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FF5 - BARRON BARTLETT

A Groundbreaking Manifesto on the Meaning of Life This book will help you understand why you are alive and God's amazing plan for you-both here and now, and for eternity. Rick Warren will guide you through a personal 40-day spiritual journey that will transform your answer to life's most important question: What on earth am I here for? Knowing God's purpose for creating you will reduce your stress, focus your energy, simplify your decisions, give meaning to your life, and, most importantly, prepare you for eternity. **The Purpose-Driven Life** is a blueprint for Christian living in the 21st century-a lifestyle based on God's eternal purposes, not cultural values. Using over 1,200 Scriptural quotes and references, it challenges the conventional definitions of worship, fellowship, discipleship, ministry, and evangelism. In the tradition of Oswald Chambers, Rick Warren offers distilled wisdom on the essence of what life is all about. This is a book of hope and challenge that you will read and re-read, and it will be a classic treasured by generations to come.

These essays include writings from Cornel West, Michael Omi, Audre Lorde, Gloria Anzaldúa and Michelle Fine. The essays address the multiplicity and scope of oppressions ranging from ableism to racism and other less-well known social aberrations.

Creating and Contesting Social Inequalities: Contemporary Readings offers readings on a variety of topics, with a focus on the "how" of inequality. Rather than structuring the book topically, editors Carissa M. Froyum, Katrina Bloch, and Tiffany Taylor have organized the readings around social processes that reproduce and maintain inequality. This unique anthology includes social change readings throughout its entirety, rather than segmenting them at the end of the reader. It also features innovative data analysis exercises, reading questions, and social change projects. With its combination of generic processes, intersectionality, full incorporation of disabilities, global perspective, and data analy-

sis exercises, **Creating and Contesting Social Inequalities** will challenge students to see themselves as agents in a system of inequality rather than passive learners.

Revised edition of Inside social life, [2014]

"In every chapter, Ferris and Stein use examples from everyday life and pop culture to draw students into thinking sociologically and to show the relevance of sociology to their relationships, jobs, and future goals. Data Workshops in every chapter give students a chance to apply theoretical concepts to their personal lives and actually do sociology.

These articles, over thirty in total, reflect the best and latest thought in the exciting field of economic sociology. Beginning with the foundation of Smith, Marx, Engels and Polanyi, the volume gathers some of the best writings by economic sociologists that consider national and world economies as both products and influences of society. Contains over twenty articles by classical and contemporary economic social theorists. Covers important topics on economic action, states, and markets. Includes insightful editorial introductions and further reading suggestions.

This concise, engaging anthology contains the most significant and representative selections from the four major schools of sociological thought. The intellectual highlights of each school are presented, and readings range from the classics to the contemporary. Brief introductions and commentary guide the student to the key contributions in each selection. Designed to accompany **Four Sociological Traditions**, this anthology is entirely self-contained and may also be used separately.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide

problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. **Communities in Action: Pathways to Health Equity** seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

Students of social psychology can read in this new text original writings assembled from the founders of sociology in the nineteenth century to the latest influential works by contemporary sociologists today. Readers can gain from this book a greater appreciation of social history, deeper self-knowledge, and a heightened sense of civic concern and responsibility. Visit our website for sample chapters!

In effect, social comparison is a fundamental process of self-conception through the perception of others-self, as it is identified with others.

Exploring the key ideas in social psychology, this collection of classic and contemporary readings includes accounts of specific experimental findings as well as more general articles summarizing studies on such topics as attraction, prejudice, and aggression. The new edition adds 15 new readings while retaining a number of classics by leading psychological thinkers such as Stanley Milgram on obedience and Solomon Asch on conformity. Readings makes the perfect companion for the Aronson's highly praised book, **The Social Animal** as it follows the same major themes. The

Reader can also be used with any introductory social psychology text or even in lieu of a text. Using both *The Social Animal* textbook and the reader is a unique and engaging combination for understanding social psychology and its research.

The essays gathered in this debut (I, 1, Spring 2002) issue of *Human Architecture: Journal of the Sociology of Self-Knowledge* were written by undergraduate students enrolled in various sociology courses offered at SUNY-Binghamton and SUNY-Oneonta. The issue also includes the editor's paper on K. Mannheim, where the idea of a sociology of self-knowledge was born. What these courses shared was their common use of the sociology of self-knowledge as a strategy for learning about their respective subject matters. Each course required students to engage throughout the semester in an ongoing self-exploratory sociological research focusing on a specific unresolved issue, problem, or question still facing their everyday lives. They were required to link their self-explorations to the study of society at large through various course and outside readings and films studied in class throughout the semester. Topics were: "The Capitalist Cuckoo's Nest," "I only Thought I Knew It All: Society and the Individual," "Why Is P Afraid to Love a Woman?," "Teacher Recruitment and Retention: Personal Conflicts, Social Dilemmas," "Alien Nation," "Good Mother/Daughter Hunting: A Process of Self-Healing," "For the Love of Our Many Lives," "Banana or Bridge? How Capitalism Impacts My Racial Identity," "My Asian-American Experience," "Welfare Beyond Teaching: Caring for Children and Their Parents," "The Disabled Welfare Program: The Welfare System and the Disabled," "Inadequate Programs Assisting Mothers in Poverty," "Children: The Unheard Society," and "Ideology and Utopia in Mannheim: Towards the Sociology of Self-Knowledge." Contributors include: R.F.A., Samara Cohen, Peter Dai, P. E. Gracey III, P. Heim, L. Mlecz, S. R., YuhTyng Tsuei, William Wang, Jan Michele Chilion, Erin Syron, Jessica Udice, Aaron Witkowski, and Mohammad H. Tamdgidi (also as journal editor-in-chief). *Human Architecture: Journal of the Sociology of Self-Knowledge* is a publication of OKCIR: The Omar Khayyam Center for Integrative Research in Utopia, Mysticism, and Science (Utopystics). For more information about OKCIR and other issues in its journal's Edited Collection as well as Monograph and Translation series visit OKCIR's homepage.

The Eighth edition of David Newman's *Sociology: Exploring the Architecture of Everyday Life* once again invites students into

the world of sociological thought. Sociology encourages students to think less about the next test and more about how the subject applies to their everyday lives. In addition to updated coverage and fresh examples, this edition features revamped Micro-Macro Connections that have been even further honed to help students understand the link between individual lives and the structure of society.

This Spring 2007 (V, 2) Issue of *Human Architecture: Journal of the Sociology of Self-Knowledge* entitled "Insiders/outside: Voices from the Classroom" includes papers, some by students at UMass Boston, that creatively apply the sociological imagination to understanding specific personal troubles involving insider/outsider experience in relation to broader public issues. Topics include: "Editor's Note: My Architect (1930-2007)," "Identity Formation and Music: A Case Study of Croatian Experience," "The Nightmare of Clever Children: Civilization, Postmodernity, and the Birth of the Anxious Body," "Looking Inside Out: A Sociology of Knowledge and Ignorance of Geekness," "Parallel Dualisms: Understanding America's Apathy for the Homeless through the Sociological Imagination," "Love and Marriage: Through the Lens of Sociological Theories," "Lifting the Fog: Finding Freedom in Light of the Sociological Imagination," "The Quinceñera Rising: Self-Discoveries on the Heels of City and Rural Town," "The Broken Path: Juvenile Violence and Delinquency in Light of Sociological Theories," "Why Do I Not Like Mecs-cart_ Sociological Self-Reflections on Weight Issues and the American Culture," "Longing to Be Thin: Why I Wait Until Tomorrow to Change My Habits," "The Boston Irish Male: A Self Study," "A Family of Neglect and "Dysfunction": Personal Blames or Structural Constraints?," "Exiting the Self-Destructive Highway: A Sociological Path Back to A Future Career," "Beginnings," "From the Cover Artist, Arie Kupferwasser." Contributors include: Miroslav Mavra, Lori McNeil, Sean Conroy, Johnny Yu, Colin Allen, Ana Carolina Fowler, Keyon Smith, Krystle Santana, Sylvia Khromina, C. G., Caitlin Boyle, Anonymous, L. Z., Paul Connor, Arie Kupferwasser, and Mohammad H. Tamdgidi (also as journal editor-in-chief). *Human Architecture: Journal of the Sociology of Self-Knowledge* is a publication of OKCIR: The Omar Khayyam Center for Integrative Research in Utopia, Mysticism, and Science (Utopystics). For more information about OKCIR and other issues in its journal's Edited Collection as well as Monograph and Translation series visit OKCIR's homepage.

Written by a team of sociologists, this text introduces readers to social psychology by

focusing on the contributions of sociology to the field of social psychology. The authors believe sociology provides a unique and indispensable vision of the social-psychological world in the theoretical perspectives that sociologists employ when studying human interactions and in the methodological techniques they utilize. Within the pedagogically rich chapters, topics are examined from the perspectives of symbolic interactionism, social structure and personality, and group processes.

This fully revised and updated edition of *Social Psychology* is an engaging exploration of the question, "what makes us who we are?" presented in a new, streamlined fashion. Grounded in the latest research, *Social Psychology* explains the methods by which social psychologists investigate human behavior in a social context and the theoretical perspectives that ground the discipline. Each chapter is designed to be a self-contained unit for ease of use in any classroom. This edition features new boxes providing research updates and "test yourself" opportunities, a focus on critical thinking skills, and an increased emphasis on diverse populations and their experiences.

This Fall 2002 (I, 2) issue of *Human Architecture: Journal of the Sociology of Self-Knowledge* include student papers from coursework completed at SUNY-Oneonta, as well as a paper from a retiring faculty at SUNY-Oneonta (Dr. Donald A. Nielsen) whose exploration of Karl Mannheim's sociology of knowledge inspired the title of the journal issue in terms of how the students awareness of the way various ideologies (and utopias) have shaped their lives are intimately dependent upon critically adopting a spiritually self-reflective and socially reconstructive orientation toward their own lives as part of the social realities they study. Topics are: "Editor's Note: Spiritual Renaissances & Social Reconstructions," "From Anti-man to Anti-patriarchy," "Conspicuous Conflict," "Repairing the Soul: Matching Inner with Outer Beauty," "Defying the Sweatshop, Sociologically Speaking," "Struggles and Predicaments of Low-Income Families and Children," "Honor Thy Father and Mother," "My Translucent Father," "Mom and Dad's Waltz: A Dance of Love and Sacrifice," "Festus Ngaruka: Selected Poems & Commentary," "Religion, Utopia, and Ideology: Reflections on the Problems of Spiritual Renaissance and Social Reconstruction in the Sociology of Karl Mannheim," and "The Dialectics of World-History: A Guiding Thread." Contributors include: Emily Margulies, L. M. Damian, Kristy Canfield, Steve Sacco, Jennifer VanFleet, Nancy Chapin,

Katie J. Dubaj, Rena Dangerfield, Festus Ngaruka, Donald A. Nielsen, and Mohammad H. Tamdgidi (also as journal editor-in-chief). *Human Architecture: Journal of the Sociology of Self-Knowledge* is a publication of OKCIR: The Omar Khayyam Center for Integrative Research in Utopia, Mysticism, and Science (Utopystics). For more information about OKCIR and other issues in its journal's Edited Collection as well as Monograph and Translation series visit OKCIR's homepage.

THIS TITLE HAS BEEN UPDATED TO REFLECT THE 2016 MLA UPDATE. The best-selling book on academic writing in use at more than 1,500 schools. "

Unlike other texts for undergraduate sociological social psychology courses, this text presents the three distinct traditions (or "faces") in sociological social psychology (symbolic interactionism, social structure and personality, and group processes and structures) and emphasizes the different theoretical frameworks within which social psychological analyses are conducted within each research tradition. With this approach, the authors make clear the link between "face" of sociological social psychology, theory, and methodology. Thus, students gain an appreciably better understanding of the field of sociological social psychology; how and why social psychologists trained in sociology ask particular kinds of questions; the types of research they are involved in; and how their findings have been, or can be, applied to contemporary societal patterns and problems. Great writing makes this approach successful and interesting for students, resulting in a richer, more powerful course experience. A website offers instructors high quality support material, written by the authors, which you will appreciate and value."

This popular text/reader for the social psychology courses in sociology departments is distinguished by the author's engaging framing essays that open each part, and an eclectic set of edited readings that introduce students to major thinkers and perspectives in this field. Through the combination of essays and original works, the book demonstrates how we make and remake our social worlds through our everyday interactions with one another. The Seventh Edition features 10 new readings from the contemporary social psychology literature, a streamlined organization, and the option of either e-book or print versions.

This new edition provides an introduction to the sociological study of social psychology, interpersonal interaction, and the social shaping of human experience. The pri-

mary source articles feature both contemporary and classic theoretical statements as well as empirical studies.

A notable contribution to our understanding of ourselves. This book explores the realm of human behavior in social situations and the way that we appear to others. Dr. Goffman uses the metaphor of theatrical performance as a framework. Each person in everyday social intercourse presents himself and his activity to others, attempts to guide and control the impressions they form of him, and employs certain techniques in order to sustain his performance, just as an actor presents a character to an audience. The discussions of these social techniques offered here are based upon detailed research and observation of social customs in many regions.

How you can enrich your life by becoming a more skillful and engaged reader of literature We are what we read, according to Robert DiYanni. Reading may delight us or move us; we may read for instruction or inspiration. But more than this, in reading we discover ourselves. We gain access to the lives of others, explore the limitless possibilities of human existence, develop our understanding of the world around us, and find respite from the hectic demands of everyday life. In *You Are What You Read*, DiYanni provides a practical guide that shows how we can increase the benefits and pleasures of literature by becoming more skillful and engaged readers. DiYanni suggests that we attend first to what authors say and the way in which they say it, rather than rushing to decide what they mean. He considers the various forms of literature, from the essay to the novel, the short story to the poem, demonstrating rewarding approaches to each in sample readings of classic works. Through a series of illuminating oppositions, he explores the paradoxical pleasures of reading: solitary versus social reading, submitting to or resisting the author, reading inwardly or outwardly, and more. DiYanni closes with nine recommended reading practices, thoughts on the different experiences of print and digital reading, and advice on what to read and why. Written in a clear, inviting, and natural style, *You Are What You Read* is an essential guide for all who want to enrich their reading—and their life.

#1 NEW YORK TIMES BESTSELLER With unequalled insight and brio, New York Times columnist David Brooks has long explored and explained the way we live. Now Brooks turns to the building blocks of human flourishing in a multilayered, profoundly illuminating work grounded in everyday life. This is the story of how success happens, told through the lives of one

composite American couple, Harold and Erica. Drawing on a wealth of current research from numerous disciplines, Brooks takes Harold and Erica from infancy to old age, illustrating a fundamental new understanding of human nature along the way: The unconscious mind, it turns out, is not a dark, vestigial place, but a creative one, where most of the brain's work gets done. This is the realm where character is formed and where our most important life decisions are made—the natural habitat of *The Social Animal*. Brooks reveals the deeply social aspect of our minds and exposes the bias in modern culture that overemphasizes rationalism, individualism, and IQ. He demolishes conventional definitions of success and looks toward a culture based on trust and humility. *The Social Animal* is a moving intellectual adventure, a story of achievement and a defense of progress. It is an essential book for our time—one that will have broad social impact and will change the way we see ourselves and the world.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. *Parenting Matters* identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety

of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Drawing from a wide selection of classic and contemporary works, this best-selling reader includes 56 readings that represent a plurality of voices and views within sociology.

This is the second edition of a reader on social movements, edited by arguably two of the biggest names in the sub-field of social movements within sociology. The collection of readings is organized theoretically (rather than historically) and views social movements as best analyzed according to dynamics and internal / external processes. It is a compilation introducing examples of the most salient sociological / theoretical lenses that have been produced by social movement scholars in the 20th century.

This book is designed to introduce doctoral and graduate students to the process of conducting scientific research in the social sciences, business, education, public health, and related disciplines. It is a one-stop, comprehensive, and compact source for foundational concepts in behavioral research, and can serve as a stand-alone text or as a supplement to research readings in any doctoral seminar or research methods class. This book is currently used as a research text at universities on six continents and will shortly be available in nine different languages.

This Spring 2011 (IX, 2) issue of *Human Architecture: Journal of the Sociology of Self-Knowledge*, entitled "Learning Transformations: Applied Sociological Imaginations from First Year Seminars and Beyond," includes nine UMass Boston undergraduate student papers: seven from two sections of the first year seminar, Soc. 110G: "Insiders/Outsiders," one from the course "Youth and Society" (Soc. 201), and another from the course "Elements of Sociological Theory" (Soc. 341), all taken during the 2010-2011 academic year at UMass Boston. The authors cultivate their sociological imaginations of the link between their personal troubles and broader

public issues by exploring topics such as: difficulties with writing; struggles with over-achievement; adolescent depression; pessimism; obsession with body self-image; pornography and love; drunken driving; feminine identity formation; and coping with personal traumas amid parental, sibling, and societal dysfunctions. The editor points to the significance of publishing undergraduate scholarships of learning and their sociological self-studies, highlighting the extent to which the origins of the present journal entitled "human architecture" can itself be traced to his own "student selves" and early undergraduate education in architecture at U.C. Berkeley, and specifically to a seminar he took with his undergraduate teacher and advisor, the late "professor of design" and renowned painter, Jesse Reichek. Contributors include: Thanh D. Pham, Iris M. Rivas, Melissa Mejia, Ryan J. Canillas, Michaela Volpe, Rose Bautista, Jennifer Cervantes, Ann Barnes, Melanie Maxham, and Mohammad H. Tamdgidi (also as journal editor-in-chief). *Human Architecture: Journal of the Sociology of Self-Knowledge* is a publication of OKCIR: The Omar Khayyam Center for Integrative Research in Utopia, Mysticism, and Science (Utopystics). For more information about OKCIR and other issues in its journal's Edited Collection as well as Monograph and Translation series visit OKCIR's homepage.

A totalitarian regime has ordered all books to be destroyed, but one of the book burners suddenly realizes their merit.

The United States is among the wealthiest nations in the world, but it is far from the healthiest. Although life expectancy and survival rates in the United States have improved dramatically over the past century, Americans live shorter lives and experience more injuries and illnesses than people in other high-income countries. The U.S. health disadvantage cannot be attributed solely to the adverse health status of racial or ethnic minorities or poor people: even highly advantaged Americans are in worse health than their counterparts in other, "peer" countries. In light of the new and growing evidence about the U.S. health disadvantage, the National Institutes of Health asked the National Research Council (NRC) and the Institute of Medicine (IOM) to convene a panel of experts to study the issue. The Panel on Understanding Cross-National Health Differences Among High-Income Countries examined whether the U.S. health disadvantage exists across the life span, considered potential explanations, and assessed the larger implications of the findings. *U.S. Health in International Perspective* presents detailed evidence on the issue, ex-

plores the possible explanations for the shorter and less healthy lives of Americans than those of people in comparable countries, and recommends actions by both government and nongovernment agencies and organizations to address the U.S. health disadvantage.

From the author of *The Presentation of Self in Everyday Life*, *Stigma* analyzes a person's feelings about himself and his relationship to people whom society calls "normal." *Stigma* is an illuminating excursion into the situation of persons who are unable to conform to standards that society calls normal. Disqualified from full social acceptance, they are stigmatized individuals. Physically deformed people, ex-mental patients, drug addicts, prostitutes, or those ostracized for other reasons must constantly strive to adjust to their precarious social identities. Their image of themselves must daily confront and be affronted by the image which others reflect back to them. Drawing extensively on autobiographies and case studies, sociologist Erving Goffman analyzes the stigmatized person's feelings about himself and his relationship to "normals." He explores the variety of strategies stigmatized individuals employ to deal with the rejection of others, and the complex sorts of information about themselves they project. In *Stigma* the interplay of alternatives the stigmatized individual must face every day is brilliantly examined by one of America's leading social analysts.

Social interaction is the key to this book's approach to social psychology. The essays and readings offer a social psychology of everyday life that emphasizes how people interacting with one another assemble both their inner lives and their social worlds. The anthology is designed for classroom adoption as the primary text in undergraduate social psychology courses, primarily those courses taught in the departments of sociology and social sciences.

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

Social Justice: Critical Readings in Relevant Theory and Contemporary Life Issues presents students with a collection of multidisciplinary readings that discuss a variety of issues related to justice and society. Readers are invited to read diverse perspectives on what constitutes a just society and how inequities can be resolved. They are then challenged to think critically about what they've learned and how they can apply the lessons to their future careers and their lives. The opening section introduces students to two perspectives on justice--societal justice and distributive jus-

tice. Additional sections feature readings that discuss utilitarianism, libertarianism, communitarianism, ecological living and environmental justice, and human rights and restorative justice. Students read about war and its consequences, including articles on the war on terror and human rights; the rights of refugees, displaced individuals, and war-affected women; and acts of genocide. Dedicated sections discuss solitary confinement; race and ethnicity, and the causes of inequality; and issues related to gender expression and disabilities. Closing readings explore social justice and the future of fairness in society. Featuring contemporary, relevant research, *Social Justice* is an ideal anthology for courses in sociology and social justice.

#1 NEW YORK TIMES BESTSELLER • ONE OF TIME MAGAZINE'S 100 BEST YA BOOKS OF ALL TIME The extraordinary, beloved novel about the ability of books to feed the soul even in the darkest of times. When Death has a story to tell, you listen. It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier, and will become busier still. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager exist-

tence for herself by stealing when she encounters something she can't resist--books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement. In superbly crafted writing that burns with intensity, award-winning author Markus Zusak, author of *I Am the Messenger*, has given us one of the most enduring stories of our time. "The kind of book that can be life-changing." —The New York Times "Deserves a place on the same shelf with *The Diary of a Young Girl* by Anne Frank." —USA Today **DON'T MISS BRIDGE OF CLAY, MARKUS ZUSAK'S FIRST NOVEL SINCE THE BOOK THIEF.**

Surveys the online social habits of American teens and analyzes the role technology and social media plays in their lives, examining common misconceptions about such topics as identity, privacy, danger, and bullying.

One of sociology's most important missions is giving voice to those whose experiences are typically otherwise blunted, marginalized, or simply ignored. Featuring memorable, first-person accounts of men-

tally ill individuals, *Voices from the Inside: Readings on the Experiences of Mental Illness* allows students to connect directly with real-life "experts" who know mental illness all too intimately. This unique anthology addresses a variety of central topics surrounding mental illness, including suicide, hospitalization, the meanings of medication, the experiences of caregivers, and the stigma attached to mental illness. Each section of readings opens with a "sensitizing" introduction that outlines key questions, specific matters for student consideration, and ways in which social scientists approach relevant substantive issues. The thought-provoking discussion questions following each set of readings are designed to foster vibrant class discussion. Comprehensive enough to be used throughout a course--but brief enough to be combined with other supplementary materials or a full-scale textbook--*Voices from the Inside* is ideal for upper-level undergraduate or graduate courses on the sociology of mental health and illness. It can also be used in courses in medical sociology, social work and mental health, nursing and mental health, and abnormal psychology.