p>Added a brief discussion of potential impacts of remote/hybrid learning based on COVID-19 pandemic. Removed specific subsections on Bilingual education and Common Core.</p>
Chapter 17 Introduction	New opening vignette on the Florida voter referendum regarding disenfranchisement and the subsequent government actions.
Section 17.2	Expanded feature on U.S. as oligarchy to include methods of lobbying (e.g. model legislation) and data on the outcomes of lobbying and spending -- how they benefit the wealthy more than people of average incomes.
Chapter 18 Introduction	<p>Updated information on wage gap in U.S. (this is revisiting material from chapter 12).</p> <p>Clarified information on causes of 2008-09 Recession, and mention 2020 recession resulting from COVID-19.</p>
Section 18.1	Revamped feature on politicians and “socialism” label to be more comprehensive and nuanced; includes discussion of the rise of democratic socialism and the realities of the U.S. economy related to items such as farm subsidies, energy spending, and so on.
Section 18.2	Updated GDP Data
Section 18.3	Updated data and graph on projected employment by occupational category, updated data and converted to table on percent employment change by education achievement.

	<p>Changed chart on poverty rate by age to a U.S. map of poverty population percentage.</p> <p>Added material on the high-cost of being poor in terms of credit, bulk purchases, and housing costs.</p>
Chapter 19 Introduction	<p>Revised and augmented opening to reference Ebola outbreak as historical account and tie it to the COVID-19 pandemic. To that material, added a portion on overall considerations of health in light of the pandemic context.</p>
Section 19.2	<p>Significant updating of data and statistics, with different outcomes than were current in 2e.</p> <p style="padding-left: 40px;">Note that global causes of death have changed dramatically in the past few years (even prior to COVID-19), with more emphasis on non-communicable diseases in the developing world and cancer becoming the leading cause of death in the U.S.</p> <p>Removed several mentions of depression rates being higher in higher-income countries (was based on only one study, and more recent data indicates the opposite).</p>
Section 19.3	<p>Revised mental health discussion with updated data and a more nuance on personality disorder in DSM5.</p> <p>Discuss adult ADHD.</p> <p>Expanded section on autism-spectrum disorder to include social stigma.</p> <p>Added disease aspects of obesity and changed terminology in feature on obesity prejudice.</p>
Chapter 20 Introduction	<p>Updated and augmented fracking discussion with environmental impacts and impact on coal industry (ties back to disruptive technologies), including an overall picture of the coal industry (declined to 50,000 total employees).</p>
Section 20.1	<p>Updated mass migration crises feature to include 2021 issues at Southern U.S. border.</p> <p>Updated population and fertility data.</p>
Section 20.3	<p>Updates to water safety, including more recent data on water-hauling issues and water footprint of various U.S. crops.</p> <p>Updates to feature on e-waste, including note that solar panels will soon become a significant source.</p>
Section 21.1	<p>Minor update to Flashmobs feature to include Internet challenges.</p>

Section 21.2	<p>Under Local subsection, updated union/Wisconsin coverage.</p> <p>Under State subsection, rewrote Texas succession coverage.</p> <p>Also added RFRA laws in regard to same-sex marriage.</p> <p>Overhauled and integrated new material on social media and social movements.</p> <p>Incorporated perspective of MeToo founder Tarana Burke with an extended quote regarding definitions and interpretations of social movements.</p>
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Specific edits and inclusions regarding Race, Ethnicity, Gender, Inequality, and Discrimination

(Note that sections denoted as x.0 indicate the introductory module for the chapter.)

<p>Racial/Ethnic Inequality and Equality</p> <p>Racial/Ethnic Discrimination</p> <p>Overall Racial/Ethnic Diversity</p> <p>Social Change</p>	<ul style="list-style-type: none"> ● 1.4 The Clarks' research and its impact on Brown (also shows the importance of sociology) ● 2.3 Tuskegee Syphilis Experiment as an example of unethical and damaging practices; usage of Henrietta Lacks' cells without her consent ● 4.0 opening vignette on a teen living in sub-Saharan Africa ● 7.1 Description of corporate crime (Wells Fargo) to illustrate disparity in law enforcement; Background on ethnic motivation in marijuana criminalization ● 7.2 Race/class disparities in war on drugs; voter disenfranchisement ● 7.3 Hate crimes tracking and interpretation; new subsection on policing and race, including killing of unarmed Black people by police and views on responses to that. ● 8.1 Digital divide related to race; difference levels of trust/confidence in privacy according to race and other factors ● 8.3 Phone sharing programs in Africa ● 9.2 Racial elements of social stratification ● 11 Race and Ethnicity: Throughout chapter ● 14.3 Differences in IPV by race ● 16.3 Expansion of Little Rock Nine coverage, addition of Mae Mallory and Harlem Nine, ● 17.0 Florida voter disenfranchisement referendum and legislative response ● 17.3 Voting Rights Act ● 18.3 Immigration and the Workforce ● 19.3 Updates to Health by Race and Ethnicity ● 20.1 Updates to Mass Migration/Border Crisis ● 20.3 Environmental Racism
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	<ul style="list-style-type: none"> • 21.2 Revisiting Tarana Burke in her perspective on social movements, social media in social movements
<p>Gender</p> <p>Gender Inequality</p> <p>Gender Roles</p>	<ul style="list-style-type: none"> • 1.3 General overview of conflict theory discusses gender inequality as an example, references Janet Saltzman Chafetz • 3.2 Interesting tangential gender discussion regarding gender associations of specific words in languages • 4.0 Opening vignette about a teen girl in sub-Saharan Africa • 5.1 Giligan’s Theory of Moral Development and Gender; Sociology in the Real World feature on gender socialization • 5.3 Gender roles of parents in different cultures • 5.3 Updated feature on Disney movies and princess culture with new movie references, counterpoints, and Disney’s reaction. • 6.0 Added Background and discussion of Tarana Burke and MeToo movement to introductory vignette • 6.2 Feature on Kamala Harris and women in politics, likability trap, and workplace implications • 8.0 Introduction on celebrities and social media may present the opportunity for discussion of treatment of different genders on social media • 8.4 Feminist perspective on media/technology use discusses the differences in treatment and gender gap in tech fields. • 9.1 Feature on Meghan Markle-Harry Windsor marriage and monarchy has a number of gender implications • 10.2 Discussion of global feminization of poverty and methods and efficacy of related programs • 11.2 New subsection on intersection theory • Chapter 12: Entire chapter devoted to gender and gender inequality • 13.1 Sex ratio and differences in aging among genders • 13.2 Subsection on biological aspects of aging (toward end) discusses gender differences in aging; Aging and Sexuality subsection includes information on age-gap relationships among genders • 14.0 Opening vignette on couple includes social and familial pressures placed on women and men • 14.2 Cohabitation, staying single, and other discussions include a number of gender differences • 14.3 Detailed discussion of intimate partner violence • 16.2 Feminist perspectives on education, including gender differences in wages earned by college graduates • 18.0 Revisiting wage gap • 19.2 Health by Gender subsection discusses institutionalized sexism in diagnosis and treatment. • 21.2. Revisited MeToo movement and centered Tarana Burke’s perspective on overall social movements.

Editorial note:

This edition includes two new subsections: the Anti-racism section in chapter 11, and the Discrimination Against LGBTQ people section in Chapter 12. The topics addressed in these sections are frequent throughout their respective chapters and throughout the text (as noted in the lists above), but these two sections have a different tone. In both cases, the authors, reviewers, and advisors did their best to present a factual and informative view, and focused on supporting and including people rather than on confrontation or blame.

Much of the discussion in these subsections is centered on improving the students' own knowledge through investigation, introspection, listening, and empathy. At the same time, the sections emphasize the necessity of considering people as individuals and avoiding assumptions about group homogeneity. In other words, students should not consider all people of a certain race, ethnicity, gender identity, or sexual orientation to be the same.

While most reviewers found these sections appropriate and important, some reviewers felt they were out of place or would cause discomfort in the course. (And, conversely, there is the potential for others to feel these sections do not dig as deeply as they should.) As such, we are mentioning them so that you are aware ahead of time and can either contextualize this material with your own perspective, direct your students to take specific action (e.g. read them or avoid them), or edit them using the various means to do so. Finally, as with all aspects of the text and our overall approach, we at OpenStax are very open to feedback and suggestions, and we will certainly take them on this topic (please direct messages to the editorial team).