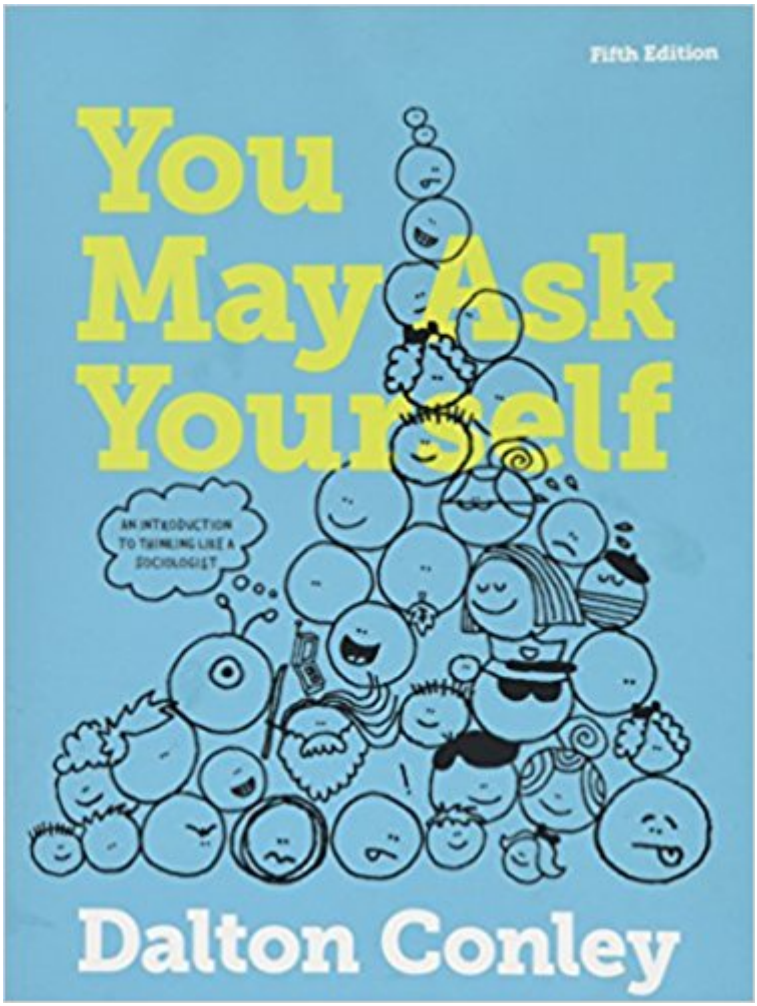
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You May Ask Yourself: An Introduction To Thinking Like A Sociologist (Fifth Edition)



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Synopsis

The "untextbook" that teaches students to think like sociologists.You May Ask Yourself gives instructors an alternative to the typical textbook by emphasizing the big ideas of the discipline. Dalton Conley’s "non-textbook" strategy explains complex concepts through personal examples and storytelling, integrates coverage of social inequality throughout the textbook, and provides the largest collection of instructor resources for a book in its price range. The Fifth Edition now comes with an ebook, which gives students access to everything they need in one place.

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Customer Reviews

Dalton Conley is a professor of sociology at Princeton University. In 2005, Conley became the first sociologist to win the prestigious National Science Foundation’s Alan T. Waterman Award, which honors an outstanding young U.S. scientist or engineer. He writes for the New York Times, the Los Angeles Times, The Nation, Slate, and Forbes. He is the author of Honky (2001) and The Pecking Order: A Bold New Look at How Family and Society Determine Who We Become (2004). His other books include Being Black, Living in the Red: Race, Wealth, and Social Policy in America (1999), The Starting Gate: Birth Weight and Life Chances (2003), and Elsewhere, U.S.A. (2009). You can follow Dalton Conley on Twitter at @daltonconley.

great item

Exactly what I needed for my Rural Sociology college level class

This is a horrible textbook. The author already gets multiple concepts wrong in the opening 5 chapters. I've been very disappointed. Having done graduate work in a related field for 4 years, and field research, I was extremely disappointed.The sexuality and gender discussion has so many issues. The author loves to talk about work by sociologists... but sociologists haven't don't the best work on multiple concepts that he discusses. He had a tendency to pick and choose sociology studies to discuss, and not give an overall perspective. Picking studies is always a problem in writing, but picking poor studies is not the answer. Giving a broader discussion, in my opinion, is far more appropriate.The intro course I'm doing utilizes the materials with the book, including an extremely obviously provided set of powerpoints and test bank questions. Some of these questions are terrible. They're just poorly done. Most educators will says that you need to be extremely careful with multiple choice questions, but as might be expected, most college professors have no training in teaching or writing exams. You can have a "best answer," but when you have multiple answers that can be argued, you have not written a good question. The powerpoints are also not impressive... almost as if the creator has not ever had feedback on his/her presentations. They are less impressive than many I've seen from middle schoolers, and these are for wide-distribution.The author opens the book with incredible generalizations about why college is "worth it," although acknowledging that there are issues with this data, but leaving out the biggest issues. It was like reading an argument from someone who has never taken a methods course or a statistics course. This is from a sociologist... he ignores class completely in his argument, and this is about formal education. This is often considered the most important variable when discussing college being "worth it." This is his tendency throughout discussions... to focus on what he considers important, at the cost of considering what is generally considered important by academics.The author tries to make the book readable, by attempting to relate to the reader, attempting to engage the reader in thought exercises or asking questions, but this is an introductory text. Choosing to do this while knowing that students will not be at a high enough level to engage in discussion, while also not giving further detail on the discussion is just a bad idea. I understand what he was attempting to do, but it appears that he does not know his audience. Giving introductory students free reign to discuss a topic, without any background information, knowing you doing read a textbook in a classroom... just save that for the instructor's edition. The instructor may choose what to discuss with students.Additionally, the interjections from the author about his personal experiences/opinions are unneeded. Do I need to know how he wants to experiment on naming children? No, I do not, nor do I need to know his children's names. The discussion was about African American naming conventions (and the broader discourse within academia has been about impacts on careers/jobs),

but instead the author wants to tell about his children. This is not the only incidence with unnecessary self-injection into the text, but just a single example of many.I would never choose this text for an introduction to sociology. Perhaps this would be appropriate in a high school classroom that still reads in class, but definitely not at the college level for at-home reading.

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