Sociology

SECOND EDITION

TheCenterforLearning

Sociology

Second Edition
Danielle Dirks
First Edition
Judith A. Horchler
Michael B. Maley
Edward G. Nitowski

TheCenterforLearning
Culver City, California

CFL573 v2.0

TheCenterforLearning
www.centerforlearning.org

Curriculum Unit Authors

Danielle Dirks earned her Ph.D. from the University of Texas at Austin. She is a sociologist whose research and teaching focus on questions of justice and inequality.

Judith A. Horchler earned her M.A. from Bowling Green State University, Bowling Green, Ohio. She teaches sociology, western civilization, history, and geography. She is active in Ohio's Geographic Alliance.

Michael B. Maley earned his M.A. from Wright State University, Dayton, Ohio. A Martha Holden Jennings Foundation Scholar, he has received various professional awards and teaches courses in American government, sociology, and economics.

Edward G. Nitowski earned his B.S. from Duquesne University, Pittsburgh, Pennsylvania. He teaches sociology and American history.

Graphic Designer: Sam Wagner
Cover Design: Mark Gutierrez
Editorial Director: Dawn P. Dawson

The Center for Learning
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.centerforlearning.org
access@centerforlearning.org

Printed in the United States of America

ISBN: 978-1-56004-979-1
E-book ISBN: 978-1-56004-982-1
Product Code: CFL573 v2.0

Contents

Domain 2: Social Structure
Culture, Society, and Institutions

Unit 3: Culture and Society

Unit 4: Institutions

Unit 5: Social Change

Domain 3: Social Relationships
Self, Groups, and Socialization

Unit 6: Socialization

Unit 7: Groups and Group Behavior

Unit 8: Socialization and Sanctions

Domain 4: Stratification and Inequality

Unit 9: Stratification and Inequality

Series Introduction

Senior High Electives

Students constantly face the challenge of understanding themselves, interacting with groups, knowing where they came from, and gaining awareness of their society and other societies that live differently from their own. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media sound bites and personal intuition. Through a series of units that correspond to senior high social studies electives, students can become young adults prepared with the knowledge of human behavior past and present. The electives of sociology, psychology, anthropology, social issues, and philosophy address the issues of society's structure, the individual's behavior, humankind's past and current direction, and the nature of inquiry or why we think what we think. Without an awareness and acceptance of differences in cultures and values and a concerned response to socially significant issues, the benefits of students' education are seriously limited.

Students need to learn to make responsible decisions and to exercise freedom of thought and choice based on examination of evidence and conflicting viewpoints. In the reflective teaching process, teachers help students to convert unexamined beliefs into thoughtful analysis of important issues. Teachers can create an intellectually stimulating climate by encouraging students to hold reservations about unsupported statements, to consider a number of acceptable ideas associated with an issue, to understand that some problems have no permanent solution, and to ask about the consequences of any commitment.[1]

The Senior High Electives Series explores relevant topics of sociology, psychology, anthropology, social issues, and philosophy in a systematic manner so that students can pursue these studies scientifically, using higher level thinking skills. Lessons from these units can augment other texts or can be used independently as stand-alone lessons for the investigation of these disciplines.

Units in the Senior High Electives Series include *Anthropology, Sociology, Psychology, Philosophy (Books 1 and 2),* and *American Social Issues.*

[1]Robert Jewitt, "The Problems Approach and Senior High School," in *Problem-Centered Social Studies Instruction: Approaches to Reflective Thinking,* ed. Richard E. Gross and Raymond Muessig, Curriculum Series 14 (Washington, D.C.: National Council for the Social Studies, 1971), v-vi.

Unit Introduction

> *"Sociology is the science with the greatest number of methods and the least results."*
>
> —Jules Henri Poincaré, *Science and Method,* 1913

Sociology is a "soft" science, the study of human behavior. Many students do not learn about or use the scientific method until they take a sociology course. In sociology, however—unlike the "hard" sciences—the scientific method can yield a greater variety of results. Like professional sociologists conducting formal studies, students may find that their research yields findings that differ from the findings of other students conducting similar studies.

Sociology helps students understand the complex world in which they live. Sociology, as a discipline, provides students with the skills needed to meet the challenges posed by the various social issues and personal relationships that occur in their lives.

Teachers assist their students in developing the skills necessary to survive in the modern world. In sociology, the role of the teacher and the skills being taught are less exact and often more personal to the student. It is important that both the teacher and students understand the basics of culture and cultural diversity and foster an atmosphere of respect and understanding.

The lessons in this book extend the opportunity to the teacher to introduce, supplement, or conclude units found in basic sociology texts by allowing students to experiment with and apply the main concepts of the field of sociology.

Introduction to Second Edition

When students are first introduced to sociology, they often realize they have long been interested in its topics, long before they learn their interests constitute an entire field of study! This second edition aims to ignite students' sociological imaginations to help them become the critical thinkers and global citizens needed for the future.

The American Sociological Association (ASA) has long advocated for sociology to be introduced to high school students before they reach college. The ASA has created a series of guidelines to ensure that educators creating a high school sociology curriculum understand the full breadth and depth of the field's many areas of study. This revised edition explores essential concepts in four primary areas: sociological perspectives and methods of inquiry; culture, institutions, and society; social relationships; and stratification and inequality. The lessons in this book will prepare students for many introductory sociology courses found in colleges and universities across the United States.

Unit 1

Sociological Perspectives

Domain 1

The Sociological Perspective and Methods of Inquiry

Lesson 1

What Is Sociology?

Objectives

- To define the nature and scope of sociology and understand why it is defined as a social science
- To realize that sociology is a science that studies human behavior and social interaction
- To gain an appreciation of the impact and influence we have on others

Notes to the Teacher

Unlike other social sciences, sociology is a relatively new study. It emerged out of the need to understand better the effects of industrialization on people's lives. As sociology developed, it became useful in analyzing the social factors that influence human beings on a daily basis.

In studying sociology, it is important for students to develop a sociological perspective. This perspective emphasizes people's thoughts, feelings, and actions, which are strongly influenced by the social interaction of the groups to which they belong. Sociologists concentrate on the ways that people relate to one another and influence each other's behavior. Sociology focuses on groups of individuals rather than the individuals themselves.

Students are introduced to this sociological perspective beginning with a comprehensive discussion of the definition of sociology. Students complete a handout showing how people influence them and how they influence others.

This lesson calls for active student participation and helps students understand the nature of social interaction.

Procedure

1. Auguste Comte called sociology the study of society. Divide the class into small groups and give them Comte's definition. Have the groups make the definition more specific and create their own definition of sociology.

   The following definitions may be used as a comparison:

   - Sociology is the scientific study of a society and the social activity of human beings.
   - Sociology is concerned with the study of groups—how they are formed and how they change—and with the actions of individuals within these groups.
   - Sociology is a science that studies human society and social behavior.
   - Sociology is the study of human beings and their interaction with each other.

2. Have students complete **Handout 1**. This handout develops the idea of the individual as part of an interactive social system. Have students think critically about each question. Encourage complete answers.

3. Discuss students' responses in class. After a full discussion, summarize by showing the similarities and the uniqueness of students' responses. Allow sufficient time to discuss **Handout 1** completely.

Extension

Develop the idea of influence and social interaction. Ask students to write an essay that addresses how the following factors determine how members of society treat individuals: age, sex, race, religion, education, socioeconomic background, and nationality. Students should note the individual opinions they have regarding these topics. Have students share their essays with classmates.

 Name:

The Role of Influence in Our Lives

Complete the chart by identifying how these individuals and groups influenced you during certain periods of your life. Answer the questions that follow.

Period/Group	Who influenced you and in what manner?	Whom did you influence and in what manner?
Infancy		
Preschool play groups		
Elementary school		
Junior high school		
High school		
Organizations		
Workplace		

 Name:

1. Examine the degree of influence your parents have over you. Is this influence increasing, decreasing, or remaining the same? Explain.

2. Examine how you influence others. Is the scope of your influence increasing or decreasing?

3. What makes some people more influential in society than others? Why?

4. Ask your parents how you have influenced them. Check their perspectives with yours and discuss the differences with them.

Lesson 2

Sociological Imagination

Objectives

- To develop a sociological perspective, or sociological imagination
- To understand how the sociological imagination sets sociology apart as a discipline
- To develop the ability to understand how a person's experiences relate to culture, history, and social structures

Notes to the Teacher

The sociological imagination, a concept developed by the pioneering sociologist C. Wright Mills, explains how to understand the relationships between people's experiences, behaviors, and perceptions, and how they are shaped by their culture, history, and the social structure. Developing a sociological imagination is imperative for students' understanding of the study of sociology. It underpins their ability to understand how their personal experiences connect to the wider society and broader social forces. It gives individuals an outsider's perspective on their life experiences.

C. Wright Mills believed the sociological imagination permitted individuals to connect "personal troubles to public issues." That is, a sociological imagination allows individuals to understand their experiences, not as solely personal but, more broadly, as connected to history, culture, social norms—society as a whole.

This lesson calls for students to engage their sociological imaginations to understand and explain their own lives with greater self-reflexivity. Developing a sociological imagination requires students to be able to reflect on how their personal experiences are shaped by historical and contemporary social forces. This lesson asks students to break into small groups to write a letter and craft a time capsule addressed to future students in one hundred years to explain what their everyday lives are like today in sociological terms.

Procedure

1. Distribute either **Handout 2** or **Handout 3** or both.

2. Divide students into small groups and explain the assignment (students may not be familiar with a time capsule). Students may also work on these handouts individually.

3. Have students complete either or both of the handouts. Encourage students to be creative in their responses and reflect on the sociological significance of their work.

4. Discuss students' responses in class. You may wish to ask students to create a collective class time capsule and have students debate why certain items are more significant than others to include in explaining the social forces shaping their lives today. Ask students to reflect on whether it was difficult to choose only ten items for the time capsule and why.

Extension

Ask students to write an autobiographical essay about how their personal experiences relate to history, present social conditions, and their social position with regard to their age, gender, race, ethnicity, class, sexuality, and cultural or religious background. Students should address these questions through a sociological lens that focuses on how broader social forces have affected their lives thus far, and how these forces may shape their futures.

Name:

Sociological Imagination

Letter to Future Students

You will write a letter to students in the future, one hundred years from now, explaining what your everyday life is like in sociological terms. In your letter, please describe your personal experiences through contemporary cultural and social forces that shape your life. Be sure to explain how these factors explain what your life is like today.

In the letter, be sure to answer these questions:

1. What are the most important aspects of your daily life? Whom do you see? What do you do?
2. What factors dictate your quality of life? Whose lives are doing well? Whose are not?
3. What social institutions are important in shaping individuals' lives?
4. What are some of the most significant social issues facing people today? You may wish to address health, technology, employment, environment, economics, politics, education, war, or living conditions.
5. What is your generation's legacy for these future students?

Name:

Time Capsule for Future Students

You will generate a list of items and a brief greeting in a time capsule for students in the future, one hundred years from now, explaining what your everyday life is like in sociological terms. In your time-capsule greeting, please explain the significance of the items you have included to help explain your personal experiences through contemporary cultural and social forces that shape your life. Be sure to explain how these items explain what your life is like today.

What ten items will you include in your time capsule?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

In your brief greeting, explain the significance of these items in explaining your everyday life.

Reflection: As a whole, how well do you feel these items capture the significance of the social forces that shape your everyday life? Are there items that were not included that should have been? What are they and why are they significant?

Lesson 3

Sociological Perspectives / Theories

Objectives

- To become familiar with the major theoretical perspectives in sociology: structural functionalism, conflict theory, and symbolic interactionism
- To differentiate how each theory can best be applied to better understand social behavior
- To recognize the strengths and weaknesses of different theoretical approaches

Notes to the Teacher

Sociology comprises three major perspectives on various aspects of social life. Each of these paradigms provides a useful lens for sociologists to develop hypotheses, generalizations, or theories about social phenomena or issues. These perspectives are critical for students to understand how sociologists view society.

- **Structural functionalism**: a sociological perspective that views society as a complex system of interdependent parts designed to meet the needs of individuals who make up that society to promote and preserve solidarity and stability. While there are many criticisms of structural functionalism, one of the primary complaints is that the theory does not adequately address social inequality or the process of social change.
- **Conflict theory**: a sociological perspective developed as a critique of functionalism that views society as a competition for unequally distributed resources (e.g., power, capital, and social, political, or material resources) among the advantaged and disadvantaged (stratified, for example, by differences in class, race, gender, ethnicity, etc.). Conflict theory examines the roles of institutions in maintaining inequality and unequal social structures. Conflict theory has given rise to more specific theories. For example, conflict theorists have focused on Marxism, neo-Marxism, class inequality, critical theory, feminism, critical race theory, queer theory, and global inequality in understanding inequality and competition. Critics of conflict theory argue that many institutions and societies are characterized by stability, consensus, and gradual progress, in contrast to conflict-oriented theories.
- **Symbolic interactionism**: a sociological perspective that permits understanding of how individuals relate to their society through communication and the meanings given to items (e.g., language and symbols). Symbolic interactionism views individuals as actively shaping their social worlds through agency, rather than simply being acted upon by the social structure. Criticisms of symbolic interactionism argue that this theory can focus only on micro-level analyses and cannot tackle larger, macro-level questions addressed by functionalism and conflict theory.

This lesson calls for students to demonstrate how they can use sociological theory in their everyday lives.

Procedure

1. Lead a discussion on a topic using the questions on the handout to guide students to understand the differences, strengths, and weaknesses of the three major theoretical approaches within sociology. Some example topics that will work well with the discussion questions below include higher education, luxury retail brands, holidays, and social media. You can also ask students to work individually or in groups to generate topics they would like to analyze and discuss using the three sociological theories.

2. Have students complete **Handout 4**. This handout will walk students through a series of questions to understand the differences, strengths, and weaknesses of the three major theoretical approaches within sociology. Encourage students to use specific examples (e.g., images, texts, ads) in their responses.
3. Discuss students' responses in class, walking through their own examples or going through each theory on the example that was chosen for the discussion.
4. Ask students to reflect on how the various theories have shifted their thinking on their topics. Should we accept the idea that society is stable or in constant competition? Ask students to reflect on which theories make most sense to them in understanding social life.

Extension

- Ask students to contribute or present a "show and tell" artifact (e.g., digital, visual, audio, video, or print item) that relates to a social theory discussed in their course materials. Students should explain within a few minutes or sentences how the artifact specifically relates to a sociological theory. Ensure that students describe whether the artifact examines macro- or micro-level sociology, which specific theory it demonstrates, and how they can see social theory in their everyday lives.
- Have students choose a day when they will each breach a social norm in attire (this may not be possible if your school adheres to a strict dress code). Students will learn about symbolic interactionism, conducting experiments to understand social norms, impression management, and presentation of self by breaching a social norm. Ask students to record their own feelings and to document the reactions of others during the course of their breaching experiment. Reassure students they can "debrief" observers and/or interview them about the experience. Students can ask observers to reflect and share their understanding of the situation.

Name:

Sociological Perspectives / Theories

Sociological topic example: _____

Using your example above, ask the following questions from the perspective of each theory. Be sure to answer each question and provide specific examples if possible.

Structural functionalism:

- What is the function of your example?
- What purpose or purposes are served by your example?
- How does your example maintain stability and order within society?
- What is the manifest function of your example?
- What is the latent function of your example?
- What dysfunctions or problems exist within your example?

Conflict theory:

- How is inequality revealed in your example?
- What forms of inequality are visible in your example?
- How does your example increase, produce, or reproduce inequality?
- Specifically, what examples of class, gender, racial, or other forms of inequalities can be seen within your example?
- Who benefits from your example?
- Who does not?

Symbolic interactionism:

- What meanings are assigned to your example as a whole within society?
- Specifically, what meanings does your example have to individuals within a society?
- Are these meanings the same or different for individuals within different groups? How so?
- How do the meanings given to your example influence the everyday lives of individuals within society?
- How are those meanings constructed and shared through social interaction?

Reflection: Which theory or theories above make most sense to you in understanding social life?

Lesson 4

Social Construction of Reality

Objectives

- To understand the relationship between symbolic interactionism and social constructivism
- To identify examples of how attitudes, behaviors, and conditions are socially constructed
- To understand how power is inherent in the ability to socially construct norms

Notes to the Teacher

Social constructionism emphasizes the role of meaning and interpretations. It also focuses on the collective development of norms, rules, and social sanctions. As such, social constructivism is rooted in the symbolic interactionist tradition of examining how individuals develop shared meaning.

While social constructionism (or "constructivism") is rooted in several philosophical perspectives, social theorists Peter L. Berger and Thomas Luckmann are credited with cementing it in the sociological tradition with their 1966 seminal text, *The Social Construction of Reality*. Their work describes the interplay between individuals' subjective reality and the objective realities of society to explain how individuals construct their daily lives through shared meaning and collective knowledge.

One of the primary ways sociologists and criminologists understand what is constructed as "deviant" (or out of social norms) is through examining how social norms construct attitudes, behaviors, or conditions as "deviant." Attitudes are belief systems. Behaviors are outward actions (typically an achieved status that people have earned). Conditions are ascribed statuses that are often acquired at birth that individuals have done nothing to earn.

In this lesson, students are introduced to one of the most common usages of the constructionist perspective among sociologists: understanding the manufacture of "deviance." This lesson asks students to question their own assumptions about what is "normal" and what is "deviant." In doing so, students are asked to think critically about how we come to understand what is considered, or socially constructed, as "deviant."

Procedure

1. Divide students into pairs or small groups to create a list of 5–7 items that are constructed, or classified, as "deviant." Students can share their lists with one another or you can create a list together. Take care to ensure that students do not begin to list specific groups of people or specific individuals as deviant. Instead, have them focus on attitudes, behaviors, or conditions (which are applied to individuals).

2. Ask students if these examples of "deviance" are rooted in "truth" or if they are examples of social constructions of deviance.

3. Distribute **Handout 5**. Have students choose two examples of "deviance" from their list and ask them to think critically to answer the questions on the handout.

Suggested Responses

1. Those with social power are able to construct others as "deviant." These individuals typically have some sort of privilege and are able to generate public awareness and public support and persuade others to accept their viewpoint.
2. Again, those with social power benefit from constructions of deviance—for example, moral entrepreneurs, rule makers, rule enforcers, and others involved in the manufacture, reproduction, or management of "deviants."
3. Individuals who are targeted by deviant designations, often by virtue of their race, ethnicity, gender, class, or age.
4. These are groups that challenge moral entrepreneurs' claims, often with their own set of counterclaims or counterframing of an issue. In a sense, they are also moral entrepreneurs in their own way.

5. The social construction of deviance is often highly patterned by those who have social power against those with little to no social power. Students can give examples of how the same groups of individuals have been targeted over time—for example, certain racial or ethnic groups who have been targeted or disproportionately affected by particular drug policies.

4. Discuss students' responses in class. To summarize, ask students to identify patterns in who has the power to socially construct "deviance" or "deviants" and what purposes are served by the social construction of deviance.

Extension

1. Ask students to choose one example from their discussion of the social construction of deviance to develop a brief essay, extending their social constructionist analysis further. Have students find ten news articles related to their example and ask them to find and discuss patterns on (1) who is engaged in the social construction of their deviant example, (2) who is targeted by the socially constructed deviant designation, and (3) what calls for action are being invoked in the social construction of their deviant example.

2. Ask students to write a brief essay describing how the social construction of deviance, or "deviants," creates what social theorist Émile Durkheim saw as social cohesion. Have students choose an example of a construction of deviance and ask the students to show how it allows others to bond or build moral consensus over social boundaries.

3. Invite students to research moral panics and find examples. A *moral panic* occurs when a person, group of people, or condition is unreasonably ostracized and feared as an evil in society. Ask students to demonstrate their understanding of how moral panics are manufactured through the social construction of deviance by presenting a recent example (e.g., cults, violent crime waves, immigration scares, mental health diagnoses, drug abuse scares) in a brief essay or a presentation to the class.

Name:

Social Construction of Reality

Choose two examples of "deviance" from your list and think critically to answer the following questions:

1. Who has the power to define what is constructed as "deviant"?

2. Who benefits from such constructions of deviance?

3. Who is disadvantaged from such designations of deviance?

4. What individuals, organizations, or campaigns work to challenge social constructions of deviance?

5. What changes, if any, exist in the construction of deviance in your examples? How has the social construction of deviance changed over time, if at all?

Lesson 5

Social Problems

Objectives

- To understand how conflict theory informs the creation of social problems
- To understand how social constructionism examines the construction of social problems
- To apply a constructivist approach to understanding social problems

Notes to the Teacher

Sociologists seek to understand how private issues become public issues, or social problems, by understanding how they are socially constructed as such. In this sense, social problems are constructed when they are given attention as disturbingly troublesome conditions. Of course, issues are open to subjective interpretation—not everyone agrees on what makes something so troubling, if at all. The process then of creating a public issue from a private trouble typically involves three components: (1) attention to the issue, or public recognition; (2) interpretation of the issue as particularly troublesome; and (3) attention campaigns to ensure others see and define the issue as troublesome, often with proposed solutions for the problem.

This lesson allows students to demonstrate their understanding of social problems as public issues (as distinguished from private troubles) and asks them to critically examine specific examples of contemporary social problems. Students explore how social problems are typically constructed in a tripartite model that focuses on (1) the initial phases of attention, (2) the interpretation of the issue, and (3) the claims, claims makers, and campaigns to address the issues as a troublesome social problem.

This lesson invites students to apply basic sociology research skills to understand a social problem of their choice. The handout included can be used as a class discussion or as an essay prompt.

Procedure

1. Divide students to work in pairs or small groups to generate a list of social problems to share with the class and answer the questions on **Handout 6**. Ask students to explain how the issues are private troubles, in addition to being considered public issues. Some potential examples to get the conversation rolling include unemployment, intimate partner violence, and climate change.

2. After a list has been generated, ask students to reflect on how they "know" their examples are social problems.

3. Lead a discussion focused on the three components of how social problems are constructed using the examples generated:
   - How has the social problem been addressed or received public attention?
   - How is the social problem being interpreted as particularly troublesome?
   - What attention campaigns are at work either to bring greater attention to the social problem or to propose specific solutions to the social problem?

4. Ask students to explain whether their examples of social problems are objectively troublesome or if they have been constructed as such. Then ask students to ask themselves how they know their beliefs to be "true."

Extension

1. Ask students to choose a social problem and propose a solution that they will defend in a classroom debate. Students can serve as different claims makers about the same social problem. To defend their solutions or counter other claims makers, students must develop specific claims that support their solutions and tailor their debate points for a policymaking audience.

2. Ask students to research the history of a particular social problem in the United States and present their findings in a presentation, course discussion, or essay. Specifically, ask students to present a time line of how an issue has emerged, disappeared, or reemerged as a particular social problem over time. Ask students to pay particular attention to the similarities among claims makers at each point in time and how their claims have remained the same or shifted over time.
3. Ask students to find and watch a documentary on a specific social problem and report on the various claims, claims makers, solutions, and actions to address the social problem in the film.

Name:

Social Problems

Choose one social problem to analyze through a constructionist framework, and then report to the class. Your report should address the following questions:

1. What is the particular social problem at hand? How is it a social problem and not just a private trouble?
2. Where is the social problem in the continuum from emergence to being solved? Is the social problem in the nascent stages of being discovered or is it an old problem being rediscovered or recycled?
3. Who are the claims makers making claims about the social problem? Do the claims makers agree or disagree on the causes of or solutions for the social problem, and how so?
4. What are the specific claims being made about the social problem? Do the claims being offered converge or contrast, and how so?
5. Who is paying attention to the social problem and what is being done to address, promote, or undermine the social problem? For example, students may want to look at various audiences, constituents, or policymakers.

Reflection: Is the social problem you analyzed objectively a problem or has it just been constructed as such? How have your own beliefs shaped your response here?

Unit 2

Methods of Inquiry

Domain 1

The Sociological Perspective and Methods of Inquiry

Lesson 6

How Does Sociology Relate to Other Sciences?

Objectives

- To identify the social sciences and understand what is included in their fields of study
- To realize that the division between social studies has become less distinct and there is often an overlap in areas of mutual interest

Notes to the Teacher

The social life of humanity is varied and complex. Our social surroundings influence people far more greatly than do our physical surroundings. By studying our social surroundings we can better understand the social forces that help shape our lives.

As a group, social studies are related disciplines that study various aspects of human social behavior. They are always the study of people plus a specific aspect of their daily routine.

Students list the disciplines that are included in the field of social studies. They define the various disciplines and use their information to explain the differences between the related subjects.

Encourage students to do the extension activity. It exposes them to possible careers in social studies and the requirements of these careers.

Procedure

1. Ask the class to define a social science and explain how it is different from a physical science. (*Social science deals with the functioning of human society. It looks at interpersonal relationships of individuals and institutions. It encompasses areas such as economics, religion, and sociology. Physical science deals with nonliving things. It encompasses the natural sciences, such as chemistry, geology, and astronomy.*)
2. On the board, have students list the subjects that they believe are social sciences and define them as they are listed (*e.g., history, geography, economics, political science, and sociology*).
3. If necessary, complete the listing by adding anthropology, psychology, and social psychology.
4. Distribute **Handout 7** to students. Have them complete it individually or in small groups. Discuss students' responses. Emphasize that there is some overlap in social studies in areas of mutual interest.

   Suggested Responses

   1. b
   2. c
   3. g
   4. a
   5. e
   6. h
   7. d
   8. f
   9. e
   10. a

5. Conclude by having students identify which of the social studies disciplines they would find the most interesting and why.

Extension

Ask students to think about possible careers in social science. Have students choose one of the eight social sciences listed in this lesson and research it as a possible career choice. Information to be included in their reports is as follows:

1. Name the social science.
2. Select a career in this social science.
3. Fully explain what the career entails.
4. List the educational requirements.
5. List starting salary and salary range.
6. Explain how you could use this career as a stepping stone to other opportunities.

Students should create a chart with information listed above and report to the class on their research. Teachers should hang the completed charts around the room.

Name:

What Are the Social Sciences?

Social sciences are related disciplines that study various aspects of human social behavior. Match the social science with its description.

a. Anthropology	b. Psychology	c. History
d. Economics	e. Political science	f. Geography
g. Sociology	h. Social psychology	

_____ 1. This focuses on individual behavior rather than on group behavior and deals with subjects such as personality, perception, motivation, and learning.

_____ 2. This is a study of past events for the purpose of exploring current social behaviors and attitudes.

_____ 3. This shares with other social sciences the task of scientific exploration of social behavior.

_____ 4. This is the comparative study of various aspects of past and present cultures. It is closest to sociology in subject matter.

_____ 5. This is the study of organizations and operations of government.

_____ 6. This studies how an individual's behavior and personality are affected by the social environment.

_____ 7. This explains the process by which goods and services are produced, distributed, and consumed.

_____ 8. This studies the relationship that the human race has with its environment.

_____ 9. Like sociology, this social science studies voting patterns, concentration of political power, and formation of politically based groups.

_____ 10. Like sociology, this science could examine the cultural characteristics of neighborhoods and communities in a complex society.

Lesson 7

How Do Sociologists Use the Research Process?

Objectives

- To become familiar with the research process
- To identify the methods sociologists use in their work
- To understand the problems that sociologists encounter

Notes to the Teacher

Sociology is the study of social behavior using empirical research. Empirical research is research that uses personal experience, critical observation, and experimentation to collect facts. We call these facts *data*. Data are recorded, organized, and classified, and conclusions are then made based on the collected data.

People are very complex beings and are therefore very difficult to study. What made you act the way you did today? Was it genetics, your upbringing, your environment, a poor diet, peer group pressure, or your concept of morality? Do you even know? Part of what a sociologist must do is to make sense out of human behavior and find out why we do the things we do.

Students read and discuss a chart to explore the various techniques sociologists use in their work and discuss the various pitfalls that sociologists may encounter along the way.

Procedure

Begin with a discussion of scientific method. What are the steps natural scientists use in testing for results? Help the class discover the following steps.

1. Hypothesis
2. Critical observation
3. Generalization
4. Verification

Be sure students understand each of the terms.

1. Ask the class to brainstorm the ways we have of studying human behavior. List students' responses on the board. (*Possible answers could include surveys, questionnaires, observation, and experiments*).

2. Distribute **Handout 8** and read it in class. Review all seven of the research steps and pay particular attention to step 4 (choose a research design).

3. Have students work individually or in small groups to develop their own questionnaire on a topic of their choice. Topics could include television viewing habits, study habits, or how students spend their money.

4. Have students read their questionnaires to the class. Have the class critique the quality of the questions and add questions that could be asked.

5. Conduct a class discussion on some pitfalls sociologists could encounter in their work. The answers should include the following:
   - Sociology is a relatively young field and even the experts disagree.
   - It is difficult to conduct controlled experiments on human behavior.
   - The subject matter of sociology is complex and involves many variables.
   - Correlation does not equal causation.
   - Respecting privacy and confidentiality.

Extension

All questions can be divided into one of the following categories:

1. A descriptive question asks for factual information. What is the capacity of Yankee stadium?

2. An explanatory question asks why something happens. What action caused the riot to begin?

3. A predictive question asks what will happen. What effect did getting a job after school have on Tom's grades?

4. A prescriptive question asks people's opinion about what should be done. What should we do to get more parental involvement in the school?

Ask students to create three additional questions for each category and discuss them with classmates.

Name:

The Research Process

Study the information below and be prepared to discuss it in class.

Step 1 Define the problem	Begin the research process by defining a problem or specific area of study. It could be on labor unions, public issues, or a government-related study.
Step 2 Review the literature	After the problem is determined, you enter the fact-finding stage. Read, study, and observe all related materials. Record your observations and findings, and organize and classify your knowledge to date.
Step 3 Form a hypothesis	From the knowledge you possess, form a hypothesis. A hypothesis is a statement that predicts the relationship between two or more variables. It is a theoretical statement, a tentative explanation, an educated guess.
Step 4 Choose a research design	A research design is your plan for collecting, analyzing, and evaluating data. The most common research designs include sample surveys and questionnaires, personal interviews, open participant observer (actively becoming involved in the group activities), concealed participant observer (watching group activity without being seen), case study, and experimental method using a control group.
Step 5 Collect the data	After choosing your method of research, begin the painstaking task of gathering facts and figures.
Step 6 Analyze the data	Analyze and categorize your research data. You are looking for cause-and-effect relationships.
Step 7 Present conclusions	Present conclusions based on your research. Your research could either support or reject your hypothesis, depending on your findings.

Lesson 8

How Are Statistics Used?

Objectives

- To realize that statistics cannot always be taken at face value
- To understand proper guidelines for reading tables and charts

Notes to the Teacher

In our society, it is virtually impossible to get through the day without hearing or reading dozens of statistics. One hears them in every newscast and in every commercial and reads about them in newspapers and in magazines. These statistics cover every phase of our lives. One gets weekly doses of numbers on health and safety, on unemployment, on childbirth, on growing older, on high school graduation rates, and on college education costs. There seems to be no end to this steady stream of statistics.

Sociologists collect, analyze, and interpret data. Much of this data is in numerical form. In studying behavior and in seeking solutions, sociologists use statistics to verify findings. The statistics, when used properly, give validity to their work.

However, what happens when statistics on similar tests show a different set of results? Are the experiments valid or invalid? Often the answer lies in how the statistics were determined. What criteria went into the formation of these statistics and how were the statistics interpreted?

Sociologists also try to determine if statistical information is correlated. Are the statistics related in a logical fashion? When unemployment increases, is there a similar increase in theft and robbery? When a country goes to war, is there a drastic decrease in unemployment rates?

The situation can become more complex when a third factor is introduced to the ratio. Does this factor cause the statistics to vary in a related and local fashion? We know for a fact that heart attacks increase whenever it snows, but snow does not cause heart attacks. Heart attacks may result when people in poor health try to shovel snow.

Students discuss statistics and their uses, read a story showing how statistics can be manipulated, and study the steps taken when reading a table, chart, or graph.

Procedure

1. Have students brainstorm all the areas that find statistical information useful. Place students' responses on the board (*e.g., population increases, fertility rates, longest tire wear, percentage of television viewing audience*). How are these statistics used? Do students believe these statistics when they hear them? Why or why not?

2. Discuss how companies in related fields can contradict each other with their own statistical information. How can two golf balls claim to be the farthest traveling ball? How can this type of advertising occur?

3. Discuss the role of an independent testing laboratory. Ask students what makes independent testing laboratories so special. Why are they held in such high regard? (Independent testing laboratories stake their reputations on being accurate and impartial. When the statistics are in their favor, manufacturers will proudly state that these tests were completed by an independent lab.)

4. Read **Handout 9** in class and have students complete the assignment for homework.

5. Review the homework assignment in class and have students share their observations. On the board, list and discuss some factors involved in a testing process that could make the statistics invalid.

6. Distribute **Handout 10**. Remind students that they must look at each table and chart carefully before they begin to analyze it. Have students complete the analysis individually or in small groups. Review correct responses.

Suggested Responses

1. Projections of Total Population, by Age, 1995–2050
2. 56
3. Thousands
4. 392,031,000
5. 45–64 years old
6. 52,000
7. 1990, information found in note
8. 1990 census, fertility rates, life expectancy, and immigration

7. Conclude the lesson with a discussion of the average high school male or female. Consider the following areas:

- sex
- age
- height
- weight
- hours per week spent studying
- hours per week spent involved in a school-related activity
- hours per week employed
- hours per week socializing with friends
- dates per month

Does anyone in the class meet the statistical average or is what we created a statistic that applies to no one?

Extension

The United States is becoming a nation of movers. Ask students to conduct a survey of ten people; ask the three following questions. Students may use their classmates, but should also survey five adults.

1. What is your age?
2. List the places that you have lived from birth to the present.
3. How long did you live in each location?

After students have collected their data, they should determine how a sociologist could use this information. Here are some possible responses:

1. What is the average age of the people surveyed?
2. How many times did each move?
3. In how many cities did they live?
4. What was the average length of residence?
5. Do the statistics between younger and older people vary?

Name:

Numbers Always Tell the Truth

Read the following selection and complete the assignment for the next class.

FACT *75 percent of households surveyed use Kleensuds!*
FACT *This week, the use of Kleensuds in households surveyed increased by 300 percent.*

At first glance, this seems to be a glowing account of the increasing popularity of a new laundry detergent called Kleensuds. Any market economist would be thrilled with these statistics, and these figures would certainly have an impact on consumers looking for better products. Are the statistics real? They are 100 percent arithmetically accurate. Are they valid? Well, that's a different story.

As you went to get your mail recently, you were greeted by a product representative promoting a new laundry detergent called Kleensuds. His name was Jim Change and, after a cheery hello, he promised to give you a large box of Kleensuds free if you would only answer one question and keep one promise.

The question was simple: What is the name of the laundry detergent you used when you last washed your clothes?

The promise was uncomplicated: in exchange for a free box of Kleensuds, you promised to use it for one week and see if you liked the product. Jim said that he would be back in a few days to ask a question.

Jim did the same routine with 99 other households that day and gave away 100 large boxes of Kleensuds. He recorded the answer to his question and realized that 25 out of 100 households were currently using Kleensuds.

At the end of the week, Jim went back to the same 100 households and asked the same question. What is the name of the detergent you used when you last washed your clothes? He then thanked the people for their time and effort and hoped that they enjoyed using the product. He recorded their responses and found that 75 out of 100 households washed their last load of clothes in Kleensuds.

So . . .

FACT *75 percent of households surveyed use Kleensuds!*
FACT *This week, the use of Kleensuds in households surveyed increased by 300 percent.*

What is the lesson to be learned from this story?

FACT *Statistics are only as valid as the means to determine them! If the methods used to gather the data are invalid, as in the case above, then the statistics are also invalid.*

Be skeptical. Do not permit people to use statistics on you unless you examine the criteria used to determine them.

Assignment: Watch five commercials this evening and record every piece of statistical information spoken or seen on the television screen. Examine each statistic and brainstorm any problems that may have developed during the testing process that could have influenced the statistic itself. Be prepared to share your findings.

 Name:

How to Read a Table

The following steps can be used as a guideline in reading any chart or table.

1. Make sure that you first read the title to see what information is being presented.
2. Look at the units used in the table itself. Are the units in thousands, millions, or tons? Are numbers or percentages used?
3. Look for handouts or footnotes that more fully explain how data were collected or determined.
4. Read all column labels to see exactly what is being presented.
5. Draw your conclusions only after you examine all of the data.

Projections of Total Population, by Age, 1995–2050
Source: Bureau of the Census, U.S. Dept. of Commerce (in thousands)

	1995		2000		2010		2050	
Age	Population	Percentage Distribution	Population	Percentage Distribution	Population	Percentage Distribution	Population	Percentage Distribution
Total	263,433	100.0	276,242	100.0	300,431	100.0	392,031	100.0
Under 5 years	20,181	7.7	19,431	7.0	20,017	6.7	25,382	6.5
5–13 years	34,262	13.0	36,547	13.2	36,213	12.1	45,742	11.7
14–17 years	14,591	5.5	15,811	5.7	17,388	6.5	20,630	5.3
18–24 years	25,465	9.7	25,911	9.4	30,220	10.1	35,710	9.1
25–34 years	41,670	15.8	38,237	13.8	38,179	12.7	49,462	12.6
35–44 years	42,150	16.0	45,123	16.3	39,659	13.2	47,739	12.2
45–64 years	51,465	19.5	59,860	21.7	78,651	26.2	87,257	22.3
65 years & over	33,649	12.8	35,322	12.8	40,104	13.3	80,109	20.4
85 years & over	3,598	1.4	4,333	1.6	5,969	2.0	18,893	4.8
100 years & over	52	0.0	75	0.0	170	0.1	1,208	0.3

Note: Figures are for the middle series. Assumptions, based on a July 1992 population estimate consistent with the 1990 decennial census, were made regarding fertility rates (lifetime births per woman), life expectancy, and immigration in the coming decades. Yearly net immigration was assumed to be 880,000. All figures are for July 1 of the given year. Resident population only.

Data from: *The World Almanac and Book of Facts* (New York: St. Martin's Press, 1995), Table 3.1.

 Name:

Answer the following questions pertaining to the chart on projected population.

1. What is the title of the chart and what does the chart show?

2. How many years does the projection cover?

3. In what denomination are the population figures listed?

4. According to the chart, what will the population of the United States be in the year 2050?

5. In each year listed, the greatest percentage of people living in the United States are between what ages?

6. How many people over the age of one hundred were expected to be alive in 1995?

7. The statistics used in this chart were based on the census taken in what year? Where did you find this?

8. What projections were factored into this chart to determine these statistics?

Lesson 9

Qualitative Methods of Inquiry

Objectives

- To understand qualitative approaches to understanding the social world
- To understand how different sociological questions require different methods
- To recognize the strengths and weaknesses of different qualitative methodological approaches

Notes to the Teacher

Sociologists' work involves asking questions and finding answers about social phenomena. Using a variety of research methods and analytical tools, sociologists are able to gather data about the social world. Most students are likely familiar with quantitative methods of gathering and analyzing data (e.g., surveys and statistics). This lesson, however, focuses on qualitative methods of inquiry.

Qualitative methods are used to answer questions about the complexities of the social world (e.g., how individuals think, act, or make meaning of their lives). Rather than work with quantified data, qualitative methodologists try to understand how individuals understand their worlds using methods such as ethnography, participant observation, interviews, life histories, or focus groups. Additionally, a wide variety of data sources (e.g., texts, images) can be analyzed qualitatively through content analysis or visual analysis.

Of course, sociologists must engage research ethics in meeting strict professional standards to ensure no harm is done in the course of their research. When working with people, confidentiality must be maintained and informed consent must be obtained.

This lesson calls for students to practice qualitative methods by practicing field observation, a qualitative method used by ethnographers and participant observers.

Procedure

1. Ask students to conduct a fifteen-minute observation on their campus or in a public setting (a place where individuals have a reasonable right to privacy), time and space permitting. Ask students to take field notes on **Handout 11** and then write a brief post-fieldwork analysis that reflects on their experience of observing that they will share with the class.

2. Permit students to conduct a fifteen-minute observation on their campus or in a public setting. Students may find it easier to navigate campus in pairs or with you to follow campus guidelines or ensure safety.

3. Students' field notes should address the following observations in detail:
   - Describe your surroundings: What day is it? What time is it? Who is in the area? What is the area like in terms of landscape, space, or time?
   - Using your senses, describe what you or others see, hear, smell, feel, or taste.
   - Rather than your interpretation, what are the specific details of what you are observing? Include any direct quotes of people who may be talking.

4. Have students return to the class to write a post-fieldwork analysis that asks them to reflect on the following questions:
   - What did you learn from your brief observation?
   - What additional questions do you have from your brief observations?
   - What reactions, feelings, or emotions did you have while observing?
   - How was fieldwork experience in terms of ease or difficulty? What kinds of information could you have gathered if you had more time in the field?

5. Discuss students' responses in class. Ask students to reflect on if their observations could be quantified and if it would be appropriate to do so.

Extension

Ask students to conduct a brief, qualitative interview of someone they do not know. Students will need to develop a handful of open-ended questions about a non-sensitive topic of their choice. Questions should address respondents' backgrounds, experiences, and perceptions. Ask students to take notes during the interview and then write up an analysis of the interview. In their post-interview analyses they should reflect on how well they feel the interview went and any questions or concerns generated by the interview. Of course, students should be sure to include an introduction to the interview that informs the subject about the topic of the interview and provides information about voluntary participation, informed consent, and confidentiality should the respondent agree to be interviewed.

 Name:

Fieldwork Notes and Post-Fieldwork Analysis

Fieldwork Notes

Your field notes should address the following questions:

Describe your surroundings
What day is it? What time is it? Who is in the area? What is the area like in terms of landscape, space, or time?
Use your senses
Describe what you or others see, hear, smell, feel, or taste.
Specific observations
What are the specific details of what you are observing? For people talking, what are direct quotes?
Anything else?

Post-Fieldwork Analysis

Respond to and reflect on the following questions after your fieldwork:

What did you learn from your brief observations?

What additional questions do you have from your brief observations?

What reactions, feelings, or emotions did you have while observing?

How was fieldwork experience in terms of ease or difficulty?

What kinds of information could you have gathered if you had more time in the field?

Lesson 10

Sociology Project

Objective

- To plan, research, and present a multimedia sociology project

Notes to the Teacher

The field of sociology is a vibrant, dynamic field of study, and personal involvement can be used to enhance the understanding of this science. An excellent way of doing this is to have students become involved in the research and presentation of a sociology project. This is an excellent way to end the course.

Before presenting the project as described in **Handout 12** to your students, familiarize yourself with the project requirements. Alter and adjust the requirements and procedure as necessary to meet your individual goals and circumstances. The following ideas might be useful.

1. There should be at least a three-month period of time between the introduction of the project and the first class presentation. Examine the chronology of events in the handout and see if it fits your situation. If not, adapt it.

2. Project topics are selected by students and are subject to teacher approval. Do not hesitate to reject a topic that you feel is not appropriate. The emphasis should be on "people interacting with other people."

3. The thirty-minute presentation time is a necessity. Any project that falls short of the time limit should not be accepted. Suggest that it be brought up to standard and presented again in another class (if possible). The idea of "Give them an inch and they take a mile" applies here, so hold students to the time limit you decide upon.

4. The project presentation is not the reading of a paper. It must be multifaceted in its design. Students should "talk" to the audience as well as present material with a combination of posters, charts, graphs, images, videos, slides, sample surveys, etc. The time limit for videos or slides from outside sources should be ten minutes. If students create the videos or slides themselves, you may wish to allow more than ten minutes for the video portion of the presentation—perhaps as much as two classroom sessions if a student wishes to show a particularly appropriate film in its entirety. (Students should place any written information they need on spiraled note cards.)

5. Students must find community experts who are knowledgeable about the given topic. Explain that these community experts are extremely helpful when used properly. Students must interview these community experts and ask questions pertaining to their topics. Review students' questions prior to the interviews.

6. Guest speakers can enrich the presentation. The use of a guest speaker is optional and will necessitate two days for the project presentation. Guest speakers may enhance the project grade, but they should not guarantee a higher grade.

7. If you wish, you may permit students to work in pairs. Two hardworking partners may create a wonderful project, but the negatives of partnerships far outweigh the positives. The most difficult aspect of partnerships is determining a grade, and friction between partners is very common.

8. When it comes to selecting the dates for presentation, projects with guest speakers get preferential treatment. After students with guest speakers have chosen their dates, the remaining dates are selected through the lottery system.

9. The only written work the student is expected to submit is a formal outline of the project. As the project is being presented, you can follow the material and time the presentation as well. According to the chronology section of **Handout 12**, students' handouts are turned in a few weeks before the presentations begin. This gives you the opportunity to review the information before it is presented.

10. Once the projects begin, you will rapidly collect an excellent group of project posters. Display them! You may want to consider a Project Display Day when students explain their posters to students in other classes. Other social studies teachers may find this idea useful.

11. Grade these projects according to the criteria in **Handout 13** or devise your own system of grading. The project presentation is the basis of the grade; students are not responsible for handing in anything written except the outline.

12. While students are watching the presentations, they are expected to play an active role as an audience. Encourage questions. Keep track of the questions students ask and include their questioning skills as part of their own project grades. Giving or subtracting points for their questioning skills might be helpful in gaining participation.

13. These projects will create a great deal of enthusiasm. Open the class to guests! Permit other students, faculty members, and parents to view these presentations. Good luck! It is well worth the effort.

Procedure

1. Familiarize yourself with the instruction handout (**Handout 12**) before you distribute it to students.

2. Distribute **Handout 12** and have students read it very carefully in class. Make sure that students understand all the project requirements as well as the deadlines.

3. Periodically, every 2–3 weeks, check the progress of the projects and have students share their successes and their pitfalls (excellent community resource interview, information sent for and received, irresponsible partners, posters made with light colors that cannot be seen from a distance, broken appointments, etc.).

4. Distribute **Handout 13** and show students how they will be graded. Emphasize to students that 85 percent of their project is completed even before they begin the presentation. During the presentation, they are working on audience reaction (5 percent) and communication (10 percent).

5. After the dates are chosen, make arrangements to advertise the project topics and times. Encourage students to invite their peers to come and watch their presentation.

6. After the presentations are completed, have students evaluate the concept of the sociology project. Have students write their likes and dislikes about the assignment. Elicit their suggestions for next year. This is useful in refining the project so that it becomes a perfect fit for you.

Sociology Project

A sociology project is a requirement for this course. Every sociology student is responsible for presenting a project as the major portion of the final grade. This handout is designed to give you the necessary information pertaining to this year's projects.

Topic: The topic for your project is chosen by you and approved by your teacher. It must relate to the nature of the course, which is humans interacting with humans. The topics will be approved on a first-come, first-served basis. The key is to find an interesting topic that you will enjoy researching.

Time: Each presentation must be thirty minutes in length. Projects that fail to meet the time requirement will receive an incomplete grade and will have to be redone. Most projects tend to run too long, so plan your time carefully.

Presentation: Your presentation must include a variety of activities in order for it to be interesting and educational. Your approach should be multifaceted. You may want to include a combination of the following: lecture, pictures, posters, graphs, results from questionnaires, class activities, interviews, and demonstrations. Do not rely on one of the aforementioned for too long a period of time. Varying your presentation technique will prove more interesting and informative.

Community resources: You are expected to use primary resources in your research project. This could be someone in our community who has firsthand knowledge or expertise on the topic you have chosen. Your teacher may be able to suggest some possibilities or perhaps a family member or friend could be helpful. You must make arrangements to speak to this resource person at a time convenient to him or her. For this reason, don't wait until the last minute to arrange for the interview.

Guest speaker: You may wish to incorporate a guest speaker into your presentation. A guest speaker necessitates scheduling your project for two days. Courtesy dictates that your speaker have a full class period if he or she feels a need for that much time. Please note that the guest speaker is doing you a favor by coming to school on his or her own time and without pay, so treat your guest speaker accordingly. Be sure that the speaker knows how to get to your high school and that the speaker arrives in plenty of time. You should plan to meet him or her at the front office before class. All speakers must be approved by your teacher and the main office.

Partners: You may choose to do your project alone or with a sociology classmate. Choose your partner wisely. Select someone who will help you research the topic, not just tag along and let you do all the work. Project partners could receive different grades if it is obvious that one member of the team did all the work.

Media: Choose the best media equipment available to you to best present your project.

 Name:

Chronology of Events

Date:	Project introduction
Date:	Your project must be chosen and approved.
Date:	Your community resource must be identified and your topic can't be changed after this date.
Date:	Dates for guest speakers must be finalized. A formal outline of your project is due. Your project date will be chosen by lottery.

Words of Wisdom

1. Select your topic and have it approved as soon as possible.
2. Don't procrastinate.
3. If you elect to pair with a classmate, select a partner who will help and not be a hindrance.
4. Timing is very important. Rehearse your project at home to see if it fits the required time. Your family makes a good audience.
5. Try to involve the class in your presentation. It makes it more interesting to them and easier for you.
6. Don't expect to read from a paper for thirty minutes. You will have to redo the project. Use note cards if needed.
7. Be organized.
8. Do adequate research on the topic. Be sure to contact community resources in plenty of time to schedule interviews.
9. Make arrangements with guest speakers at least three weeks in advance. Confirm the arrangements one week before the presentation. Be sure they know how to get to your school. Schedule them to arrive fifteen minutes before your class period. Meet your speaker at the main office and escort him or her to the classroom.

P.S.—Good luck and start working now!

Name:

Sociology Project Score Card

Name _____

Project Title _____

Date(s) of Presentation _____

Start _____ Finish _____ Total Time _____

Criteria for Evaluation	Possible Points	Actual Points
1. Community resource questions	5	
2. Outline	5	
3. Organization and flow	10	
4. Content	50	
5. Audience reaction	5	
6. Three key project terms	5	
7. Communication	10	
8. Multimedia approach	10	
Total	100	
Participation grade	+5 to −5 percent	

Unit 3

Culture and Society

Domain 2

Social Structure: Culture, Society, and Institutions

Lesson 11

Cultural Variation

Objectives

- To understand the reasons for cultural diversity
- To recognize the categories and subcultures to which students belong

Notes to the Teacher

All human beings have a culture, and this culture is the cornerstone for their daily routines. Culture guides people through situations and gives a high degree of order to their everyday actions. Culture stabilizes relationships and makes sense out of life.

Cultures are vastly different, and the differences extend beyond dress, food, and social conduct. To complicate the issue, small and large differences exist within each culture. Why do these differences occur and how do people respond to them? That question is the focus of this lesson.

Procedure

1. Ask students to define *culture* and place their definitions on the board. (There are many useful definitions of culture including the following: Culture is the beliefs, values, behaviors, and material objects shared by a particular people. Culture is our complete social heritage.)

2. Through a discussion, help students see how sociologists examine cultural variation. One way is by looking at differences in material and nonmaterial culture. Material culture consists of the tangible products of our ancestors (things that can be seen and felt). Nonmaterial culture consists of intangible creations of our ancestors (ideas, beliefs, rites, and ceremonies).

3. Draw two columns on the board and title them material culture and nonmaterial culture. Have students brainstorm examples of each. (Material culture could be anything from the wheel to the space shuttle. Nonmaterial culture could include religious rituals, weddings, puberty customs, role of women, taboos, inheritance rules, periods of mourning, property rights, sexual restrictions, gift giving, concept of cleanliness, courtship, division of labor between males and females, and concepts of the afterlife.) Ask students which group changes the fastest. (The discussion should develop the idea that material culture changes much more quickly than does nonmaterial culture.)

4. Distribute **Handout 14**. Invite students to share their death rituals while highlighting the material and nonmaterial culture aspects of what they have detailed.

5. Remind students that culture changes in two ways: internally through invention and externally through borrowing. Ask the class the following question: *Does a culture invent more than it borrows or does it borrow more than it invents?* After a brief discussion, take an informal vote and place the result on the board.

6. Ask students if they wish to borrow or update their own death rituals after hearing about the cultural variations of death.

Extension

Ask students to choose a counterculture and research the group. In a written essay, students should explain how the counterculture's presence affected society. Alternatively, students may create a poster and present an outline of the group to the class.

Name:

Death Rituals and Cultural Variation

Inevitably, we will all die one day. However, there are many cultural variations on how "death is done." Below, describe in detail the death ritual you would want for yourself. Feel free to draw an image if it helps you to imagine. Then, reflect on the ways in which your own social identity (e.g., racial, ethnic, gender, religious) and cultural background shape your preferences below. You will share your responses below with your classmates to illustrate cultural variation. This lesson also calls for cultural acceptance in not judging cultural variation in death rituals.

Describe in detail your death ritual below. Consider questions such as the following: Do you want to be cremated, cryopreserved, embalmed, mummified, or donated to medicine? If you wish your body to be buried, do you wish to have a ground burial, sky or space burial, ecological burial, or sea burial? How would you like people to honor your life or grieve your loss? What other traditions would you like for your death ritual? What material and nonmaterial culture aspects do you wish for your death ritual?

Lesson 12

Material and Nonmaterial Culture

Objectives

- To understand the difference between culture and society
- To differentiate material and nonmaterial culture

Notes to the Teacher

Students often mix up the terms *culture* and *society*, but the differences are significant within sociology. A society describes a group of individuals who share a culture. Societies comprise communities, or smaller groups of individuals typically within a geographic region. Culture, on the other hand, refers to the beliefs and practices of a group of individuals who form a society. The two are interdependent on each other.

The differences between material and nonmaterial culture may help students understand the distinction between culture and society. Material culture refers to the objects, resources, or spaces of a group of individuals. For example, material culture refers to the tangible items or objects within a society—homes, cars, clothing, and buildings. Nonmaterial culture refers to the (less tangible) belief systems, ideas, and attitudes that represent cultural ideas. It also represents patterns of behavior and ways of thinking. As students will come learn, material culture reflects nonmaterial culture. For example, people's homes reflect nonmaterial ideas associated with capitalism, residential segregation, and consumption. Similarly, people's clothing or jewelry (e.g., engagement rings) represent their status, class position, or customs.

Understanding material and nonmaterial culture requires students to be able to distinguish the two and to think critically about the beliefs and value systems reflected in material objects. This lesson asks students to work in small groups to imagine they are the leaders tasked with peacefully greeting aliens from outer space visiting earth for the first time. Their assignment requires them to present their new guests with ten material objects that demonstrate that their society is good, kind, and peaceful and means no harm. Learning about material and nonmaterial culture asks students to critically examine their presumed knowledge about the social world. In particular, students are challenged to consider whether there are cultural universals, which will inform future lessons on subcultures, ethnocentrism, and social inequality.

The extensions listed below are also wellsuited as classroom activities with robust discussions.

Procedure

1. Distribute **Handout 15**. On the handout, students will be required to explain each object and communicate to their guests each object's corresponding nonmaterial cultural idea, belief, or system. Students may benefit from thinking in opposites to generate their list.

2. Divide students into small groups and explain the assignment.

3. Have students complete the handout. Encourage students to be creative in their responses and explanations.

4. Discuss students' responses in class. You may wish to ask students to create a collective peaceful-greeting objects list and debate why certain items are more effective at representing what is good, kind, and peaceful. Ask students to reflect on whether it was difficult to choose items that only represented a positive side of humanity through these objects. Additionally, ask students to reflect on whether their objects would be understood universally in the way they wish them to be represented.

Extension

1. Ask students to contribute or present a song of their choice as an example of material culture. Students should explain how the song represents nonmaterial culture. Specifically, students should address what ideas, attitudes, or behaviors are represented within our society and provide examples. As a reflection, ask students to explain whether everyone would agree with their analysis. Further, ask students to reflect on whether music should be considered a cultural universal.

2. Ask students to write a brief essay asking them to imagine that they are going to be stranded on a desert island where they can only take five of their most important material possessions. Assure students that there is food, water, and shelter on the desert island (and they can bring any other life-sustaining items beyond their five items). Ask students to create the list of their five "must-haves" for their trip, along with an explanation of why they must take these items. In their essays, ask students to address how their items represent material and nonmaterial culture. Ask students to reflect on how nonmaterial culture has shaped their choices in items.

3. Ask students to contribute or present a "show and tell" material object (e.g., digital, visual, audio, video, or print item) that demonstrates a nonmaterial aspect of culture: conspicuous consumption. Encourage students to be creative and critical in their thinking when they point out the nonmaterial ideas, beliefs, or systems at play in the material objects that demonstrate conspicuous consumption. Ask students to reflect on what values conspicuous consumption represents in nonmaterial culture.

Name:

Material and Nonmaterial Culture

Greetings, aliens from outer space!

Understanding material and nonmaterial culture requires you to be able to distinguish the two and to think critically about the beliefs and value systems reflected in material objects.

This lesson asks you to work in small groups to imagine you are the leaders tasked with peacefully greeting aliens from outer space visiting earth for the first time. As part of your task, you are required to present the aliens with ten material objects that demonstrate that your society is good, kind, and peaceful and means no harm.

In your peaceful greeting, please explain the significance of the material objects you have included. Be sure to explain to the aliens the cultural idea, belief, or system each object represents. You may benefit from thinking in opposites to generate this list.

What ten items will you include as part of your peaceful greeting to the outer space aliens? What does each object represent (specifically, in nonmaterial culture)?

1. Item #1: _____
   What does this object represent in nonmaterial culture? _____
2. Item #2: _____
   What does this object represent in nonmaterial culture? _____
3. Item #3: _____
   What does this object represent in nonmaterial culture? _____
4. Item #4: _____
   What does this object represent in nonmaterial culture? _____
5. Item #5: _____
   What does this object represent in nonmaterial culture? _____
6. Item #6: _____
   What does this object represent in nonmaterial culture? _____
7. Item #7: _____
   What does this object represent in nonmaterial culture? _____
8. Item #8: _____
   What does this object represent in nonmaterial culture? _____
9. Item #9: _____
   What does this object represent in nonmaterial culture? _____
10. Item #10: _____
    What does this object represent in nonmaterial culture? _____

Reflection: As a whole, how easy or difficult was it to choose items that represented only a positive side of your society? How is "positive" defined here? Is that a universal definition? That is, are the objects you chose universally understood in the way you wish them to be represented?

Lesson 13

Language

Objectives

- To list and give examples of language as a fundamental element of culture
- To explain the purpose of words, symbols, signs, and gestures

Notes to the Teacher

Language is the most important means humans have of communicating culture from one generation to the next. Culture is learned, and language makes it possible to pass on art, literature, music, science, and technology. Culture is the accumulated knowledge of humankind that has been acquired through the ages. Language is important as one of the things that differentiates human beings from all other life-forms.

The purpose of language is communication, and it can take both nonverbal and verbal forms including words, gestures, and symbols. Students are introduced to the concept of language and the many forms that it takes. Students play a game and participate in a variety of large and small group activities as well as discussions.

Procedure

1. Distribute **Handout 16**. Give students the following list of terms: clothes, food, music, and cars. Have students make a list of words that are synonyms of the words on the handout.

   Suggested Responses

   1. Answers may include threads, duds
   2. Answers may include grub, vittles
   3. Answers may include tunes, sounds
   4. Answers may include automobiles, wheels

2. Divide the class into groups of three or four students. Tell students that they are going to participate in a game in which they will communicate without speaking. Instruct students that they are to compile a list of gestures that communicate something meaningful. Give groups no more than ten or fifteen minutes to compile their lists. Have students decide whether officiating gestures (football, basketball, etc.) will be used. Ask the groups to select one student each to act as a secretary and write the gestures and meanings. This student will also be responsible for eliminating gestures from the group list after their group or another has used the gesture. Groups should not be permitted to add gestures to their list after the game has started. Ask each group to select one student to act as the demonstrator. This student performs the gesture for the rest of the class. Have another student or the teacher act as judge to determine what gestures and meanings are acceptable.

3. Go around the room performing gestures. When groups run out of gestures, they are eliminated from the competition. The last group with an acceptable gesture is the winner. Consider giving awards to the winning team. A discussion should follow this activity on the gestures and their meanings. (Possible discussion questions: How difficult was it to create a list of gestures? Why do gestures have different meanings? How does cultural background and/or the region of the country affect gestures?)

4. Have students compile a list or obtain examples of symbols and their meanings. Provide class time for students to demonstrate/show the symbols to the class. Have the class determine what the meanings of the symbols are.

5. Conclude by conducting a discussion on the forms (*verbal, nonverbal*) and functions (*to communicate*) of language. Share the information in "Notes to the Teacher."

Extension

1. Organize a debate on the issue of whether the United States should pass a law that designates English as the official language of the nation.
2. Invite a speaker to provide instruction on sign language.
3. Break students into small groups to research and learn key terms and phrases (e.g., *hello, good-bye, thank you, nice to meet you*) in a specific language (including sign language). Each group will then teach the phrases to the other groups.
4. Have students select a passage from an important document or famous quotation and ask a friend or relative who speaks a language other than English to translate it into that language. This activity will help students understand how even well-known quotations are not understandable if a person does not understand the language.
5. Ask students to investigate the advantages and disadvantages of bilingualism and then write an essay on the topic based on their research and share it with classmates.

Name:

Synonyms

We have many different words that convey the same message. Make a list of words that are synonyms of terms below.

1. Clothes

2. Food

3. Music

4. Cars

Lesson 14

Media

Objectives

- To understand the evolution and shifts in media
- To understand how to analyze media through sociological perspectives

Notes to the Teacher

Put simply, media refers to all print, digital, and electronic forms of communication. From birth, students have been media consumers and are likely familiar with its ubiquity and technological shifts. Media can be viewed through various sociological perspectives (e.g., functionalism, conflict theory, symbolic interactionism).

Media functions to create and reinforce social norms (through socialization) and uphold values, beliefs, and systems (e.g., consumption, capitalism) as well as to entertain. Conflict theorists take a critical view of the media, with concerns about the consolidation of media ownership, the relationship between the state and the media, censorship, propaganda, and information gatekeeping. Additionally, conflict theorists raise questions about inequality in terms of not only media representation (e.g., whose lives matter?) but also usage (e.g., who has access to media?), particularly with regard to new media forms where users generate and share their own content. Symbolic interactionists pay attention to the way that media creates, influences, and reproduces understandings of society. Taking a constructionist approach, symbolic interactionists posit that media constructs social reality, serving as a powerful influencer and reference group for individuals, even without their consent or knowledge.

This lesson calls for students to develop their theoretical competency and critical visual literacy by analyzing examples of advertising.

Procedure

1. Divide students to work in pairs or small groups to find an example of advertising that encourages audiences to purchase a luxury retail item.
2. Distribute **Handout 17** and explain the assignment.
3. Have students complete the handout. Encourage students to think critically in their responses and to dig deeper in understanding what truly is being conveyed in their example.
4. Discuss students' responses. Ask students to reflect on which theories make most sense to them in analyzing media advertising.

Extension

1. Ask students to research media consolidation by researching and documenting owners of the media. Invite students to map out the ownership of various types of media and identify some of the key media owners. Ask students to reflect on what it means for information gatekeeping to have knowledge distributed so widely by a small number of owners.
2. Ask students to write a brief essay analyzing their favorite form of entertainment in terms of representation by gender, race, ethnicity, and age. Ask students to reflect on who is represented and who is not represented and what that means for members of those groups.

Name:

Media

This lesson calls for you to develop your theoretical competency and critical visual literacy by analyzing examples of advertising that encourage audiences to purchase a luxury retail item.

1. Advertising example: _____
2. Luxury retail brand: _____
3. Using your example above, ask the following questions from the perspective of each theory. Be sure to answer each question and provide specific examples if possible.

   Structural functionalism:
   - What is the manifest function of the ad? (I.e., what is the ad selling?)
   - What is the latent function of the ad? (I.e., what is the ad really selling? A lifestyle? Status?)
   - How does the ad accomplish this?

   Conflict theory:
   - What type of advertisement is your example (e.g., print, digital, sponsored content)?
   - On what platform is the advertisement found (e.g., traditional media, new media, social media)?
   - Whom does the ad target? Whom does the ad represent? How do they relate?
   - Is the advertisement open about being an advertisement, or is it difficult to discern if it is a form of news, editorial, or information from a friend or acquaintance? What purpose does this strategy serve?

   Symbolic interactionism:
   - What ideals are represented within the advertisement (e.g., love, wealth, professionalism, freedom, sex)?
   - What values, norms, or systems does the ad represent or reinforce?
   - If values or norms are violated within the advertisement, what meanings are conveyed?

4. How does the advertisement's media platform affect its success in influencing audiences to purchase its item?

Reflection: Which theory or theories above make most sense to you in analyzing media advertising?

Lesson 15

Science and Technology

Objectives

- To understand how science and technology have evolved and changed
- To understand how to analyze science and technology through sociological perspectives

Notes to the Teacher

Technology aids in solving the social problems of everyday life. From a functionalist standpoint, technological advancement functions to advance society and improve social conditions. However, conflict theorists (among others) warn that technological development does not occur in a linear fashion, nor are its benefits made available to everyone. Symbolic interactionists question the meanings we give to what is considered technological "advancement" and how technological shifts are constructed and understood.

Technological advancement and science (particularly the scientific method) are routinely heralded as signs of the march of progress of societies. This lesson (and the extension assignments below) invites students to think critically about the ways in which science and technological advancements are constructed positively, particularly as the pace of advancement hastens and opportunities for cultural lag widen.

This lesson calls for students to identify and discuss disruptive technologies—innovations that create new products, services, or markets that disrupt established products, markets, and economies, eventually rendering them irrelevant or obsolete—to help their understanding of sociological perspectives, cultural lag, and social problems.

Procedure

1. Distribute **Handout 18**. Have students generate a list of disruptive technologies as part of a class discussion. Some students may not be familiar with historical examples of disruptive technologies, so you may wish to provide examples (e.g., printing press, telephones, fax machines, ride-sharing, 3D printing) to help aid your discussion.

2. Choose one example from the list and lead a discussion answering the following questions:
   - How has society benefited from this disruptive technology?
   - Who benefits from this disruptive technology? Who is disadvantaged from this disruptive technology?
   - Specifically, how does this disruptive technology impact people's lives in relation to their class, gender, race, ethnicity, age, geographic location, etc.?
   - How has this disruptive technology helped solve or create new social problems?
   - What meaning do the makers of this disruptive technology give to its power to solve social problems in contrast to its critics?
   - What examples of cultural lag are demonstrated by this disruptive technology?

3. Discuss students' responses in class. To summarize, ask students to identify who wins and who loses when it comes to disruptive technologies. Ask students to reflect on the complexity of their responses.

Extension

1. Ask students to discuss how capitalism both helps and hinders technological advancement. Ask students to think sociologically and use the three major paradigms within sociology to develop points on both sides of the debate. Students' work may be aided by developing specific examples (e.g., genetically modified organisms, pharmaceuticals).

2. Ask students to work in small groups to develop examples of cultural lag in their own

lives. How is their use of technology different from the way it is used by older people they know or older generations generally? Ask students to briefly describe or discuss these examples together to see what patterns emerge.

3. Ask students to imagine they have developed a lifesaving medical treatment that has the potential to save the lives of "only" one thousand people. Have students debate how they will decide who should receive the lifesaving medical treatment. Ask students to reflect on their responses and discussion through the lens of conflict theory in terms of using technological advancement to solve a social problem.
4. Ask students to spend thirty minutes without the use of any sort of communication technology and write a brief essay on their experiences and reactions during that time. Ask students to reflect on the role technology plays in their everyday lives: Could students live without their main forms of communication technologies for thirty minutes or longer?
5. Ask students to debate the question: Are all technological advancements good for society? Ask students to think sociologically and use the three major paradigms within sociology to develop points on both sides of the debate.

Name:

Disruptive Technologies

Below, brainstorm some disruptive technologies—innovations that create new products, services, or markets that disrupt established products, markets, and economies, eventually rendering them irrelevant or obsolete. Be prepared to share your list in a class discussion.

Unit 4

Institutions

Domain 2

Social Structure: Culture, Society, and Institutions

Lesson 16

Economic Systems

Objectives

- To understand the differences between capitalism, socialism, and communism
- To become familiar with some basic labor terminology

Notes to the Teacher

When the topic of economics is mentioned, a lot of "isms" come to mind, such as capitalism, socialism, and communism. What are they, and how are they similar and different?

This lesson uses a reading and handout to focus on the basic similarities and differences between economic systems. It gives students a frame of reference, a starting point, in their future exploration of economics. Students are also exposed to labor terms. By defining these terms, students develop an understanding of the workforce.

Procedure

1. Place the definition of economics on the board. A possible definition follows: *Economics is the study of how people satisfy their unlimited wants with a limited number of natural resources.*

2. Establish the idea that natural resources are very limited and that we cannot possess all of the material goods we want because of the scarcity of natural resources. Scarcity creates value in an economic sense. Explain to students that every society or culture must deal with the problem of what goods to create and how these goods are to be distributed.

3. Distribute **Handout 19** and have students read it in class. It may take a few class periods to deal with it completely. Use the following discussion questions to review the handout.

- The United States is far from being purely capitalistic. Identify some areas where capitalism is replaced by government control and policies (eminent domain, utilities, welfare, and programs such as healthcare for elderly persons).
- How good a job do you believe that our government could do in determining what is to be produced and in what quantity? Support your answers. (Can our government decide on a healthcare policy for its citizens? Will the politics of need be used to control people's lives?)
- While under communism, Russia found it necessary to create incentives for workers. Why do you think this was necessary? (In a controlled economy, workers seldom work to their full potential.)

4. Assign **Handout 20** for homework. Review correct responses but use students' responses as a springboard for discussion.

Suggested Responses

1. a, b, c	6. c	11. a
2. a	7. c	12. a
3. a	8. c	13. c
4. a	9. a	14. a
5. b, c	10. b	

5. Assign **Handout 21** for homework or work it through together in class. Discuss each answer.

Suggested Responses

1. Company union
2. Conciliation/arbitration
3. Picketing
4. Featherbedding
5. Blacklist
6. Injunction
7. Collective bargaining
8. Seniority
9. Scab
10. Boycott
11. Arbitration/conciliation
12. Contract

13. Compulsory arbitration
14. Closed shop
15. Wildcat strike
16. Labor union
17. Maintenance of membership shop
18. Strike
19. Slowdown
20. Fringe benefits

6. Conclude by asking questions such as the following:
    - What effect would losing a job have upon the major breadwinner in a family? How would family life be changed? Would self-esteem be affected by the loss of employment? How?
    - Should the federal government be more concerned about the homeless in America? Why or why not?
    - Could the money we spend on national defense be safely put to better use? Explain. Encourage a free exchange of ideas among students.

Extension

Have students create a list of the five most important "things" in their lives. Where does money rank on their list? Ask students to support their rankings.

 Name:

Types of Economic Systems

This handout shows some basic differences between capitalism, socialism, and communism. In order to appreciate the differences, it is necessary to understand what "factors of production" include. Be prepared for a class discussion.

Factors of Production

Below, the factors of production are listed. They are found worldwide and go into the manufacturing of all goods present in the world. They work as a unit, and the removal of any of them will bring production to a halt.

Land	Land is the factor of production from which goods originate. Land consists of natural resources before people have worked on these natural resources.
Labor	This factor of production involves human effort in the production process. However, it does not include the managerial or organizational factors.
Capital	This is any human-made instrument of production used in the furthering of the production process. It can be something as simple as a drill press or as complex as a steel mill.
Entrepreneur	This is a businessperson. The businessperson assumes the responsibility of the enterprise and coordinates and manages land, labor, and capital.

Below, some characteristics of capitalism, socialism, and communism are given. To obtain a clear understanding of similarities and differences, focus on who owns and manages the factors of production.

Capitalism

- Capitalism is an economic system in which private individuals own the means of production.
- Government control and interference are kept to a minimum.
- Private ownership of natural resources is permitted.
- Allocation of natural resources is determined by the market mechanism (supply and demand).
- Competition eliminates the inefficient producer, improves products, and reduces costs.
- Private ownership of property is permitted.

Negatives of Capitalism

- Private ownership of the means of production leads to inequality of wealth—the rich get richer and the poor get poorer.
- Competition is wasteful because of the high cost of advertising.
- There is no government agency controlling production, so there is waste caused by overproduction and a duplication of effort.
- Profit rather than need is the motivation of production. As a result, scarce resources may be wasted on goods and services that serve no useful purpose.

- Because a feature of capitalism is the dollar vote (one votes for the manufacture of goods by buying them), the poor have little say in determining production.
- Planning on an individual basis, business by business, leads to overproduction and waste.

Socialism

- Socialism is an economic system in which the government owns and controls most of the means of production.
- Socialists believe in moving toward their goal of government ownership and control of the means of production by gradual means and through a democratic process.
- Property is nationalized, and the owners are compensated.
- The government plans production by determining what is to be produced and in what quantity.
- In socialism, production is determined by need rather than profit.
- Because government owns the means of production, production can be planned and waste can be eliminated.
- Overproduction, duplication of effort, and depressions are avoided as competition is replaced by cooperation and planning.

Communism

- Communism is an economic system in which, in theory, all goods are owned collectively and in which payment of income is according to need.
- The individual is given little freedom in determining what is to be produced.
- Private ownership of the means of production is not permitted.
- Individuals are to work to their full potential with compensation determined by government. In most controlled economies, incentives are introduced to encourage people to work to their potential.

Differences between Communism and Socialism

- Communists seek to end capitalism by revolution whereas socialists do it through the ballot box.
- Socialists believe in the orderly transfer of the means of production from private to public ownership.
- Under socialism, fair payment is to be made for nationalized property.
- Socialism has a high regard for the freedom of the individual.

Negatives of Communism and Socialism

- Socialism lacks incentives for increasing effort. There is no motivating force.
- Determining "need" is a problem that government may not be able to solve.
- Because government controls production, it also protects the inefficient producer.
- Because of improper government planning, both overproduction and underproduction can and do occur.
- Freedom of choice is somewhat limited under socialism.

Name:

Identifying Economic Systems

Answer the following with either *a.* capitalism, *b.* socialism, *c.* communism, or any combination of the above letters. Be prepared to discuss/explain your responses.

_____ 1. This is an economic system.

_____ 2. This system has competition.

_____ 3. This system has private ownership of the means of production.

_____ 4. Motivation for production is profit.

_____ 5. This system lacks incentives for workers.

_____ 6. Individuals have no freedom in determining what is to be produced.

_____ 7. All goods are owned collectively.

_____ 8. Payment to individuals is according to need.

_____ 9. "Dollar vote" determines production.

_____ 10. This system moves toward the goal of economic ownership of the means of production by democratic means.

_____ 11. This system eliminates the inefficient producer.

_____ 12. This system has a concentration of wealth.

_____ 13. Under this system, property can be nationalized without fair payment.

_____ 14. This system involves private ownership of the means of production without government control.

Name:

Labor Terms

Match the following labor terms with their definitions. You may need to conduct additional research.

Arbitration	Company union	Fringe benefits	Scab
Blacklist	Compulsory arbitration	Injunction	Seniority
Boycott	Conciliation	Labor union	Slowdown
Closed shop	Contract	Maintenance of membership shop	Strike
Collective bargaining	Featherbedding	Picketing	Wildcat strike

_____ 1. Employees largely under the control of management

_____ 2. A method of settling a labor dispute in which parties agree to accept the decision of a third party

_____ 3. Weapon of unions during a strike in which workers advertise grievances by carrying signs and walking lines

_____ 4. Employment of more workers than are needed for efficient operations or placing limitations on output

_____ 5. A list of workers, usually union organizers, circulated by employers and designed to prevent those on the list from getting jobs

_____ 6. A court order that tells a person or an organization to stop picketing or striking and to get back to work

_____ 7. Negotiations between one or more unions and one or more employers over contracts

_____ 8. Employees' relative length of service in a job

_____ 9. Worker who refuses to join other workers in a strike

_____ 10. A tactic used by unions to force an employer not to buy a company's product or use its services until it agrees to contract changes, grant recognition to a new local union, or make other changes

_____ 11. Third-party settlement of a labor dispute

_____ 12. An agreement between two or more parties recognized and enforceable by law

_____ 13. Enforced settlement of a dispute by law or some other agency

_____ 14. A firm in which only workers who are already union members will be hired

_____ 15. Caused by an on-the-job incident that triggers a spontaneous walkout

_____ 16. Organization of employees that acts in their behalf, particularly in connection with negotiations and management

_____ 17. A situation in which workers who are members of a union must continue their membership for the duration of the contract

_____ 18. Work stoppage to win concessions from an employer

_____ 19. Tactic by which workers reduce productivity to win concessions

_____ 20. Terms that increase real income but are not included in the basic wage

Lesson 17

Government

Objectives

- To identify the major functions of government
- To explain some of the changes and problems in government

Notes to the Teacher

Governments are systems for organizing power, leadership, and authority in societies. Governments vary in their complexity and level of bureaucracy. Legitimate governments are recognized as spheres of influence that provide order, make and enforce rules, and protect citizens.

Systems of government include democracies, monarchies, oligarchies, dictatorships, confederations, constitutional governments, among others. Each government has different forms of governance and sets of political or legal institutions that distribute authority.

The United States is largely considered a representative democratic government. Unlike other nation-states that have had several constitutions to reflect changes and shifts in their societies, the United States has maintained the same constitution for over two hundred years and has rarely made amendments during that time. The United States' system of government is far from perfect and is subject to a great deal of criticism from its own citizens and globally. There are several movements to refine and improve the United States government at all levels. Some examples of these changes include calls to eliminate the Electoral College and calls for a new constitution that recognizes the diversity of the nation given that white men, many of whom were slave owners, wrote the original document.

In this lesson, students participate in individual and group activities by reading, presenting, and discussing information relative to forms of government.

Procedure

1. Divide the class into three or four groups. Distribute **Handout 22**. Do not mention to students that they are organizing a government. Have students read and complete the exercise. After the exercise is completed, have students write their ideas on the board. See if students can determine that they have created a governmental system. A class discussion should follow. Possible discussion questions include the following: When did you realize that you were creating a system of government? Why? Could the group have survived without a government? Why? In general, how necessary is government? Why? If you were going to change the type of government we have, what would you put in its place or what modifications would you make?

2. Divide the class into groups of three or four. Inform students that they have a two-part task. First, they are to compile a list of as many characteristics as they can of what makes a good citizen. Second, they are to write a definition of good citizenship. After the task has been completed, have each group list its characteristics on the board. Lead students in evaluation of the items listed and in composing a definitive list of what makes a good citizen. Conduct a class discussion in which students compose a definition of good citizenship. As a follow-up discussion have students brainstorm the characteristics of good community citizenship and the characteristics of good family citizenship.

3. Instruct students, working individually or in small groups, to collect a series of editorial cartoons on a current governmental problem and to construct a collage. Have students make oral presentations to the class. Follow

up with a class discussion. Possible discussion questions include the following: How fair is the representation depicted in the cartoon? Explain. Does the cartoonist bring some bias to the work? Explain. How do you know there is or isn't bias? Explain. How much do political cartoons help to shape public opinion? Explain. Do political cartoons hurt or help governments shape public policy? Explain.

4. Divide the class into three groups. Give each student in each group a copy of the U.S. Constitution. Assign the first group the responsibility of revising Article I. Assign the second group the responsibility of revising Article II. Assign the third group the responsibility of revising Article III. Each group is to make any changes that will improve the efficiency of the group's particular branch of government. Using a visual aid, have each group make an oral presentation to the class and be prepared to answer questions about its proposal.

5. Divide the class into three groups. Give each student a copy of the amendments to the U.S. Constitution. Assign the first group the responsibility of rewriting the first ten amendments. Assign the second group the responsibility of rewriting the second ten amendments. Assign the third group the responsibility of rewriting the remaining amendments. The third group is also responsible for proposing and writing any new or additional amendments. Using a visual aid, have each group make an oral presentation to the class about its proposals. Discuss proposed changes one by one as each is presented.

Extension

1. Have students research the governmental system of another country. Students should write an essay that compares the foreign governmental system with America's governmental system.

2. Ask students to research the services our taxes pay for, at all government levels, that they personally use. They should collect pictures showing government services in action with emphasis on those they receive. Students then construct a collage of the pictures.

Name:

Disaster

Read the selection. Your group is to discuss and reach consensus on the questions at the end of the reading.

Your cruise ship sinks during a terrible typhoon while you are taking a cruise around the world. The exact location of your ship at the time of the accident is unknown because of the damage done to the ship's navigation system during the storm. Your location is somewhere off the coast of a very remote chain of South Sea islands. Only 250 of the 1,000 passengers successfully launch the lifeboats before the cruise ship sinks. Once your group makes it to an island, you discover that the lifeboats contain some supplies such as medicine, food, and water, but there is no communication system. The food supply is not sufficient to survive on for long. Some foodstuffs, such as oranges, pineapples, and breadfruit, grow on the island, but these supplies are limited. As a result, your group must devise a plan for rationing the food. In addition, other survivors are reporting that the ship's crew may not have transmitted a distress message about the sinking, so your status may not be known to the outside world. Your problems are compounded by the fact that none of the crew survived the sinking. As a consequence, the survivors must organize in order for the whole group to endure this hardship. As a group you must answer the following questions:

1. Who will be leader?

2. How will rules be made?

3. Who will enforce the rules?

4. How will punishment be imposed? Who will impose the punishment?

5. Who will work? Who will supervise?

6. How will food be rationed to last?

Lesson 18

Religion

Objectives

- To identify the major functions of religion as a social institution
- To explore the current changes and problems facing the various world religions

Notes to the Teacher

Religion exists everywhere in the world. Religion is one of the central institutions of every society throughout history. Its influence has had wide-ranging social, political, and economic impacts. Religion has been a central feature of war and conflict historically and today, throughout the world.

The sociology of religion focuses on the beliefs, organization, and practices of religion. The functionalist perspective argues that religion contributes to the social order and cohesion of society. Conflict theorists believe that religion serves as a mechanism by which to maintain social inequality (e.g., gender inequality) and social conflict. Additionally, conflict theorists argue that religion works to teach the oppressed to accept their unequal social positions. Symbolic interactionists focus on how individuals experience, understand, and interpret their religious experiences while paying attention to religious beliefs and rituals.

Using individual and group activities, students read, research, present, and discuss information relative to religion.

Procedure

1. Distribute **Handout 23**. Have students complete the handout. After students have completed the assignment, conduct a class discussion. Possible discussion questions include the following: Why were people afraid of Al Smith, a Catholic, being elected president (long-standing fears of Catholicism and the pope; this was a period of strong Christian fundamentalism, etc.)? Why were people afraid of John Kennedy, a Catholic, being elected president (some of the same factors)? Compare the factors against Smith and Kennedy being elected president. What factors were similar? Different? (The factors are essentially the same.) Should a person's religion be a factor in being elected to a political office? Why or why not?

2. Divide the class into two groups. Instruct one group that they are to list as many reasons as possible why religion should influence political decisions such as candidates, laws, programs, agencies, education, etc. Instruct the second group that they are to list as many reasons as possible why religion should not influence political decisions such as candidates, laws, programs, agencies, education, etc. Allow groups ten to fifteen minutes to complete the task. Then, list the reasons on the board and discuss students' answers.

3. Divide students into groups of three or four. Distribute **Handout 24**. Keep the same groups and have each group select a religion, other than the religions of group members, to research. Instruct students to research the points listed on the handout. After students have completed their research, they should make presentations to the class. Distribute **Handout 25** and have students take notes on the different religions during these presentations. (Make extra copies of the handout so students can use more than one copy to compare more than two religions.) Debrief by conducting a class discussion that focuses on the similarities and differences of the various religions. Possible discussion questions include: What reasons can you give for the similarities? Differences?

Extension

1. Have students engage in an in-depth research project on a religious group. Suggestions for

possible study include Buddhism, Hinduism, Islam, Judaism, Taoism, Sikhism, Confucianism, and Shintoism. Students should prepare presentations on the religions they researched.

2. Ask students to conduct an in-depth research project on Christianity by examining one of the following: Roman Catholic, Baptist, Methodist, Lutheran, Eastern Orthodox, Presbyterian, Anglican, Mormon, Assemblies of God, or Reformed church. Students should prepare a written report of at least three hundred words on the denomination they researched.

3. Ask students to research past political presidential debates to uncover what has been said about candidates' religious affiliations, both positive and negative. Ask students to reflect on why they think religion plays such a major role in presidential elections despite the fact that U.S. law maintains a strict separation between church and state and the U.S. Constitution prohibits religious requirements for holding public office.

4. Invite students to conduct a cost-benefit analysis of religion in society using functionalist and conflict perspectives. Students should create two lists: one that outlines the benefits of religion in society and a second that outlines the harms. From their lists, ask students to highlight the ways in which religion has often been mobilized by debates about a particular issue (e.g., abortion, the death penalty, nationalism, colonialism, slavery).

Name:

Religion and Presidential Choices

In recent years, there has been an ongoing debate in the United States about the role of religion in politics and government. The United States is one of the few countries in the world with a stated separation of church and state. To that end, Article VI of the U.S. Constitution prohibits religious tests or requirements for public office. Yet, it is clear that religion influences many aspects of political life. This is particularly evident when we examine the religious affiliations of U.S. presidents. Many Americans care about the president's religious faith. Below, develop a list of reasons why religion could influence or not influence Americans' decision to vote for a non-Christian president.

Reasons Religion Would Influence a Vote for President	Reasons Religion Would Not Influence a Vote for President

Analysis of a Religion

Select a religion, other than your own, and research that religion by completing the chart below. Make your answers as complete as you possibly can.

Name of religion:	
Origin	
Basic beliefs	
Religious rites	
Membership	
Church organization and leaders	
Worship rules	
Deity/deities	
Name of holy book	

Comparison and Evaluation of Religions

Take notes on this form as you listen to your classmates' presentations.

Name of religion:

	Similar	**Different**
Origin		
Basic beliefs		
Religious rites		
Membership		
Church organization and leaders		
Worship rules		
Deity/dieties		
Name of holy book		

Lesson 19

Health

Objective

- To understand health and illness through a sociological lens

Notes to the Teacher

There are various sociological theories on health and illness. The functionalist perspective argues that health represents the ways in which a society functions well, whereas illness disrupts the fabric of a society. Conflict theorists look at the ways in which health and illness are created from inequalities and conflicts in the distribution of resources (e.g., healthcare). Symbolic interactionists examine the ways in which health and illness are socially constructed and pay attention to the ways in which health and illness are constructed as social problems. Within this tradition, labeling theory pays special attention to how people or illnesses (e.g., mental illness, substance use, or abuse) are categorized, designated, or labeled. Labeling theory has been used primarily to understand the ways in which labeling stigmatizes or stereotypes individuals.

This lesson invites students to take a symbolic interactionist approach to understanding how mental illness is socially constructed in popular culture and the consequences it has on understanding the experiences of people with mental illness.

Procedure

1. Use the following questions to introduce the lesson.
    a. How is mental illness often portrayed in books, movies, and television? (Mental illness is often portrayed as violent, demonic, funny, terrifying, or self-destructive.)
    b. Would you describe these portraits as positive or negative representations of mental illness? (Most answers will generally be negative but some students may have a broader scope of information than others and look to the positive intent of the presentations. For example, students may note that reforms occurred because of the portrayal.)
    c. What are some films that have represented individuals with mental illnesses? What was the form of mental illness and how was the illness portrayed? (Answers might include the following: on depression, *The Skeleton Twins* (2014), *Melancholia* (2011); on bipolar disorder, *Silver Linings Playbook* (2012), *Infinitely Polar Bear* (2014); on schizophrenia, *I'm a Cyborg, But That's OK* (2006), *A Beautiful Mind* (2001); on obsessive-compulsive disorder, *As Good as It Gets* (1997); on anxiety and social anxiety, *Napoleon Dynamite* (2004), *Nerve* (2011), *What About Bob?* (1991); on autism, *Rain Man* (1988); on borderline personality disorder, *Girl, Interrupted* (1999).)
    d. How accurate are the representations of mental illness in film and other forms of media? What do stereotypes or inaccurate representations mean for the treatment of people with mental illness?
2. Distribute **Handout 26** and have students complete the true/false questions individually. (The answers are all false.)
3. Ask students how they fared on the true/false questions. Distribute **Handout 27**. Do not use this as a quiz.

Suggested Responses

1. Depression, anxiety, post-traumatic stress disorder (PTSD)
2. Fear, isolation, confusion, hurt, pain, sadness
3. "Psycho," "nuts," "insane," "loony"
4. Highly descriptive terms that actually

describe behaviors, such as "emotional," "confused," "unthinking," "nonsensical," "rationalizing," or "illogical."

5. They serve to divide individuals and make it easier to use forms of social control to treat mental illness, even in counter-productive ways (e.g., using jails and prisons rather than hospitals as front-line responses to mental illness in the community).
6. Stop labeling people with mental illness, challenge inaccurate or hurtful portrayals of mental illness, recognize that mental illness is similar to other illnesses, understand that mental illness can be hidden, advocate for mental health reform and policy, provide support and care to someone affected by mental illness, educate yourself to build awareness, be conscious of your language, encourage equality in how the mentally ill are treated in comparison to those with other illnesses, stop the criminalization of individuals with mental illness, talk openly about mental illness.

4. Place the word *myth* on the board and help students come to a unanimous definition. Take each corresponding myth statement and discuss the statement and the extended questions in class.

Extension

1. Invite a mental health representative to speak to the class.

2. Have students work in groups to research a topic that deals with intimate partner violence, sexual violence, elder abuse, or acquaintance rape. Students should build a fact sheet that addresses myths associated with the topic and/or statistical data that reflects the realities of the issue. Students should share their findings with the class.

3. Invite students to hold a debate on whether healthcare should be a human right.

4. Ask students to research racial, ethnic, class, and gender differences in mortality rates in the United States by age and cause of death. Taking a conflict perspective, ask students to identify and present patterns related to social inequality in the United States.

5. Invite students to research teenage pregnancy rates in other nations and compare to them to the United States (a developed nation with one of the highest rates of teenage pregnancy in the world). Ask students to use their research to write a brief essay that explains why the rate of teenage pregnancy is so much higher in the United States than in similarly developed nations.

6. Invite students to research and report on various illnesses such as depression, schizophrenia, autism, Alzheimer's, or dissociative identity disorder. Have students prepare a presentation on their findings.

7. View a film depicting mental illness and lead a discussion on the film's portrayal of mental illness and its impacts on viewers.

Name:

Mental Illness: Myth of Fact?

Directions: Write True or False before each of the following statements.

_____ 1. Mental illness does not affect many Americans.

_____ 2. Children cannot experience mental illness.

_____ 3. People with mental illness are "crazy."

_____ 4. People with mental illness are violent and dangerous.

_____ 5. If I go to see a mental health professional, people will look down on me.

 Name:

Mental Illness Research

All of the true/false statements in Handout 26 were false. They are all myths according to mental health experts. What is a myth? Why are each of the statements myths? Research the items below and then answer the questions in the space provided.

1. Millions of Americans experience mental illness. With proper support, care, and resources, most individuals can cover from mental illness. What are some forms of mental illness that individuals may experience?

2. Millions of children between infancy and age eighteen suffer from a psychiatric disorder, although many healthcare providers argue that some mental health disorders cannot be diagnosed at younger ages. What are the experiences of children who suffer from mental illness?

3. Words such as "crazy" are inaccurate, hurtful, and offensive labels to describe the experiences of people living with mental illness. Such terms stereotype and trivialize mental illness, which can lead to stigmatization and discrimination. Such labels define a person by a diagnosis rather than their personhood. What other words should be avoided when describing people with mental illness?

 Name:

4. What are other words that can be used in place of "crazy" to describe individuals' behaviors?

5. Decades of studies by criminologists and sociologists show that individuals with mental illness are actually more likely to be victims of violent crime than they are to be perpetrators of crime. However, people persist in believing that mental illness causes people to turn to crime. How do such myths serve to stigmatize people with mental illness?

6. Today many people seek advice from counselors, doctors, and psychologists. The social stigma of mental illness is lessening. How else can we reduce the stigma associated with mental illness?

Lesson 20

Education

Objectives

- To identify major functions of schools
- To explore current changes and problems in schools

Notes to the Teacher

Every society has an educational system, formal or informal. The educational system is a vital force in the transmission of a nation's culture from one generation to another. How that process occurs differs from one culture to another. A person's class or social status is one criterion that is used to determine who receives an education and to what extent.

Every state in the United States has mandatory attendance laws. America attempts to educate every person regardless of class, race, creed, or gender. Education is viewed in America as one of the means by which a person achieves upward social mobility. The more education a person has, the more money she or he can earn, and the more money a person earns, the higher his or her social class is considered to be.

The educational institutions of the United States are currently under intense scrutiny by American society. Schools are seen as one of the causes of America's decline. Students examine the American educational system and some of its problems by choosing a specific example to analyze using the three sociological perspectives.

Procedure

1. Ask students to define manifest and latent functions. Then ask students to identify some manifest and latent functions of education. List these on the board as part of your discussion.
2. Divide the class into four groups.
3. Distribute **Handout 28** and ask each group to identify an issue in education (e.g., student loan debt, standardized testing, school lunch programs, universal access, charter schools, etc.) to analyze through a sociological lens using the three paradigms within sociology.
4. Discuss the ways in which their issues explain the manifest and latent functions of education.

Extension

Have students research school systems in other countries. Students should select one country and compare its school system with that of the United States. Consider things as grading system, promotion process, length of school day, length of school year, teacher training, discipline, etc. Ask students to prepare an essay on their findings and to share what they learned with classmates in an oral report.

 Name:

American Education System: Manifest and Latent Functions

Education issue example: _____

Using your example above, ask the following questions using each theory. Be sure to answer each question and provide specific examples if possible.

Structural functionalism:

1. What is the function of your example?

2. What purpose or purposes are served by your example?

3. How does your example maintain stability and order within society?

4. What is the manifest function of your example?

5. What is the latent function of your example?

6. What dysfunctions or problems exist within your example?

Conflict theory:

1. How is inequality revealed in your example?

2. What forms of inequality are visible in your example?

3. How does your example increase, produce, or reproduce inequality?

4. Specifically, what examples of class, gender, racial, or other forms on inequalities can be seen within your example?

5. Who benefits from your example?

6. Who does not?

Symbolic interactionism:

1. What meanings are assigned to your example as a whole within society?

2. Specifically, what meanings does your example have to individuals within a society?

3. Are these meanings the same or different for individuals within different groups? How so?

4. How do the meanings given to your example influence the everyday lives of individuals within society?

5. How are those meanings constructed and shared through social interaction?

Reflection: Which theory or theories above make most sense to you in understanding the issue you chose? What sense can we make of the manifest and latent functions of your education issue?

Unit 5

Social Change

Domain 2

Social Structure: Culture, Society, and Institutions

Lesson 21

Agricultural and Industrial Societies

Objectives

- To understand the relationship of industrialization and living standards
- To define population terms and explain their relationship to economic growth
- To explain the economic development of a nation in terms of population and family structure

Notes to the Teacher

This lesson helps students understand population demographics and helps them see the cause and effect of industrialization on nations. Stress that while a nation should not be categorized simply by its economic standing, its economic standing does play a role in meeting the needs of its people. Students should be able to apply theory to current economic standards and growth of nations. This lesson is useful with a study of population, cultural differences, or the relationship of economics to cultural standards, and may take four or five days to complete.

Students study the demographic transition theory. They then study the basic factors of economic classification and apply this knowledge to a lesson comparing the value of a dollar in an agricultural society to the value of a dollar in an industrial society. Last, students research the economic standards of various nations and then analyze the economic status of these nations.

Procedure

1. Tell students that this lesson focuses on the relationship of population to industrialization. Inform students that they are going to discuss the demographic transition theory. Distribute **Handout 29** and have students complete the questions for homework. Invite students to share and discuss their answers.

Suggested Responses

1. Demographic Transition Theory Chart
2. Dashed line
3. Introduction of medical advances, greater food supply because of mechanization of farms, better health conditions
4. Area between birth and death rates and start and end of Industrial Revolution
5. If the length of time is short, the population boom will be small, but if the length of time is long, the population boom will be large.
6. People in agricultural countries have more children to help on the farms; more children are born to compensate for the loss of children due to death; more children means that the parents will be taken care of in their old age.

2. The following handouts develop students' knowledge of the factors that affect a nation's economic health. Their basic purpose is to help students understand the relationship of economic and social concerns. Students should conclude that there are direct correlations between many of these factors and that in industrial societies children often become economic liabilities rather than assets as in agricultural societies. Distribute **Handout 30**. Complete in class individually or as group work. Have students share and discuss their responses.

Suggested Responses

1a. Number of live births per 1,000 population per year
1b. Number of deaths per 1,000 population per year
1c. Difference between birth rate and death rate
1d. Greater death rate than birth rate
1e. The gross national product (or gross domestic product) divided by the total population
1f. The percentage of the population that can read and write

1g. The average number of years a person is expected to live calculated from birth

1h. The number of children per 1,000 population who die before the age of one year

2. All of the above information helps sociologists understand the living conditions found in a country. It gives a statistical look at a nation.

3. No. Other facts would be religion, family organization, government structure, and other factors students might suggest.

4. Industrial revolutions mean that a nation's economic level has improved so that its GNP/GDP would go up and other economic factors would also improve because less population growth means more money per person in society.

3. Students compare several industrialized and nonindustrialized nations and evaluate their similarities and differences. Distribute **Handout 31** and have students answer the questions. Indicate that they will need to use the CIA World Factbook or population data available through the World Bank to complete the chart. Have students share their completed charts with the class.

Suggested Responses

For the nations given, students generally find their ideas of the country match the statistical data because of standard presentations of these nations in movies, news, and television. Accept answers for which students can cite a source. Trends should be the same even if statistics vary.

1. Play the song "Kokomo" by the Beach Boys. Discuss the image of the Caribbean held by many Americans (generally fun, easygoing, relaxing vacation spot). Make a chart similar to the one in **Handout 31** for the following Caribbean nations: Haiti, Jamaica, Cuba, Bermuda, and Dominican Republic. What were the major differences between the image of the Caribbean and the economic reality determined by the chart? Why do the differences exist? (*Usually there is a major difference between what television, songs, and movies present and what statistics reveal. Additionally, these nations' histories of colonization are often not documented in popular culture.)*

2. In conclusion, indicate to students that at any given time this is only a "slice of life" for a nation and that nations are always in transition. Nations go through each of these changes at different times, even internally, so that in an in-depth study of one person or place, such as with a biography or detailed history, one part of a nation may appear industrial and another part agricultural.

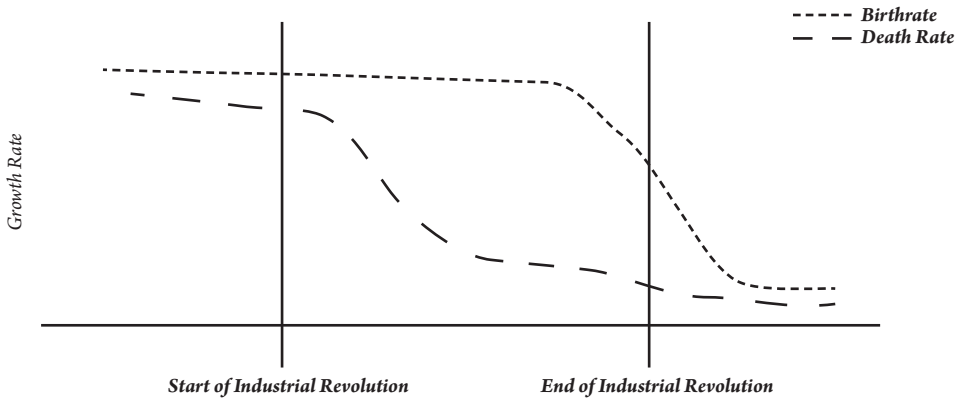
Extension

Have students select one country from each of the following continents—North America (nations from Panama north), South America, Asia, Europe, Africa, and Australia—that have not been researched. Students should make a chart similar to the one in **Handout 31** and record the economic information about the country selected. On a separate piece of paper, ask students to write down at least four economic conclusions when comparing the selected nations. Have students share their findings with the class.

Name:

Agricultural Society versus Industrial Society

Sociologists use the following diagram to show the relationship of population growth and industrial development. The basic principle is that before the start of the Industrial Revolution, the birth and death rates were high, with birthrates exceeding death rates. When the Industrial Revolution is developing in a nation, the death rate drops dramatically but the birth rate stays high, making the growth rate extremely high (population explosion). Once the Industrial Revolution is over and the nation is industrialized, the birthrate declines rapidly and the margin between the birth and death rates is less. Study the chart below and answer the questions.



1. Give the chart a title.

2. What symbol represents the death rate?

3. Why would the death rate drop at the start of the Industrial Revolution?

4. Color in and label the area that represents the population boom.

5. What does the chart imply about the length of time between the start of the Industrial Revolution and the end of the Industrial Revolution?

6. Why would the birthrate not drop as fast as the death rate because of the Industrial Revolution?

Name:

Statistics

1. Define the following terms
   a. Birthrate

   b. Death rate

   c. Growth rate (natural rate of increase)

   d. Negative growth rate

   e. Per capita GNP or per capita GDP

   f. Literacy rate

   g. Life expectancy

   h. Infant mortality rate

2. Why are these statistics important when studying nations?

3. Are these statistics the only facts that are important when studying a nation? Why or why not?

4. Looking at the chart from Handout 32, what happened to the economic level of the nations that had industrial revolutions? Why?

 Name:

Comparisons

1. Write a sentence or two about each of the following countries covering their economic/living standings.
   a. United States

   b. Japan

   c. United Kingdom

   d. Ethiopia

   e. China

   f. India

2. Fill in the chart that follows using the CIA World Factbook or population data from the World Bank.
3. How do the statistics you found compare with the statements made in question l above?

4. Were there any major differences? Why?

 Name:

5. Complete the following comparison chart for each country listed:

Nation	GNP/Capita GDP/Capita	Natural Rate	Life Expectancy	Infant Mortality Rate	Literacy Rate
United States					
Japan					
United Kingdom					
Ethiopia					
China					
India					

Lesson 22

Social Movements

Objectives

- To understand the various types of social movements
- To identify key examples of American social movements
- To understand the life cycle of a social movement

Notes to the Teacher

Social movements have long been a topic of sociological study: Why do revolutions happen? How does democracy prevent uprisings? Who "wins" in movements aimed at blocking social change? Why do individuals participate in collective action? What conditions are necessary for social movements to coalesce?

Students are likely familiar with well-known American social movements (e.g., the abolition of slavery, the American Civil Rights movement, women's movements, gender equality movements, the Movement for Black Lives, gay rights movement, antiwar movements, ecological or environmental movements) and they perhaps have participated themselves, particularly as the barriers to participation have shifted with electronic communication and networked activism in the Internet age. Sociologists have created various typologies of social movements. Students can become familiar with the various types of social movements below:

- Reform movements seek significant (albeit limited) political, social, or economic change.
- Radical movements seek fundamental, significant changes to value systems.
- Revolutionary movements seek to overthrow an existing system (e.g., government, administration) to establish a new system.
- Political movements seek specifically to enact political change.
- Reactionary movements seek to block or reverse social change that has already been achieved.
- Conservative movements seek to preserve societal norms, belief systems, or values.
- Self-help movements seek to help individuals improve aspects of their personal lives.
- Religious movements seek to spread or reinforce religious beliefs and convert individuals to those beliefs.
- Peaceful movements seek social change using various nonviolent methods and campaigns of nonviolent protest, typically referred to as civil resistance.
- Violent movements seek social change by engaging in violent action or extremism.
- Local movements seek social change on a local (e.g., community, regional) scale.
- Global movements seek social change at the global, or transnational, level.

Generally, sociologists agree there are four stages that all social movements will undergo:

- **Stage 1**: Emergence—The beginning stages of a social movement wherein a social, political, or economic problem is identified by dissatisfied individuals who share their discontent, outrage, or grievances with others with the goal of mobilizing or recruiting them to effect social change.
- **Stage 2**: Coalescence—The stage of a social movement wherein goals, objectives, and strategies are outlined; the message is spread; and new members (typically volunteers) are recruited, particularly if movement members are successful in demonstrating the significance of what they seek to change.
- **Stage 3**: Institutionalization or bureaucratization—The stage of a social movement wherein leadership or authority develops, funding is sought, and strategies shift toward the more conventional (i.e., working within a system rather than outside) or less radical or disruptive.

- **Stage 4**: Decline—The stage of a social movement wherein movement activity lessens, for various reasons: the movement is successful in meeting their objectives; conditions shift, no longer requiring change; movement funding disappears; dissent is squashed; movement members are violently repressed; the movement's goals are "co-opted" by its opposition; or infighting or factionalism dissolves the movement.

Understanding social change requires students to understand social movements. This lesson asks students to research and identify examples of various social movements and to demonstrate their understanding of the life cycle of social movements.

Procedure

1. Distribute **Handout 32** or **Handout 33** or both.
2. Divide students into small groups and explain the assignment. Students may work on these handouts individually as well.
3. Have students complete either or both of the handouts. Encourage students to think critically in their responses and reflect on the differences between the types of social movements.
4. Discuss students' responses in class. Ask students to summarize the similarities and differences between social movements. Invite students to share their own experiences of social movement participation.

Extension

1. Show a documentary film in class that focuses on a specific social movement. Ask students to pay attention to the life cycle of the social movement. Lead a class discussion on the movement's successes, failures, and critiques. Ask students to reflect on whether being the subject of a documentary means that the social movement was successful.
2. Ask students to research and watch a documentary on a specific social movement and report on its social movement type, the movement's objectives, and its collective action strategies.
3. Ask students to identify any social movement clubs or organizations on their campus and analyze the type of movement, the movement's objectives, and its recruitment strategies.
4. Social movements in the Internet age look vastly different from movements of the past. Ask students to research, document, and share (e.g., brief essay, presentation) a modern social movement that uses electronic communication or networked activism to recruit movement members, coordinate collective action, and publicize movement activities. Ask students to specifically demonstrate how movements can spread (geographically) to others via advancements in communication technologies.

Name:

Types of Social Movements

Sociologists have created various typologies of social movements. In this lesson, you will research, think critically, and identify examples for each type of social movement below. There may be some overlap in your responses as some movements (e.g., American Civil Rights movement) may fit more than one category. You will then discuss your work with the class.

- Reform movements seek significant (albeit limited) political, social, or economic change.
  Examples:
- Radical movements seek fundamental, significant changes to value systems.
  Examples:
- Revolutionary movements seek to overthrow an existing system (e.g., government, administration) to establish a new system.
  Examples:
- Political movements seek specifically to enact political change.
  Examples:
- Reactionary movements seek to block or reverse social change that has already been achieved.
  Examples:
- Conservative movements seek to preserve societal norms, belief systems, or values.
  Examples:
- Self-help movements seek to help individuals improve aspects of their personal lives.
  Examples:
- Religious movements seek to spread or reinforce religious beliefs and convert individuals to those beliefs.
  Examples:
- Peaceful movements seek social change using various nonviolent methods and campaigns of nonviolent protest, typically referred to as civil resistance.
  Examples:
- Violent movements seek social change by engaging in violent action or extremism.
  Examples:
- Local movements seek social change on a local (e.g., community, regional) scale.
  Examples:
- Global movements seek social change at the global, or transnational, level.
  Examples:

Reflection: Often, peaceful movements are disrupted by individual acts of violence from members who are not part of their movements, or they will face violent repression from their opposition. Does this mean that the goals of nonviolence have not been met? How should peaceful movements be evaluated if they encounter violence?

Stages of Social Movements

Generally, sociologists agree there are four stages that all social movements will undergo:

- **Stage 1: Emergence**
  The beginning stages of a social movement wherein a social, political, or economic problem is identified by dissatisfied individuals who share their discontent, outrage, or grievances with others with the goal of mobilizing or recruiting them to effect social change.
- **Stage 2: Coalescence**
  The stage of a social movement wherein goals, objectives, and strategies are outlined, the message is spread, and new members (typically volunteers) are recruited, particularly if movement members are successful in demonstrating the significance of what they seek to change.
- **Stage 3: Institutionalization or bureaucratization**
  The stage of a social movement wherein leadership or authority develops, funding is sought, and strategies shift toward the more conventional (i.e., working within a system rather than outside) or less radical or disruptive.
- **Stage 4: Decline**
  The stage of a social movement wherein movement activity lessens, for various reasons: The movement has been successful in meeting its objectives; conditions shift, no longer requiring change; movement funding disappears; dissent is squashed; movement members are violently repressed; the movement's goals are "co-opted" by its opposition; or movement infighting or factionalism dissolves the movement.

In this lesson, you will research, think critically, and report on examples of three types of social movements and record information about them in the chart on the next page. For each example, you will outline the movement's objectives, describe the movement's current stage (as described above), and discuss the outcomes (e.g., political, cultural, biographical consequences) of the social movement. You will then discuss your work with the class.

Movement Type	Example	Objectives	Movement Stage	Movement Outcomes
Reform movement (seeks significant—albeit limited—political, social, or economic change)				
Revolutionary movement (seeks to overthrow an existing system—e.g., government, administration—to establish a new system)				
Reactionary movement (seeks to block or reverse social change that has already been achieved)				

Reflection: What are the differences between reform and revolutionary movements within democratic societies? Does democracy help or hinder revolutionary movements?

Lesson 23

Globalization

Objectives

- To understand how globalization has evolved and changed
- To understand the impacts of globalization on other social institutions

Notes to the Teacher

Globalization is part of a long line of major historical social shifts, including the Industrial Revolution, urbanization, and the Internet age. Students are often familiar with the ideas related to globalization and can surely understand how their lives have been affected by it, even if they do have the terms to define it.

Globalization is a term used to describe the increasingly and deeply interconnected, mobile, and expansive levels of international networks and systems. Globalization typically concerns the relationships among states and corporations involving markets, consumption, migration, and other transnational events and phenomena.

Globalization involves five primary domains: economic, political, cultural, social, and environmental that may be analyzed at local, regional, national, international, and world levels.

Sociologists point out the promises and perils of globalization in understanding social or economic inequality (e.g., gaps between the rich and the poor, industrialization, wealth concentration, capitalist exploitation) and political convergence among nation-states (e.g., policies involving human rights, education, social welfare, and the environment or ideals such as democracy).

This lesson calls for students to engage a popular tool for understanding globalization through understanding global commodity networks, their impacts, and the individuals advantaged and disadvantaged by them.

Procedure

1. Have students bring to class an item that was made in another country.
2. Begin by having students create a list of countries where their item was manufactured. You may wish to map these out or list them.
3. Ask students to research their item and complete **Handout 34**.
4. Discuss students' responses in class. To summarize, ask students to identify who wins and who loses in global commodity chains. Ask students to think about the complexity of their responses.

Extension

1. Ask students to investigate further where their favorite brands originate and the conditions under which they are made. Have students research the brands' corporate ethics, commodity chains, and stance on sweatshop, child, or mechanized labor. Ask students to reflect on how brands' images and labor practices align or differ.
2. Ask students to research the links between globalization, the search for "cheap labor" in capitalism, and how the rise of mechanization (e.g., humans being replaced by machines, robots, artificial intelligence) will affect globalization.

Name:

Globalization

Research your item to answer the following questions.

1. What is your item?

2. Who made the material for your item (e.g., people, machines, robots)?

3. Who constructed, made, or assembled the material for your item?

4. Where was your item made? What are the wages, labor conditions, and labor regulations in that nation?

5. Who distributes, brands, and sells the item? What are the wages, labor conditions, and regulations for individuals who do this work?

6. What are the "costs" associated with items produced through globalization? Who bears these costs?

7. Where does your item go after you are done with it?

Lesson 24

Collective Action and Social Change

Objectives

- To understand the role of collective action in social change
- To understand repertoires of collective action

Notes to the Teacher

Collective action is key to ensuring social change. Social movements could not occur without the coordinated efforts of individuals engaged in collective action. Yet, not all "repertoires of collection action" (sociology speak for the various tools and actions available to social movement members) have the same ability to effect social change.

To be successful, individuals engaged in collective action must demonstrate strength in numbers; enthusiasm and determination in supporting their cause; and a compelling message to recruit members, gain public attention, and win acceptance of the significance of their cause. Doing so requires a careful balance between garnering support and potentially alienating supporters through their chosen methods of protest.

This lesson asks students to consider various forms of collective action by weighing their costs and benefits in an imagined protest scenario. Students are encouraged to think creatively, critically, and convincingly in this lesson to ensure that they can effect the social change they wish to see.

Procedure

1. Lead a discussion to generate a list of definitions for various types of collective action. Ensure that students understand the types of collective action that exist (e.g., civil disobedience, direct action, protests, petitions, strikes, boycotts, online petitions, black bloc, bearing witness, vigils, and speakouts).

2. Distribute **Handout 35** and explain the assignment. Ask students to think creatively, critically, and convincingly to ensure they can effect the social change they wish to see.

3. Have students complete the handout in small groups.

4. Discuss students' responses. Ask students to describe their decision making in choosing forms of collective action.

Extension

1. Invite members of a social movement to class to discuss how they became involved in collection action, how their identity plays a role in their movement participation, and the significance of social movement participation in their lives.

2. Ask students to interview or profile a social movement member and share the individual's work with the class.

3. Ask students to reflect on the ways in which they engage in everyday acts of resistance (i.e., small, individual acts that seek to effect social change) that may not be considered part of formal social movement organizing but seek to effect social change. Or, ask students to generate a list of everyday acts of resistance that they see others engaged in (e.g., boycotts, signing petitions, protesting, writing to legislatures). Ask students to reflect on how small acts of resistance relate to the success or failure of larger social movements.

4. Ask students to reflect on how repertoires of collective action are built in the media. Students should reflect on questions such as, Are protesters viewed as violent or nonviolent, depending on their social identity or cause? Are they viewed as helpful or unhelpful to their cause? How are various forms of collective action viewed, positively or negatively, and what purpose do those actions serve in seeking social change? Students' work can take the form of a brief essay, group discussion, a content analysis project, or a debate.

 Name:

Collective Action and Social Change

To be successful in effecting social change, individuals engaged in collective action must demonstrate strength in numbers, enthusiasm and determination in supporting their cause, and a compelling message to recruit members, gain public attention, and win acceptance of the significance of their cause. Of course, doing so requires a careful balance between garnering support and potentially alienating supporters through their chosen methods of protest.

This lesson asks you to consider various forms of collective action and to weigh the costs and benefits in an imagined protest scenario. You are to choose a social change cause and go through the process of choosing the methods of collective action you will engage to successfully meet your goals. You are encouraged to think creatively, critically, and convincingly to ensure you can create the social change you wish to see. Answer the questions below and fill in the table on the next page. You will discuss your responses with your classmates.

1. First, what cause are you taking up to work toward social change?

2. What repertoires of collective action will you engage? Discuss with your group members these questions in deciding on five forms of collective action to consider for your social movement. Be prepared to provide rationales for these various types of actions in a class discussion.

   - How will you train social movement members to learn and practice collective action?

   - How will you demonstrate that you have a large number of supporters for your cause, or strength in numbers?

   - How will you grab the media's attention for your cause?

   - How will you demonstrate your enthusiasm and determination for your cause?

   - How will you respond to violent repression of your cause?

3. List at least four types of collective action your movement will use. For each, evaluate their benefits and costs, including the potential personal risks that each type of collective action entails.

Collective Actions	**Example 1**	**Example 2**	**Example 3**	**Example 4**
Benefits				
Costs				
Personal risks involved				

Reflection: How successful do you think these methods will be in meeting your group's goals of effecting social change?

Unit 6

Socialization

Domain 3

Social Relationships: Self, Groups, and Socialization

Lesson 25

I, Me, and the Generalized Other

Objectives

- To understand that the development of self is a social construct
- To understand the difference between the "I" and the "me"
- To apply a symbolic interactionist approach to the generalized other and social roles

Notes to the Teacher

Sociologists distinguish themselves from psychologists by interpreting the construction of the self through a social procedure. The sociological theories behind the development of self are rooted in the work of George Herbert Mead. The self is developed by constructing attitudes and beliefs about the roles of others in society. Mead defined two components of the self—the "I" and the "me." The "I" is an individual's response to the attitude of others while the "me" is the component of the self that is learned through interaction with others. There is a constant inner dialogue between the "I" and the "me."

The self is a set of perceptions regarding who we are based on our interactions with others and the general environment. People learn to see themselves for who they are by observing the responses of others to their behavior and attitudes. When other people, most importantly significant others, respond to a person in a specific way, the person either develops or discards that portion of themselves. The person we become is largely based on how others react to and reinforce various social behaviors.

This lesson allows students to demonstrate their understanding of the self in relation to others by asking them to take on the role of the generalized other. By engaging in situations where they must use their social knowledge to take on the role of the other, students will learn how the creation of the self begins with social interactions and institutions. The handout included lists some social roles and situations to use for various vignettes.

Procedure

1. To prepare for the game, cards need to be made from the **Teacher Resource** page provided with the lesson. Before class, print one copy for each group. Cut out the cards and give each group a full set.
2. Divide students to work in small groups. Groups of three or four are preferred.
3. Cards should be divided into two piles for roles and situations. One student in each group should draw a "role" card. A different student should draw a "situation" card and then interact with the student with the role card to create a vignette. The remaining student(s) should take notes on the performance.
4. After the vignette is complete, students should answer the vignette questions at the bottom of **Handout 36**.
5. Students should then switch tasks and repeat steps 3–4. Each student in the group should perform all three tasks—role performance, interaction based on the situation, and note taking—at least once.

Extension

1. Ask students to write a small play in which the development of the "I" and "me" is fully explored in a social interaction.
2. Discuss with students the importance of culture and social position in the development and reinforcement of the self. Would the self

be internalized differently if you were raised in an orphanage, a predominantly affluent neighborhood, or a refugee camp? If you were a woman, a man, transgender, etc.?

3. Ask students to list the significant others in their lives and what impact they have had on their development.

I, Me, and the Generalized Other

Self Roles		Situation Roles	
Police officer	Doctor	Breaking the law	At a party
Social worker	Musician	Being accused of stealing	Learning to ride a bike
Farmer	Woman	In a restaurant	Helping a neighbor

 Name:

I, Me, and the Generalized Other

This lesson calls for you to work in small groups to act out short vignettes based on your perception of the roles of generalized others. You will explore various roles within society as well as how socialization shapes these thought patterns.

Steps

1. In your group, one student should draw a "role" card. A different student should draw a "situation" card and then interact with student with the role card to create the vignette. The remaining student(s) should take notes on the performance, noting the role, the situation, and what takes place in the vignette.
2. When the vignette is complete, answer the questions below.
3. Then, repeat the steps above so that each group member performs all three tasks—role performance, interaction based on the situation, and note taking

Self Roles		**Situation Roles**	
Police officer	Doctor	Breaking the law	At a party
Social worker	Musician	Being accused of stealing	Learning to ride a bike
Farmer	Woman	In a restaurant	Helping a neighbor

Vignette 1

Self Role: _____ **Situation Role:** _____

1. How did the role of the "other" (the situation/interaction role) reinforce the creation of the self?

2. How would the "I" internalize this social interaction?

3. How is this interaction shaped by a social institution?

Vignette 2

Self Role: _____ Situation Role: _____

4. How did the role of the "other" (the situation/interaction role) reinforce the creation of the self?

5. How would the "I" internalize this social interaction?

6. How is this interaction shaped by a social institution?

Vignette 3

Self Role: _____ Situation Role: _____

7. How did the role of the "other" (the situation/interaction role) reinforce the creation of the self?

8. How would the "I" internalize this social interaction?

9. How is this interaction shaped by a social institution?

Reflection: Are there certain roles for which imagining a Generalized Other is more or less difficult for you? Which ones and why?

Lesson 26

The Early Years

Objectives

- To develop an understanding of what heredity gives to the individual
- To appreciate the scope and intensity of the socialization process

Notes to the Teacher

The process of socialization begins at birth and continues throughout our lives. It is not a single act but rather a long involved process. This rich experience takes a relatively unformed human organism and transmits it into a person capable of interacting with others.

It is important to realize that this socialization process is a total social experience. Socialization teaches us culture, attitudes, values, and norms. It gives meaning and purpose to our lives.

Students learn what is inherited and what special abilities humans have that separate them from animals. Students also examine children's television shows and explore what lessons are taught.

When used together, **Lessons 26, 27, 28, and 29** form a mini-unit on the socialization process.

Procedure

1. Place a definition of *heredity* on the board. The following is one possible definition: Heredity is the passing on of certain biological traits from parents to children via genes.

2. Have students brainstorm what they think is inherited. (The list should include at least the following: physical structure, intelligence, special capabilities, temperament, and drives.)

3. Define *instinct* (an innate pattern of behavior) and ask the class what instincts they observe in animals. (Examples could include birds building nests, salmon returning to die three years after hatching, ducks knowing how to swim, and the highly organized colonies of bees and ants.)

4. Ask students what instincts they believe humans possess. (Humans are not instinctive beings. If something is instinctive, it is a part of everyone in the species. Some incorrect answers will fall into the categories of reflexes, drives, and voluntary and involuntary muscle movements.)

5. Make it clear to the class that humans possess certain hereditary advantages over animals that enable us to advance far beyond the animal kingdom. These hereditary advantages include upright position, opposable thumb, superior brain and nervous system, and advanced vocal apparatus.

6. Introduce the issue of nature versus nurture. Are we as human beings a product of heredity or a product of our environment? Divide the class into small groups to discuss the issue. Follow this with a large group discussion.

7. Have students list the chief agents in the socialization process. (The list should include parents, siblings, immediate family, neighbors and neighborhood play groups, teachers, club or group leaders, etc.). Note that as we grow older, we are socialized more and more by people outside the family.

8. Have students complete **Handout 37** and report to the class. Describe each skit as seen on an educational television show and identify the lesson that the skit was designed to teach (friendship, cooperation, respect, helpfulness, numbers, letters, colors, etc.).

9. Conclude by holding a class discussion on how children are being socialized today compared to how they were socialized in previous generations. List the differences on the board. Have students discuss whether it makes the early years more difficult on

the child. (Some of the areas for discussion should include working mothers, high divorce rate and single parent homes, smaller families, latchkey children, religious training, etc.).

Extension

Ask students to research and create a presentation on examples of children who have not received any socialization (whether from extreme social isolation, neglect, or abuse). In their presentations, students should focus on the aspects of socialization that the children were unable to learn but able to learn once they interacted with humans (e.g., language, intellect, empathy). Ask students to reflect on the lessons we can learn from children who have grown up without human socialization.

Name:

Educational Shows

There are a number of educational shows (or forms of media) directed at the preschool age group that are designed to teach wholesome attitudes and values. Watch an educational television show (*Sesame Street,* for example) and describe each skit. Then explain the lesson the skit was attempting to teach the young viewers. Pay attention! Some of these shows are very fast-paced!

Name of television program: _____

Date and time of viewing: _____

Skit	Lesson

Lesson 27

Adolescence

Objectives

- To become aware of attitudes and values acquired through the socialization process
- To compare family life today with family life in a previous generation

Notes to the Teacher

Although every period of life has its problems, the adolescent period can be particularly bittersweet. It is a time of continued growth and development, a time of acquiring the maturity necessary for adulthood. It can also be a period of storm and stress, of dealing with the difficulty of breaking away from family bonds and of dealing with issues with serious consequences.

Students closely examine the problems that adolescents face. They write a plan for solving one of their problems. Students write their own life shield and conduct an interview with their parents and/or grandparents.

When used together, **Lessons 26, 27, 28, and 29** form a mini-unit on the socialization process.

Procedure

1. As a lesson introduction, have students write a list of all of the problems facing adolescents. Place three columns on the board with the following headings: Problems with Others, Problems with Self, and Pressures. Have students categorize their lists and write their problems on the board in the proper categories. Discuss the problem areas, making sure that students realize that many of these problems are universal.

2. Distribute **Handout 38** and assign it for homework. Tell students that the completion of this personal life shield will give a brief history of a person's greatest achievements, values, personal disappointments, and goals for the future. By studying these, much can be learned about a person in a short period of time. Have students share and explain their shields. Encourage discussion of the following questions: *What am I doing with my life? Am I just reacting to others, or am I in control of the direction of my life? Is my life making a difference?* This exercise is an enjoyable way of helping students think about these questions. Consider exhibiting the life shields if they are well done.

   - Alternative way to use **Handout 38**—Substitute other value questions for life shield responses in place of those given on the handout. Some examples are as follows: 1. What is something about which you would never budge? 2. What is something you are striving to become? or to be? 3. What one thing would you want to accomplish by the time you are sixty-five years old? 4/5. Draw two things at which you excel. 6. What is a personal motto by which you live? Have students share, in small groups, their completed life shields. Posting the life shields and holding a gallery walk is another alternative way of sharing.

3. Distribute and explain **Handout 39**. Give students several days to schedule, conduct, and document the interview. Give additional credit to those students who interview more than one person.

4. Conclude by having the class discuss the results of their interviews. Focus on the answers to question 14.

Extension

1. Ask students to think about some of the past problems they have encountered in their life so far. Have students identify a past problem and explain their solution. Have students write an essay that addresses the follow-

ing: *How has your perspective on the problem changed? Was the problem as serious as you believed it to be at the time, or did your youth and inexperience blow the problem out of proportion? Does time actually "heal all wounds"? Explain.*

2. Ask students to research and write a brief essay on the ways in which adolescence is socially constructed and bound by various ages within the United States today versus other times in history. For example, have students compare the expectations of adolescents related to autonomy, occupation, and sexuality today versus other historical periods. Students should reflect on whether they think adolescence is easier or harder today than before and whether shifts in how people experience adolescence are heading in the right or the wrong direction.

3. Invite students to conduct a comparative study on the ways in which adolescent sexual socialization is practiced in the United States versus another nation. Students can reference the three types of autonomy in their analysis (e.g., emotional, behavioral, cognitive) to compare and contrast how adolescent sexual socialization compares and contrasts in each culture. Students should reflect on whether they think one culture is doing a better job of socializing adolescents with regard to sexuality.

4. Have students critically examine the secondary socialization process under way at their school and write a brief essay to share with the class about the "rules" of their school. Ask students to provide specific examples of how secondary socialization is carried out, and ask students if there are gender, racial/ethnic, or class differences in the ways in which secondary socialization is enacted. Ask students to share their work with their classmates to compare and contrast their findings.

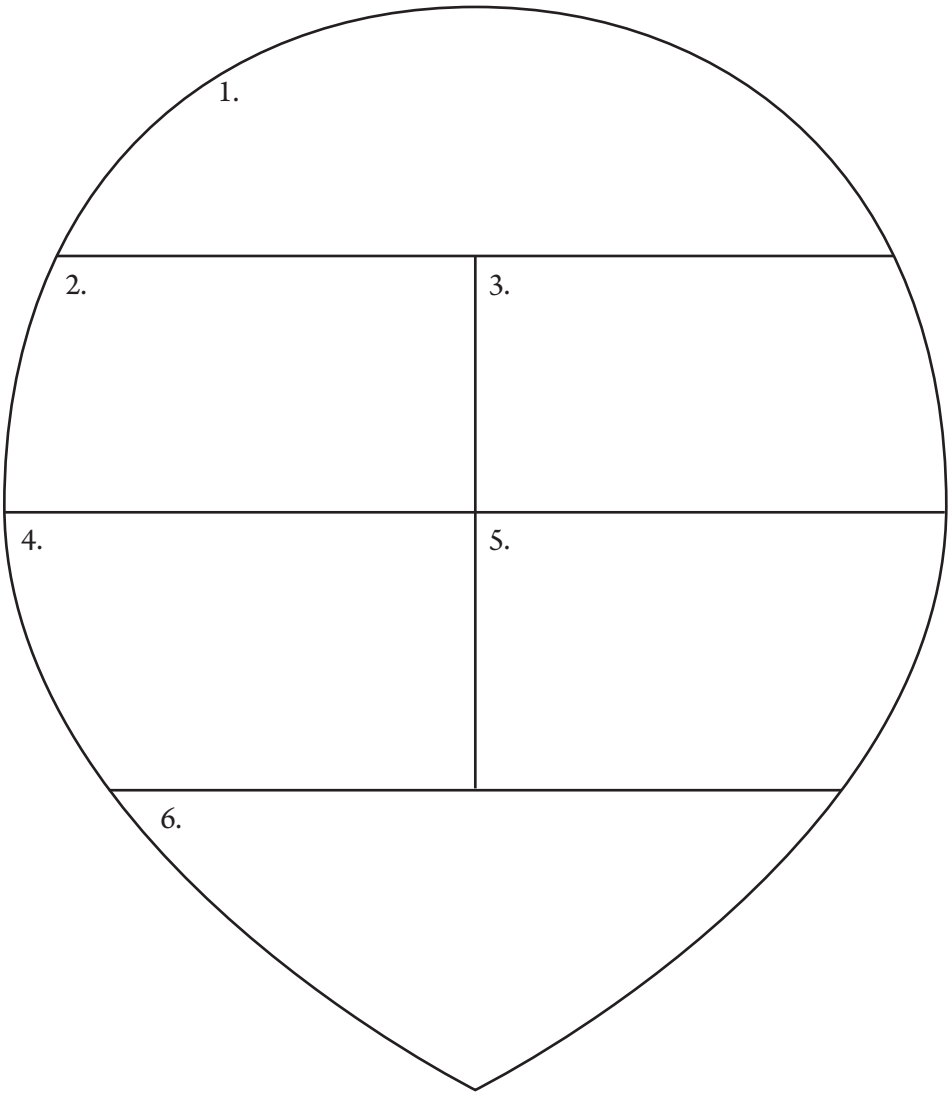
Name:

Personal Life Shield

Answer each of the following questions by drawing in the appropriate area on your life shield a picture, design, or symbol. Words may be used if you do not wish to draw.

1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people can do to make you happy?
4. What do you regard as your greatest personal failure to date?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three things would you most like to have said about you if you died today?

My Life Shield



Name:

Is Growing Up Easier or Harder?

In this handout you will have an opportunity to interview an older adult to compare the situations and experiences you had while "growing up." Both you and the person(s) you are interviewing are to answer each question. Record the answers carefully and write a summary comparison after each question. The final question should be supported with facts and reasons.

This interview will take some time to conduct, so arrange at least thirty minutes so that you will not be rushed. Some people interview more easily than do others. Do not be hesitant to ask additional questions to extract the necessary information.

1. What was the composition of your family? List the members of your household.
2. Who was the authority figure in the family?
3. How much time did the family spend together as a unit? Where did the family go and what did they do?
4. How important was religion in your family?
5. Did anyone work outside of the home?
6. What were the duties of each family member?
7. If the teenagers worked, how was the money they earned spent?
8. What emphasis was placed on education in your family?
9. Was education past high school considered to be important?
10. What activities were you involved with in high school?
11. How did you spend your free time?
12. How much influence did your parents have over you?
13. What would you change about your high school years?
14. Is it easier or harder growing up today than it was in the previous era? Support your opinion.

Lesson 28

Adulthood

Objectives

- To explore what it means to be an adult
- To consider adulthood and how to prepare for it

Notes to the Teacher

Most adolescents look forward to the day that they will be on their own and free from the rules and regulations of their teenage years. But when a sixteen-year-old says, "I can't wait until I graduate so that I can be my own boss," an adult is generally there to say, "Just wait until you get into the real world!"

Do these kids really know what adulthood is like? Did adults know what adulthood would be like when they were kids? The answer to both of the questions is a resounding "NO"! Adulthood is a period during which most of life's accomplishments typically occur. Adulthood, however, is not as carefree a period as teens seem to think it is.

In this lesson, students look at adulthood from a different perspective. They examine both the advantages and disadvantages of adulthood and explore the concept of career choice. To conclude, students explain a special relationship they have with an adult and how it has been of mutual benefit.

When used together, **Lessons 26, 27, 28, and 29** form a mini-unit on the socialization process.

Procedure

1. Explain to students that there are three stages of adulthood. Early adulthood lasts from ages seventeen to thirty-nine, middle adulthood from forty to fifty-nine, and late adulthood from sixty until death. Brainstorm with students the differences in these three stages of adulthood. (Suggested areas of concern could include roles, stability, money, and health.)

2. Have students complete **Handout 40** for homework. Conduct a class discussion on completed handouts. Explain how large in scope the term *adulthood* is and that there are many different ways of living your adulthood.

3. Address the issue of "me-time," time that you spend solely on yourself. Have students estimate how many hours of me-time they have per week. Then have them examine how many hours of me-time their parents have per week. Who has more me-time? Why?

4. Have students write a few paragraphs explaining what their "ideal life" would be like. (Students should be reminded to be realistic, for not everyone can win the lottery.) Help them assess the amount of personal effort it will take for them to achieve this "ideal life."

5. Have students complete **Handout 41** and compare the findings in class. Concentrate on the requirements necessary for a career and how long it will take to achieve these requirements (two-year degree, four-year degree, graduate school, internships, work experience, etc.). If money and time are issues to any of the students, spend a portion of the class discussing personal goals and standards of living.

6. Have students write an essay entitled "My Most Important Adult." Parents should not be included. Have students explain their relationship with the adult and how the adult has helped them. Have students include any ways in which they have been of help to the adult.

Extension

1. Have students interview an adult who volunteers time to organizations designed to help others (Big Brothers, Meals on Wheels, soup kitchens, etc.). Students should ask the individual why he or she volunteers.

2. Ask students to interview a working mother and try to get an appreciation for the difficulty of being a working mother.

Name:

What Is Adulthood?

Complete the three sections. Be prepared to discuss/explain your responses.

Roles adults are expected to play:

Advantages of adulthood:

Disadvantages of adulthood:

Name: _____

Career Choices

Select three careers you are thinking about entering. Do research on each of them and answer the following questions.

Career _____

Requirements necessary for job _____

Entry-level salary _____

Salary peak _____

Hours per week _____

Community status: *High* 1 2 3 4 5 *Low*

Career _____

Requirements necessary for job _____

Entry-level salary _____

Salary peak _____

Hours per week _____

Community status: *High* 1 2 3 4 5 *Low*

Career _____

Requirements necessary for job _____

Entry-level salary _____

Salary peak _____

Hours per week _____

Community status: *High* 1 2 3 4 5 *Low*

Lesson 29

Old Age

Objectives

- To explore the positives and negatives connected with aging
- To examine retirement and contemplate the conditions retirees face

Notes to the Teacher

As we go through life, we slowly begin to realize that our "golden years" do not come with a guarantee. While many elderly persons find these years to be richly rewarding, some senior citizens do not find them as "golden" as advertised. In fact, some golden agers painfully come to realize that this post-retirement period can be a time of loneliness and despair, a time filled with problems that they did not anticipate.

Although we cannot predict what these years will bring, we can develop a better understanding of them. In this lesson, students discuss age bias, explore the aging process, interview a senior citizen, and examine their feelings concerning their own retirement. The lesson extensions are useful in expanding our knowledge of this stage of life.

When used together, **Lessons 26, 27, 28, and 29** form a mini-unit on the socialization process.

Procedure

1. Have students write ten statements concerning senior citizens and share them with the class. Select five to ten of these statements and place them on the board.

2. Use the statements to introduce the concept of age bias. Do any of the students' statements reflect age bias? (*Old people are too slow, old people can't drive, old people are all sick.*) Ask students for some commonly heard statements concerning teenagers that they know are not true. Compare the two attitudes.

3. Brainstorm with students the problems that elderly persons seem to encounter. Divide the list into problems that can be anticipated and problems that cannot be anticipated. Develop the idea that one cannot prepare for everything that will be encountered in one's senior years.

4. Distribute **Handout 42** and explain the senior citizen interview. Give students a few days to complete this assignment. Hold a class discussion after the class assignment is completed. What about their age do senior citizens really enjoy and what are the drawbacks? How did they feel when their children left home? Did retirement frighten them? A discussion of their views relative to teenagers (question number 9) is always interesting.

5. Divide the class into groups of five to six and assign each group one of the following topics to discuss:

   a. The federal, state, and local governments should spend more tax money on programs directed to helping elderly persons (more housing, senior citizen centers, health benefits, etc.).

   b. What can elderly persons do to help themselves?

   c. During old age, should parents be expected to be taken care of by their children?

   d. Is placing an elderly person in an "old age home" a cruel thing to do?

   After group discussions, have a spokesperson report the group's attitudes to the class. Time permitting, form a class consensus on these issues.

6. Distribute **Handout 43** and assign it for homework. Have students share their responses. While discussing it in class, focus on question 2 and students' attitudes toward living for today versus saving for tomorrow.

7. If students have studied all phases of the socialization process, have them answer the

following question: If you could pick one age to be your entire life, what would it be and why? Compare the answers and reasons.

Extension

1. Have students research the problems connected with our current Social Security system. What changes are occurring?
2. Invite a panel of senior citizens to your class. Have students prepare questions in advance that they want to ask them.

Name:

Senior Citizen Interview

Conduct an interview with a senior citizen. Make sure that you cover the following nine areas, but feel free to add any questions to the list.

1. What are the joys of old age?
2. What are the problems of old age?
3. How were you affected by retirement?
4. Please describe your daily or weekly routine.
5. What are your hobbies?
6. How often do you see or contact family members?
7. What about your pre-retirement life did you most enjoy?
8. What about your current life do you most enjoy?
9. What is your view of teenagers today?
10. Any words of advice that you wish to extend?
11.
12.
13.

Name:

What about Early Retirement?

Wouldn't it be nice to retire at an early age? Does the thought of being "work free" at the age of fifty appeal to you? Like most issues in life, early retirement has both positive and negative aspects. Complete the columns below and answer the essay questions on a separate piece of paper. Be prepared to discuss the issue of early retirement in class.

Advantages to Early Retirement	Disadvantages to Early Retirement

Essay Questions

1. List and fully explain the measures you would have to take in order to prepare yourself for early retirement.

2. Are you willing to sacrifice during your adult years in order to be financially secure during old age? Why or why not?

Lesson 30

Sexuality

Objectives

- To understand sociological perspectives on sexuality
- To understand how institutional forces shape sexuality

Notes to the Teacher

There are no cultural universals surrounding sexual norms. Sociologists have found extreme variation both historically and culturally when it comes to sexual expression. Three main agents sexually socialize people: religion, law, and the media.

Religions impart rules and behaviors about sexual conduct upon members regarding such issues as abstinence, fidelity, and homosexuality. The laws set in place by a society also determine socially acceptable sexual behavior. These may include laws governing sodomy, age of consent, and prostitution. The legal system simultaneously creates and enforces sexual mores. The tendency of some people to replicate sexual behavior seen in the media demonstrates the impact this agent of socialization has on youth in particular.

In the 1950s, Alfred Kinsey opened the discussion of sexuality in American culture that dramatically shifted the concept of sexuality in America by sowing the seeds for the upcoming sexual revolution. The sexual revolution included relaxed social standards around premarital sexual conduct and the introduction of the "pill" as an oral contraceptive.

Procedure

1. Divide students to work in pairs or small groups to find an example of advertising that uses sexuality to sell.
2. Distribute **Handout 44** and explain the assignment.
3. Have students complete the handout. Encourage students to think critically in their responses and to dig deep in understanding what their example is truly conveying.
4. Discuss students' responses. Ask students to reflect on the ways in which sexuality is socially constructed through advertising in the media and in other formats. Finally, ask students to reflect on these questions: Is it good or bad that sexuality is used as a selling tactic? Are the lessons about sexuality found in advertising positive or negative?

Extension

Have students conduct a program evaluation of your school's sexual education curriculum or courses (assuming they are available). In their evaluation, students should address whether the curriculum matches the realities of teenagers' lives and sexuality. The evaluation should provide specific policy and education recommendations to improve the school's sex education curriculum.

 Name:

Sexuality in Advertising

Advertising example: _____

Using your example above, answer the following questions using each theory. Be sure to provide specific examples if possible.

Sexuality

1. What is the ad selling (i.e., the manifest function of the ad)?

2. What is the ad *really* selling (i.e., the latent function of the ad; e.g., lifestyle, status, sexuality)?

3. How does the ad use sex or sexuality to sell?

Objectification and Sexual Consumption

1. Whom does the ad target?

2. Whom does the ad represent?

3. What is the relationship between the ad's subject and its audiences or consumers?

4. What themes are apparent? Does the ad involve objectification (the treatment of a person as an object without thoughts or feelings; the reduction of a person to their individual body parts) or exotification (the construction of someone as an "other" in terms of their gender, race, ethnicity, age, or sexuality)?

Power and Inequality

1. What lessons of sexuality does the ad teach?

2. What sexual ideals are represented within the ad?

3. What values, norms, or systems does the ad represent or reinforce?

4. How does the ad reflect power and inequality? Specifically, what themes or relationships involving power and inequality does the ad depict?

Reflection: Is it good or bad that sexuality is used as a selling tactic? Are the lessons about sexuality found in advertising positive or negative?

Unit 7

Groups and Group Behavior

Domain 3

Social Relationships: Self, Groups, and Socialization

Lesson 31

Groups and Peers

Objectives

- To understand the various agents of socialization across the life course
- To analyze the importance of peer groups
- To apply a sociological lens to groups and their impact on individuals

Notes to the Teacher

Individuals learn values, beliefs, and social norms through socialization. Socialization is the process of acquiring culture. Sociologists believe several agents of socialization contribute to transmitting these thoughts, behaviors, and actions in all cultures. The major agents of socialization are family, religion, peers, school, and mass media; however, other agents of socialization exist as well. Examples are day cares, neighborhoods, and workplaces. Each agent of socialization influences our self-concept, beliefs, attitudes, and other orientations toward life throughout the entire life course. As humans, we have the freedom to choose how much or how little each agent influences our lives at a given time.

Peer groups are one of the strongest agents of socialization and most often arise out of school. Peer groups are composed of people who are roughly the same age and share common interests. Often peer groups form the first time young people can be away from adult supervision to engage in discussions about common interests. Peer groups provide information about gender roles as well as support when assimilating into adult society. In peer groups, cohesion is maintained by conformity, which in turn creates a normative code. The normative code is then used to accept or reject individuals from the group. As a result, peer groups are one of the most powerful socializing forces in society.

This lesson allows students to deepen their understanding of the agents of socialization. Students explore the impact that agents of socialization currently have upon their lives and which cultural messages they choose to accept or reject. The handout included provides a partial list of possible agents of socialization. By creating a poster that will help to solidify an understanding of a specific agent of socialization, students will learn the role the agent plays in society as well as how it affects individuals throughout the life course.

Procedure

1. Divide students to work in small groups. Choose students who have different peer groups for each small group.

2. Assign an agent of socialization to each group. This can be done randomly.

   Agents of Socialization List

   - Family
   - Religion
   - Peers
   - Day care
   - Neighborhood
   - Primary school
   - Secondary school
   - Sports
   - Community/country
   - Mass media & technology
   - Workplace
   - Total institutions
   - Cartoons

3. Distribute **Handout 45**. Groups should create a poster based on their assigned agent of socialization using markers, paper, magazines, or any other creative material. Provide students with a large piece of paper or poster board on which to work.

4. Students should then present their posters to the class.

5. Posters should be referred to during future classroom discussions of sociology topics.

Extension

1. Ask students to list how each agent of socialization has currently affected their lives in two ways. Have students then write two ways that each agent could influence their lives in the future. Share with a partner or as a large group.
2. Discuss with students the various norms, behaviors, and attitudes developed by their own peer groups. Ask why they choose to conform to these abstract rules. Explore the idea and feelings surrounding rejection by a peer group.
3. Ask students to pick the top three agents of socialization in their lives currently and explain why, using concrete examples for each.

Name:

Agents of Socialization

Create a poster based on your assigned agent of socialization using markers, paper, magazines, or any other creative material.

Guidelines for what to include on the poster:

- Name of the agent of socialization at the top
- A definition of socialization created by your group (not from a book!)
- Images that symbolize your agent of socialization
- Description of how people are socialized by this agent
- One or more examples of how this agent teaches values, beliefs, and attitudes in society
- Stages of the life course that are affected by this agent of socialization

Your group will then present your poster to the class.

Lesson 32

Subcultures

Objectives

- To examine subcultural theory from 1920 to present
- To understand the subcultures using the symbolic interactionist perspective
- To explore the concept of cultural appropriation in the United States

Notes to the Teacher

A subculture is a group of people within a culture who choose to differentiate themselves from the larger culture through a variety of means. The study of subcultures originated through the study of deviance in society. The Chicago school in the 1920s believed deviant behavior was a reaction to social problems within a society, thus creating subcultural theory. Using the interactionist perspective, the Chicago school viewed participation in a subculture (such as a gang) as a response to social and environmental problems rather than from a psychological viewpoint of individual personality traits or choices. The Birmingham school added to subcultural theory by inserting class as a significant motivator in subculture participation. They noted that many participants in subcultures were young, white, lower-middle-class males that acted out against the hegemonic mainstream values because of their lack of social mobility.

Contemporary theorists have added to subcultural theory by introducing the notion of collectivity rather than deviance. Subcultures then confer a form of distinction in society rather than specifically and solely opposing dominant, traditional values. Taking this concept even further, some sociologists have suggested that subcultural theory no longer describes collective behavior adequately and is no longer a necessary descriptor of groups. But that has not stopped others from continuing to explore the development of and rationale behind subcultures. The types of subcultures that arise within a society can open the doors for further understanding social struggles and resistance as well as the need for a collective identity with others.

While the definition of a subculture has been difficult for sociologists to agree upon, there are several overarching factors that constitute subcultures. Six basic characteristics have been identified in subcultures; however, each subculture may not possess all six characteristics and it is not a requirement to possess all six to be classified as a subculture.

The six characteristics are:

1. Diffuse networks: no set leadership and fluid membership
2. Shared distinct meanings: shared values, attitudes, and cultural objects
3. Shared identity: collective behavior, connection and relationships with other members
4. Resistance: passive or active, macro or micro, but intentional
5. Marginalization: members don't often fit well within the dominant culture
6. Stratification, values, and argot: specialized vocabulary and creation of a hierarchy

This lesson allows students to explore the fluid definition of subcultures while investigating the subcultures in which they participate. By examining their own subcultures and hearing about other subcultures, students are asked to think about the social necessity of these groups.

Procedure

1. Distribute **Handout 46**. Begin by having students list the subcultures to which they belong.
2. Have students choose one subculture to which they belong and then use the six characteristics to describe it. If a student does not belong to a subculture, have him or her choose a subculture to explore for the activity.

3. Place students in small groups to allow them to share their subcultures from a sociological perspective with the group.

4. Allow students to share and answer questions about their participation in a subculture.

Extension

1. Ask students to write a brief essay on the differences between cultural appreciation and cultural appropriation. In their essays, have them provide specific examples of where there is debate about the differences and harms between appreciation and appropriation. Students may wish to focus on the use of cultural stereotypes, caricatures, imagery, practices, or justifications used in cultural appropriation.

2. Ask students to reflect on Halloween as a holiday that is used for individuals to "play" with concepts related to culture, subculture, and cultural appropriation. Ask students to explore these concepts by conducting a participant observation study (if Halloween aligns with the timing of this lesson) or an image search for Halloween costumes (for purchase or homemade). In their work, ask students to discuss how stereotypes are enforced during Halloween, cultures are appropriated, or subcultures are explored or marginalized through the rituals of Halloween as a holiday.

3. Ask students to discuss in small groups how subcultures are constructed as the "other" using a social constructionist or symbolic interactionist approach. Students should address an example of a subculture that has been constructed as deviant and thus controlled or surveilled as a social problem (or contributor to a social problem).

Name:

Subcultures

While the definition of a subculture has been difficult for sociologists to agree upon, there are several overarching factors that constitute subcultures. Six basic characteristics have been identified in subcultures; however, each subculture may not possess all six characteristics and it is not a requirement to possess all six to be classified as a subculture.

The six characteristics are:

1. Diffuse networks: no set leadership and fluid membership
2. Shared distinct meanings: shared values, attitudes, and cultural objects
3. Shared identity: collective behavior, connection and relationships with other members
4. Resistance: passive or active, macro or micro, but intentional
5. Marginalization: members don't often fit well within the dominant culture
6. Stratification, values, and argot: specialized vocabulary and creation of a hierarchy

1. List the subcultures to which you belong.

2. Choose one subculture to which you belong and then use the six characteristics to describe it.

3. With your group members, share your subcultures from a sociological perspective with the group.
4. If members of your group do not have a subculture to which they belong, allow them to choose a subculture to explore for the activity.
5. Report your findings to the class to discuss patterns in subcultures.

Unit 8

Socialization and Sanctions

Domain 3

Social Relationships: Self, Groups, and Socialization

Lesson 33

Cultural Values, Rules, and Sanctions

Objectives

- To become aware of what values are important to people in the United States
- To recognize some positive and negative sanctions used by society to control behavior

Notes to the Teacher

Sociologist Robin Williams describes a value as a standard by which members of a culture define what is desirable or undesirable, good or bad, beautiful or ugly. Values are broad principles one finds in almost every aspect of life. Values create order out of confusion and bring calm to potentially hectic situations. Without a basic value structure, humans would find life chaotic.
In a social system as large and diverse as that of the United States, finding a common set of values is difficult. The United States is truly a mosaic. People not only possess different values, they also place unequal emphasis on similar values. This, coupled with the fact that values change with time, compounds the problem of determining "how it ought to be."

Students read and discuss a list of ten American values as determined by Robin Williams. They analyze norms in terms of folkways, mores, and sanctions and determine the importance of each.

Procedure

1. Have students brainstorm a definition of *values*. Place this definition on the chalkboard. Then, share the Robin Williams definition found in the first paragraph of "Notes to the Teacher" and/or use the following one. Values are criteria people use in assessing their daily lives, arranging their priorities, measuring their pleasures and pain, and choosing between alternative courses of action. Explain to students that values are what is "good" for society and that values are necessary for group living. Values are the cornerstones of our daily routine. Ask students to name some values. (Examples of values could include the family unit, choice in mate selection, freedom of speech, equality, development of religious awareness, helping others, career choice, helping the unfortunate, right to bear arms, law and order, etc.)

2. Divide the class into small groups and have each group select ten values that the group agrees are very important to all Americans. After the selection is made, have a student from each group list the group's choices on the chalkboard. Check the lists for repeated values upon which all groups agreed. Note the areas of group disagreement and impress upon students the difficulty of the task. If it is difficult for one class to agree upon certain values, how difficult is it for an entire nation to agree upon what is important?

3. Distribute **Handout 49**. Sociologist Robin Williams has selected these ten values as having the most meaning to Americans. Read each value carefully and see how many of these values were chosen by the class. Have students critique Williams's list and encourage discussion.

4. Have students reexamine **Handout 47** and list any contradictions they find. (The following are some examples: Americans measure achievement and success by occupation. We love money and the status it brings. Americans believe in equal opportunity, but we agree that racism, sexism, and religious intolerance still exist. Americans believe in the right to vote but have a very low voter turnout. Americans believe that science provides the answers to our questions, but we do not follow the findings of science if the findings do not fit our lifestyle.)

5. Distribute **Handout 48** to the class and have students read it carefully. It is designed to

show how society enforces its values through a series of norms and sanctions.

6. Look at the list of folkways and mores in **Handout 48** and have students give examples of how society punishes members who violate its folkways and mores. (When you violate folkways, you may have to endure embarrassment, ridicule, or loss of popularity. When you violate mores, you may have to endure shame, public condemnation, fines, or imprisonment. The penalties for violating mores are much more severe.)

7. Summarize this lesson on values, rules, and sanctions with a class discussion on one or all of the following three ideas:

   a. Social control is best achieved when all groups to which we belong reinforce each other.

   b. The principal means of social control is self-control. Self-control is learned through the internalization of norms. Internalization is the process by which a norm becomes a part of an individual's personality, thereby making the individual automatically conform to society's expectations.

   c. In reality, the only rule a society needs is the Golden Rule: "Do unto others as you would have them do unto you."

Consider dividing the class into three groups for discussion prior to whole group discussion. A discussion of these three ideas brings the entire lesson on values, rules, and sanctions together.

Extension

Some sociologists believe that one of our changing American values is a distinct shift from promoting group welfare to promoting self-fulfillment. Self-fulfillment is a commitment to the full development of one's personality, talents, and potential. In our culture, there is strong evidence to support the opinion that our emphasis has shifted from the good of the group to the growth of the individual. We are all encouraged to "be all that you can be," to "grab the gusto," and to "be good to yourself."

Have students participate in a panel discussion on whether this new value of self-fulfillment is dangerous to group welfare, or on whether these two "goals" are compatible. Consider questions such as: Is harm being done to the family unit? Is the educational system being fragmented? Is the economy being threatened by an overcrowded workforce? (Please keep in mind that there is no definite answer to this "problem.")

 Name:

"American Values"

Read the definitions below and be prepared to discuss in class.

According to Robin Williams (1970), the following ten values are among the most important ones within American culture.

1. *Equal opportunities*—Americans tend to value providing everyone with the opportunity to get ahead, although everyone is not expected to end up in the same situation. In other words, while Americans do not believe that everyone should have the same amount of wealth or education, we do believe that the opportunity to acquire these things should be available equally to all. Many Americans have traditionally believed that such equality of opportunity does exist in our society, and that personal achievement is limited only by an individual's abilities and desire.

2. *Achievement and success*—American culture is competitive; that is, the belief is that each person should receive only what is deserved on the basis of individual talent and initiative. Occupation is perhaps the most important area in which Americans measure achievement and success. Thus, many Americans assume that a physician has more innate ability and drive than a nurse.

3. *Activity and work*—American culture encourages action over reflection, and we Americans actively attempt to manipulate and control the environment to serve our interests. For this reason, we often take a dim view of cultures that appear more easygoing.

4. *Efficiency and practicality*—Americans value activity that solves problems and produces the greatest results in the least amount of time. "Building a better mousetrap" is praiseworthy in our culture, especially when done in the most "cost effective" way.

5. *Progress*—Americans are generally optimistic about themselves and their future. We tend to believe that the present is better than the past, that the future is likely to be better still, and that the "very latest" is the "very best." American supermarkets are full of products that are advertised as "new and improved." Relatively few items are praised for being "old-fashioned," although in a society that changes as rapidly as our own, there is always some tendency to cast a nostalgic eye on the "slower and simpler" ways of the past.

6. *Science*—Americans believe that science provides the most effective way to address problems. We expect the work of scientific experts and technologists to improve continually our lives. We like to think of ourselves as rational people and tend to devalue emotions and intuition as sources of knowledge.

7. *Material comfort*—We are a culture of consumers, eager to acquire material things of all kinds. Most Americans define the good life in terms of having many possessions. Celebrations, from birthdays to religious holidays, are occasions to present others with material goods.

8. *Democracy*—Americans believe that each individual has political rights that cannot be overridden by others. Ideally, our political system is based on the participation of all adults through the process of elections. Similarly, our economy is based on providing products and services that meet the needs of a broad range of selective, individual consumers.

9. *Freedom*—Closely related to democracy, this cultural value is based on the belief that each person has the right of free expression. Furthermore, although Americans recognize that everyone has responsibilities and obligations to others, we also believe that individuals should be free to pursue their own goals without unreasonable interference from the government or other people.

10. *Racism and group superiority*—Although expressing a commitment to the values of equality and freedom, Americans often link personal worth to membership in particular social categories based on ethnicity, race, social class, or sex. Thus, while Americans like to think of themselves as equals, some of us are "more equal than others."[1]

1 Robin Williams, Jr., *American Society: A Sociological Perspective*, 3rd edition (New York: Knopf, 1970).

Norms and Sanctions

This handout is designed to explain the differences between norms, mores, folkways, and sanctions. Read it carefully and examine the examples. You will find it helpful in understanding how society enforces its values.

Before examining this handout, one point must be clarified. Culture is the arbiter of what is right or wrong in a society. Culture creates the norms, and cultures, in time, can change them. Keep in mind that norms are living, changing things.

Part A. Norms

Norms are rules and expectations by which a society guides the behavior of its members. They are standards of action expected of members of one's group. Norms consist of what the people "ought to do" in their daily routine. Norms can be divided into folkways and mores.

Folkways

- Folkways are norms that have little moral significance.
- Folkways are routine ways of doing things developed by trial and error.
- Folkways are highly variable from one situation to the other.
- Violation of folkways elicits mild social reaction.
- Folkways often consist of preferences rather than demands.

Examples of folkways

- Greet people kindly.
- Send thank-you cards.
- Use proper etiquette.
- Use proper table manners.
- Wear appropriate clothing for the occasion.

Mores

- Mores are norms that have great moral significance.
- Mores are identified with group welfare and group survival.
- Mores consist of demands rather than preferences.
- Negative mores—"Thou shall not"—are called *taboos.*

Examples of mores

- Do not kill.
- Pay back borrowed money.
- Keep important promises to friends.
- Obey traffic signals.
- Do not harm others.

Part B. Sanctions

Sanctions are rewards or punishments used to enforce conformity to norms.

Positive sanctions

- Used to reward the individual for desirable behavior
- Examples are as follows: a cheer, smile, pay raise, head nod, thumbs up, badges, ribbons, letters for athletes, trophies, or public ceremonies

Formal sanctions

- Consist of rewards or punishment given by some formal organization or regulatory body
- Examples or organizations are as follows: government, police, school, or corporations

Positive formal sanctions

- Promotions, pay raises, bonus gifts, rewards, smiles, and pats on the back

Negative formal sanctions

- Fines, low grades, school suspension, job termination, or imprisonment

Negative sanctions

- Consist of punishment or the threat of punishment to enforce conformity
- Examples are as follows: grounding for being late, towing your car, frowns, public ridicule, rejection, fines, imprisonment

Informal sanctions

- Spontaneous expressions of approval or disapproval given by an individual or a group

Positive informal sanctions

- Smiles, compliments, praise, standing ovations

Negative informal sanctions

- Frowns, gossip, scoldings, insults, being ignored

Lesson 34

Crime

Objectives

- To identify the different types of crime
- To explore and give examples of crime prevention methods

Notes to the Teacher

When asked in public opinion polls, Americans consistently list crime as one of the major problems facing the nation today. Citizens often believe that crime is more pervasive in American society than at any time in recent memory.

Americans are divided about what causes crime. Some people believe that widespread poverty is a significant factor that causes crime. Still other people believe that too much violence in the media—on television, in the movies, in lyrics in rap songs, in video games—lead young people to lives of crime.

Americans have reacted to crime today by demanding tougher and longer punishment for individuals convicted of committing crimes. Americans' demand for tougher punishment has included "three strikes and you are out," longer sentences, capital punishment, mandatory sentences, and limits on appeals.

Students participate in a series of exercises (involving a crossword puzzle, newspaper articles, and a debate) related to crime, criminal behavior, and punishment.

Procedure

1. Bring in a box of children's toy musical instruments (or other individual noisemakers) and ask for eight class volunteers. Make sure volunteers are able to see a clock, preferably one with a sweep second hand. Distribute instruments to students. Instruct the second student to hit a drum every 26 seconds. Have the third student hit a triangle every 90 seconds. Get the fourth student to hit a xylophone every 41 seconds. Instruct the fifth student to blow a slide whistle every 20 seconds. Have the sixth student crash toy cymbals every 5 seconds. Ask the seventh student to blow a saxophone every 45 seconds. Instruct the eighth student to play a piano every 4 seconds.

   After several minutes of this activity, inform the class that the volunteers are demonstrating the crime rate according to the results of the Uniform Crime Report that is issued by the F.B.I.[1] Share the following information. The student hitting the drum represents that one violent crime occurs every 26 seconds. The student hitting a triangle represents that one robbery occurs every minute and a half. The student striking the xylophone represents that one aggravated assault occurs every 41 seconds. The student blowing the slide whistle represents that one burglary occurs every 20 seconds. The crashing of the cymbals represents that one larceny/theft occurs every 5 seconds. The student blowing the saxophone represents that one motor vehicle theft occurs every 45 seconds. Finally, the student playing the piano represents for them that one property crime occurred every 4 seconds. If time allows, students could demonstrate that every 4 minutes a forcible rape occurs and that every 33 minutes a murder occurs. This exercise is an auditory example that drives home the frequency with which crime takes place.

2. Distribute **Handout 49**. Have students complete it individually. Discuss the crossword puzzle's correct answers. Consider using the word list in a variety of ways: as a vocabulary list with which students need to be familiar, as a review list, and as a pretest at the start of the unit.

1 Federal Bureau of Investigation, 2015 Crime Clock. https://ucr.fbi.gov/crime-in-the-u.s/2015/crime-in-the-u.s.-2015/resource-pages/crime-clock.

Suggested Responses

Across	**Down**
3. court	1. supreme
4. appeal	2. parole
6. judge	5. laws
9. white	7. victim
10. larceny	8. defense
12. prosecution	11. assault
14. auto	13. mob
15. prison	16. recidivism
17. burglary	18. rape
21. victimless	19. death
22. homicide	20. robbery
23. crime	
24. rehabilitation	
25. punishment	

3. After discussing the types of crime (murder and negligent homicide, forcible rape, robbery, aggravated assault, burglary, larceny-theft, and auto theft), instruct students that for each of the seven types of crimes they are to collect five articles from the newspaper or online news outlets. The articles should be placed in a scrapbook or mounted on notebook paper. Beneath each article, have students identify the type of crime, the date of the crime, number of injuries or deaths, specific location of the crime, the monetary loss, and other ramifications (psychological, emotional, etc.). Give students a week or two weeks to collect the articles before discussing the articles and students' findings.

4. Organize students into groups of three to five. Have them brainstorm ideas about how to reduce the crime rate. Instruct each group that it will make a presentation to the class. Discuss each group's presentation as it is given.

5. Divide the class in half. Instruct one group to compile a list of ideas on how to reduce the crime rate. Have the second group compile a list of reasons why the crime rate cannot be reduced. Have each group place its ideas on the board and explain them. Then, begin a dialogue between the two groups.

6. Instruct students to research one or more of the subjects below in preparation for a debate. Conduct a series of debates. Allow students several days to research their topics and participate in the debate. Take a clear vote on each resolution following the debate.
   a. Resolved: Capital punishment is a viable option for reducing the crime rate in America.
   b. Resolved: Gun control is a viable option for reducing the crime rate in America.
   c. Resolved: Longer prison sentences are a viable option for reducing the crime rate in America.
   d. Resolved: Mandatory sentences are a viable option for reducing the crime rate in America.
   e. Resolved: "Three strikes and you are out" is a viable option for reducing the crime rate in America.
   f. Resolved: A limit on appeals is a viable option for reducing the crime rate in America.

Extension

1. Have students research crime statistics of other countries and compare them to those of the United States. Students should prepare a series of visuals illustrating their findings.

2. Ask students to research the poverty levels of other countries and compare them to those of the United States. Have students write an essay relative to the proposition that there is (or is not) a correlation between poverty and crime.

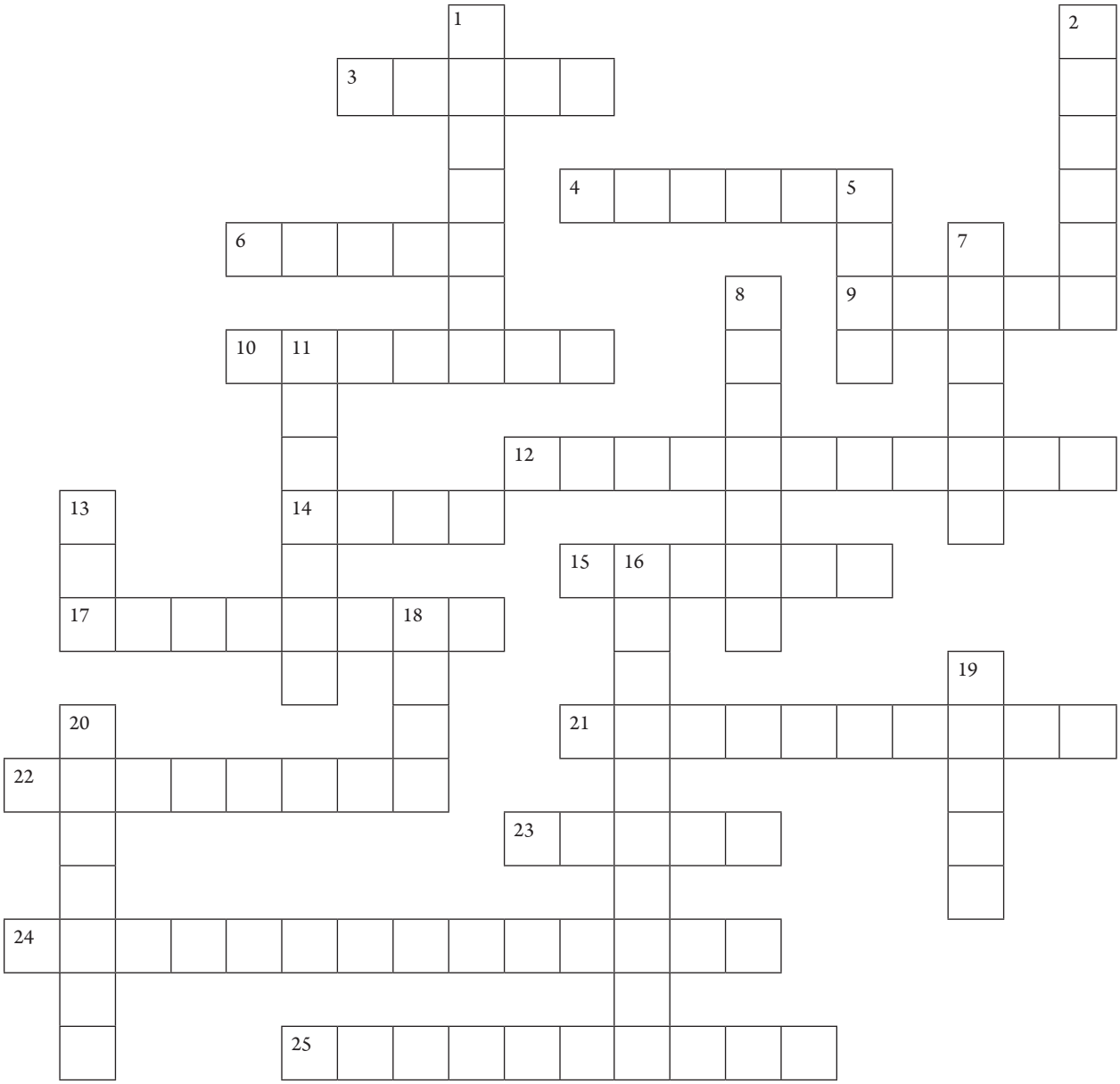
3. Have students research the number of guns in other countries and those in the United States. Ask them to draw conclusions concerning the crime rate and the number of guns, and then write an essay supporting their stance.

4. Ask students to research the correlation between crime and gambling activities such as the lottery, sports betting, playing bingo, etc. Stage a panel discussion on the topic in class.

 Name:

Crime and Justice

Complete the puzzle according to the clues on the next page.



Clues

Across	Down
3. Where the accused is tried	1. The highest court in the land
4. What the accused can do after being convicted	2. Release of a prisoner before sentence completion under the supervision of a law enforcement officer
6. The person who presides at the trial	5. Society's rules
9. _____ collar crime	7. The person injured by the criminal
10. Taking another's property by force or deception	8. The case presented by the lawyer hired by the accused
12. The attorney(s) who present the state's case against the accused	11. Injuring or attempting to injure another individual
14. _____ theft, for joy riding	13. Slang for organized crime
15. Institution where the convicted are incarcerated	16. Repeated criminal behavior after prison release
17. Entry into a building or vehicle with or without force to commit a felony	18. Sex by force or without right
21. Type of crime that is seen as immoral but affecting only the criminal (gambling, drug abuse, etc.)	19. _____ penalty; capital punishment
22. Taking the life of another deliberately and unlawfully	20. Taking another's property by force or the threat of force
23. The violation of society's rules	
24. To make a criminal's life productive and useful	
25. The purpose of fines and imprisonment	

Word List

appeal	crime	larceny	prison	robbery
assault	defense	laws	punishment	supreme
auto	death	mob	rape	victimless
burglary	homicide	parole	rehabilitation	victim
court	judge	prosecution	recidivism	white

Lesson 35

Social Control

Objectives

- To define social control
- To identify forms of social control (e.g., formal versus informal)
- To understand the effects of social control on groups and individuals

Notes to the Teacher

Social control refers to the formal and informal forms of control exerted by a group over another group. Informal social control refers to the reactions of groups to reward or punish attitudes, beliefs, or behaviors of individuals or members of the group. Formal social control is typically enacted by the state and involves codified forms of authority (e.g., laws, policies) and formal sanctions (e.g., detention, fines, prison sentences).

Sociologists have different views on the purposes of social control within a society. For example, social control can work to create conformity through socialization to a society's shared beliefs, values, norms, and behaviors. Social control also works to quash deviance from those shared ideals. Critical theory sociologists view social control as a means to entrench inequality. These sociologists note that both formal and informal social controls are applied differentially, as can be seen in examples of policing, surveillance, and total institutions.

Total institutions are institutions that control nearly every aspect of their members' lives, through both formal and informal forms of social control. In doing so, total institutions work to radically alter members' lives through a far-reaching process of resocialization that involves stripping individuals of their previous identities and rebuilding a different self using social control in a carefully controlled environment.

In this lesson, students are invited to define, differentiate, and understand the effects of social control using the example of total institutions (e.g., prisons, boarding schools, military, boot camps, psychiatric hospitals, orphanages, nursing homes, cults, and convents).

Procedure

1. Have students break into small groups and distribute **Handout 50**.

2. Have each group choose an example of a total institution to analyze and present to the class. For each example, ask students to present on the following findings related to social control and total institutions:
   - Define how their example is a total institution. Students may wish to research sociologist Erving Goffman's fives types of total institutions.
   - Identify the forms of formal and informal social control within their example.
   - Demonstrate their understanding of the impacts and effects of social control and resocialization on groups and individuals within the total institution (e.g., What are the immediate and long-term effects of social control on individuals? Is social control helpful or harmful in those settings? How can social control be improved or eliminated?).

3. Discuss with students their reflections on the effectiveness of the use of formal and informal forms of social control both within and outside the total institution using a manifest and latent function framework.

Extension

1. Ask students to analyze their school's disciplinary policy and procedures handbook to identify forms of social control (e.g., sanctions) and reflect on how they are affectedby those forms of social control or how they have internalized those forms of social control outside their school (e.g., if the school has a dress code, how has it affected how they dress outside school?).

2. Ask students to reflect on how they have internalized forms of social control in ways that affect their own behaviors or beliefs. Where have their lessons on how to behave originated? How effective have those forms of social control been in their lives? How have they rebelled or avoided social control in their everyday lives?

3. Ask students to reflect (e.g., in an essay or presentation) on a film or television show that depicts the lives of individuals within a total institution. Ask students to show the forms of formal and informal social control at work to resocialize members within the institution. Ask students to reflect on whether they believe the informal or formal forms of social control are more effective in resocialization.

4. Ask students to interview someone who is engaged in formal social control processes as a profession (e.g., teacher, security officer, police officer, corrections officer, military officer, judge, or manager). Students should include questions about the person's experiences growing up, views on rebels versus conformists, and attitudes toward the profession and its importance to the greater social order.

5. Ask students to interview someone they know who may have spent time in a total institution and ask that person to share how the experience of social control affected the trajectory of his or her life.

Name:

Social Control and Total Institutions

Sociologist Erving Goffman outlined fives types of total institutions. They include:

1. Institutions aimed at caring for individuals who cannot care for themselves and are considered harmless (e.g., nursing homes, orphanages)
2. Institutions aimed at caring for individuals who cannot care for themselves but are also considered a potential harm to themselves or the broader community (e.g., psychiatric hospitals, sanatoriums for individuals with infectious diseases such as leprosy or tuberculosis)
3. Institutions aimed at protecting the broader community against individuals perceived to be dangerous (e.g., prisons, jails, concentration camps, prisoner-of-war camps)
4. Institutions with the reported purpose of pursuing a goal (e.g., boarding schools, ships, work camps)
5. Institutions aimed at providing a retreat from the everyday world, often in service of religious training (e.g., monasteries, convents)

Below, identify an example of a total institution and explore the ways in which social control is used to resocialize its inhabitants:

Total institution example: _____

Types of formal social control:

Types of informal social control:

Impacts of social control and resocialization on groups and individuals within the institution:

Immediate impacts:

Long-term impacts:

Lesson 36

Surveillance

Objectives

- To define surveillance
- To identify forms of surveillance
- To understand the effects of surveillance on groups and individuals

Notes to the Teacher

Sociologists who study surveillance highlight how it has become a routine and inescapable aspect of individuals' everyday lives. Through vast technological advancements, centralized forms of information, and the expansion of surveillance programs and practices, "surveillance society" has become an apt term to describe how individuals are monitored at nearly every point in their day. There is greater debate, however, about whether those advancements have reached a point of "total surveillance society" wherein every aspect of daily life is surveilled.

This lesson invites students to explore this debate by documenting the various ways in which surveillance is a part of their everyday lives and considering whether there are parts of their lives that remain private and free from surveillance.

Students may have a difficult time imagining the ways in which surveillance operates if they are not familiar with its various forms, technological advancements, and programs, so some research of examples may be warranted to lead a robust discussion.

Procedure

1. Distribute **Handout 51**.

2. Ask students to work in groups to explore the ways in which surveillance exists in their everyday lives.

3. Each group should create a list that will be compiled and discussed as a class together. In generating a list, students should think about the ways in which they (or their personal information or communications) are tracked, collected, or monitored. Ask students to tally their encounters with everyday surveillance on the handout to share with the class. They may wish to think about the forms of personal technology they use, the ways in which technology is used to watch them, or the ways in which they readily give over information or privacy in exchange for convenience.

4. Lead a discussion that asks what lessons students have learned from the exercise, what it means to them to be monitored, and the potential costs and benefits of surveillance.

Extension

1. Ask students to research forms of surveillance-thwarting technologies or anti-surveillance countermeasures (e.g., passwords, masks, gadgets) and present examples to the class to discuss.

2. Ask students to research and present examples of contemporary panopticons found in architecture.

3. Teenagers have long been engaged in thwarting surveillance (from parents, from teachers, etc.) in their everyday lives. Ask students to reflect on the ways in which they engage in protecting their privacy (e.g., coded language, passwords) and what their privacy means to them. Have students present a "how-to guide" to their peers on one method for protecting privacy in the digital age.

4. Ask students to discuss the meaning of privacy in their everyday lives through the lens of symbolic interactionism. Do they feel they have privacy? How do they protect their privacy? To what lengths do they go to thwart surveillance or social control technologies?

5. Invite students to engage in a debate on the benefits and costs of surveillance in terms of security, social good, and ownership of data.
6. Ask students to research the definitions of *surveillance*, *dataveillance*, *sousveillance*, and *uberveillance* and write a brief essay on their distinctions.

Name:

Everyday Surveillance

List the ways in which you encounter everyday surveillance in your life. After you are done with your list, tally the number below and share it with your classmates.

Total: We encounter surveillance _____ times a day!

Unit 9

Stratification and Inequality

Domain 4

Stratification and Inequality

Lesson 37

Social Inequality

Objectives

- To recognize that social inequality arises from unequal distribution of resources
- To examine the functionalist and conflict perspectives in relation to social inequality
- To understand four methods to maintain inequalities in society

Notes to the Teacher

Social inequality occurs when resources, opportunities, and rewards are unequally distributed within a society. Resources are valuable items to a person or to a nation for the purposes of development. Sociologists often discuss ascribed versus achieved characteristics in the context of social inequality. *Ascribed* characteristics are assigned to groups or individuals by others as a form of social control; ascribed characteristics do not necessarily represent inherent or earned status. *Achieved* characteristics represent those traits, abilities, skills, etc. that have been earned through merit; as such, achieved characteristics are often more representative of the individuals or group they describe. Sociologists note that dominant groups in society often ascribe characteristics to those groups they wish to control; hence ascribed characteristics often coalesce around marginalized groups based on gender, race, socioeconomic class, and sexuality to justify social inequality, oppression, or domination.

Concerns over social equality and inequality continue to grow, especially as they relate to increasing gaps between dominant and marginalized subgroups. Injustice and oppression are able to flourish in societies with social inequality. There are four broad mechanisms to ensure inequality that are used by dominant groups and societies:

1. Exclusion: limiting membership to organizations, keeping people from competing, or unequally rewarding
2. Disabling: convincing people that they do not have the ability to compete effectively
3. Decoupling: denying groups information about opportunities to advance through denying access to social groups
4. Making resources scarce: reducing the quantity of available positions

This lesson allows students to experience social inequality through a classroom simulation. Students examine the distribution of resources and how it relates to concepts of fairness and power in society. Students gather as many coins as possible from the ground in order to simulate the unequal distribution of resources and opportunities available in a society.

Procedure

1. Begin by having students sit on the perimeter of an area in the classroom. In the center of the area, scatter a specific number of coins or disks. Using 100, 500, or 1,000 works best for calculations at the end of the activity. Remind students that they are not allowed to touch, bump, or shove any other student during the activity.
2. Identify three students who will not play the game. Distribute mittens to some of the other students. Give some students a few extra pennies before starting. Provide a couple students with shovels or a small bag for collecting coins faster.
3. When you say, "Begin!" students should pick up as many pennies as they can until all the coins are collected. Then call "Stop!"
4. Have students count their coins and record each student's amount on the board in the classroom.
5. Analyze the number of coins and generate three categories as a class based on the number of coins they were able to collect. Ask students if they know what each of these

categories would represent socially as they relate to wealth.

6. Assign students a group based on the number of coins they were able to collect. Put each of the students whom you told not to play into a different group. Have each group create a plan for the fair distribution of the coins. Students must:
   - Demonstrate why their plan would be considered fair
   - Explain what would need to be done to ensure fairness
7. Each group should explain their plan to the class.
8. Have students vote on which plan they feel would work best. Announce that those in the group with the most pennies get four votes, those in the middle group get two votes, and those in the group with the fewest pennies get one vote.
9. Tally the results of the voting.
10. Allow a classroom discussion to arise regarding the distribution of resources. How did students at the top feel? How did students at the bottom feel? What about the students with nothing? Whom do they represent?

Extension

1. Ask students to find an article in a magazine or newspaper that concerns the distribution of resources and to discuss which sociological theory they believe explains the article best.
2. Ask students to find and watch a documentary that features some aspect of structural social inequality and report on the ways in which solutions presented in the documentaery were either individual-level or structural-level solutions.

Lesson 38

Power and Privilege

Objectives

- To identify power and privilege as key features of social inequality
- To understand how power is distributed through social institutions
- To understand the role of power and privilege to produce, reinforce, or challenge inequality

Notes to the Teacher

Sociologist Max Weber introduced his theory of social stratification in response to Karl Marx's binary classification of the "haves" and "have-nots." Weber expanded upon the notion of social stratification by introducing a more complex theory of various social positions within a society. Weber viewed society as divided into various groups (or strata) based on three main characteristics: power, class, and status.

Weber defined *power* as the ability to get others to do your will even if they do not want to do it. He believed that there were various forms of power such as legitimate, illegitimate, and influential. *Prestige* or *status* specifically refers to the reputation and/or esteem associated with one's position in society. Historically prestige has been attached to a family name, but more recently it has also included one's occupation. *Class* is the amount of income, wealth, and assets one possesses. When these three attributes align, such as high power, high prestige, and high income, a person is said to have status *consistency*. Sociologists note that people with inconsistent statuses are more prone to frustration and dissatisfaction than those who have status consistency. Sociologists are intrigued by status inconsistency, as it allows them to better understand systems of stratification.

This lesson allows students to demonstrate their understanding of Max Weber's social stratification theory by examining various positions in society regarding the sociological definitions of class, power, and status. Students analyze various occupations and individuals, ranking each one on a high/low scale on a handout. The handout included provides a list of people and occupations that can be modified to fit the needs of the current class.

Procedure

1. Make sure students understand the specific definitions of *class*, *prestige*, and *power* from a sociological perspective.
2. Have students complete **Handout 52** using the words "High" or "Low" for each category. There are three blank spaces for students to write in their own example occupations.
3. Have students highlight or place a star next to people who have status inconsistency.
4. With a partner, students should discuss their designations to see where they match and where they differ.
5. Have students share their differences with the larger class. Have volunteers share their written-in occupations and/or people.
6. Allow time for a larger class discussion to ensue regarding various forms of power, prestige, and class for the different people. Ask students if they believe that those with status inconsistency are more prone to frustration and dissatisfaction.

Extension

Have students participate in a "Privilege Walk" where statements are read and students have to take one step forward, stay in place, or take one step back depending upon their personal answer. After the statements have been read, students should look at how the class is separated (or grouped) together.

Name:

Power and Privilege

Sociologist Max Weber viewed society as divided into various groups (or strata) based on three main characteristics: power, class, and status. *Power* is the ability to exercise your will over another person, *class* refers to income and assets, and *status* is the reputation or esteem associated with a specific occupation or position in society.

When these three attributes align, such as high power, high status, and high income, a person is said to have status consistency. Sociologists note that people with inconsistent statuses are more prone to frustration and dissatisfaction than those who have status consistency.

1. For each position below, complete the handout using the words "High" or "Low" for each category.
2. In the three blank spaces, write in your own example occupations.
3. Highlight or place a star next to people who have status inconsistency.
4. Pair up with a partner and discuss your designations to see where they match and where they differ. You will share the differences with the class.

	Class	**Status**	**Power**
Bakery Owner			
Coffee Shop Barista			
Venture Capitalist			
President of the U.S.			
President of Chile			
Stay-at-Home Parent or Caregiver			
Minister, Rabbi, or Imam			
Substitute Teacher			
Home Healthcare Aide			
High School Math Teacher			
Emergency Medical Technician			
Truck Driver			
Heart Surgeon			
Funeral Director			

Reflection: Do you believe that those with status inconsistency are more prone to frustration and dissatisfaction?

Lesson 39

Class Inequality

Objectives

- To recognize discrepancies in the formation of social classes
- To understand how Marx and Weber viewed class inequality
- To examine the stratification of class in U.S. society

Notes to the Teacher

Sociologists Karl Marx and Max Weber both produced theoretical papers on class. Marx stated that there are only two classes: the bourgeoisie and the proletariat. Often these two groups are referred to as the "haves" and "have-nots." Marx believed that the bourgeoisie exploited the proletariat for capital gain and that eventually there would be a global revolution of workers. Weber believed that the ownership of property was only one component of social class. He believed that class, status, and power each played a significant role in the creation of class and inequality.

Currently there are multiple competing models regarding social class in U.S. society. The majority of Americans subscribe to a three-tier model of upper, middle, and lower class; however, class stratification is more intricate than three single layers. Recent additions to this model include a working, upper-middle, lower-middle, and a lower-upper class. In U.S. society, class is fluid so people are able to move between classes as their socioeconomic status fluctuates.

This lesson allows students to demonstrate their understanding of social inequality, to explore their beliefs surrounding social class, and to understand the nuances of stratification. Students negotiate a salary in their group without jeopardizing the completion of a new canal. By engaging in a simulated situation, students become a participant in a specific social class from antiquity. All students should receive a copy of the handout.

Procedure

1. Assign students a number between one and five as they walk into the classroom.
2. Read through **Handout 53**.
3. Have students assemble into their groups where other groups are unable to overhear conversations; this is very important for negotiations. Groups could go into the hallway or the next room, if possible, to discuss their strategy.
4. After allowing sufficient time for discussion, instruct the government group to send a representative to visit every group to see what their initial offer is. After this initial offer, the representatives should return to their "government center," discuss the offers, determine their counteroffer, and then send out their representatives again. This process may take a few rounds before a final agreement can be reached.
5. When the government reaches an agreement, reassemble students into one area and state the agreement. Make sure every group does agree!
6. If there is extra time, have students discuss how their group negotiated their price, and link this back to the discussion on class inequality. For example, if a group said that the architects should get more money because they are educated, discuss how that plays out in current U.S. society. If the groups wanted to distribute the money equally, link that back to Marx's global revolution.

Extension

1. Create a list of jobs for students to guess the annual incomes. After they have guessed, provide the actual mean income from the city in which they reside using census data.

2. Have students investigate a grocery store in an upper-class neighborhood regarding food choices and amenities, and then compare it with a grocery store in a lower-income neighborhood.
3. Have students explore television shows that depict various social classes for evidence of class culture and the availability of material wealth to each group.

Name:

Class Inequality

Your community has decided to build an irrigation canal. The community can afford to pay 10,000 gold pieces for the building project, but it has not yet designed the plans or hired the workers. For the purpose of this simulation, the class has been broken into five groups needed to complete the project.

1. Architects: will draw up the plans
2. Diggers: will dig the canal
3. Stonemasons: line the canal with stone
4. Maintenance crew: keeps the canal clean and free of silt
5. Government: will supervise and pay for the project

The goal of the government is to negotiate a price with each group for the cost of their labor, while staying within the 10,000-gold-piece budget. The goal of the workers is to negotiate price without jeopardizing the completion of the project. If all groups cannot reach an agreement, then the canal cannot be completed, and the community will suffer from disease and plague and eventually fall into ruin.

Each group should discuss their strategy. Then, when instructed, the government should send representatives to visit each group to see what their initial offer is. After this initial offer, the representatives should return to their "government center," discuss the offers, determine their counteroffer, and then send out their representatives again. This process may take a few rounds before a final agreement can be reached.

Lesson 40

Poverty

Objectives

- To identify poverty as a key feature of class inequality and capitalism
- To understand the effects of poverty on groups and individuals
- To assess responses to poverty (e.g., individual, group, or policy)

Notes to the Teacher

The United States is often referred to as the "land of opportunity," and, for many, it certainly is. This lesson invites students to think critically about the fact that the United States also has one of the broadest ranges of class inequality and highest rates of poverty in the "developed" world.

Poverty has long been a topic of study for sociologists. Sociologists typically "study down," rather than "study up," as it is easier to study those without economic capital or social power to thwart such examinations. Of course, that raises important ethical questions about the conclusions drawn about poverty research and the ways in which sociological research informs antipoverty responses, policy, and legislation. Sociologists have raised important questions about how poverty is defined; the consequences for impoverished individuals, particularly when considering the intergenerational nature and impact of poverty; and the reluctance to imagine, develop, and implement meaningful reforms aimed at ending poverty. The ways in which poverty is justified, or imagined to be an inevitable fixture of capitalism as an economic system, are also critical areas of study for sociologists. Given the widening wealth gap between the rich and poor in the United States and the concentration of wealth into a small number of individuals, lessons on poverty often hit close to home for students who have grown up impoverished. For many of them, sociological research paints a dire situation for their future.

In this lesson, students take a theoretical approach to understanding poverty by assessing who benefits and who does not in economies where poverty is a significant feature. In doing so, they will need to understand the effects of poverty on impoverished individuals. Additionally, students are invited to critically assess initiatives that aim to punish the poor and those aimed at alleviating poverty.

Procedure

1. Distribute **Handout 54**.
2. Have students research the federal poverty level (FPL) in the United States. Using that number, have students calculate how much money they will have per month to build a monthly budget to support a family of four.
3. Using that number, ask students to work in groups to research the average local costs for the items listed in the handout and create a monthly budget to cover these costs: taxes, rent, food (groceries), food (restaurants), utilities (electricity, water, sewer, gas or oil, telephone, Internet, television), health insurance, transportation (car payment, car insurance, gasoline), day care for one child under the age of five, credit card bills, student loan payment, pet care, personal care (clothing, household items, toiletries), and savings for college, emergencies, or retirement.
4. Ask students to calculate their monthly surplus or shortage and present their monthly budgets to the rest of the class. Ask students what decisions they made in creating their budgets (e.g., Where did they live? Could they afford to live? What kinds of foods could they afford? How did they stay within their budget?).

5. Lead a discussion on students' reflections on their understandings of the quality of life experienced by those living near or below the federal poverty level. Discuss the impact of poverty alleviation programs and policies on the quality of life for those living near or below the federal poverty level.

Extension

1. Ask students to research the median salaries of common jobs (including teaching) to understand how working people can experience poverty.

2. Ask students to research shifts in employment in the United States, particularly as they relate to shifts toward unemployment, underemployment, and the growing gig economy. Ask students to write or present how their findings relate to growing poverty within the United States.

3. Invite students to develop a fact sheet on the working poor. Ensure that students include demographic, college attendance, and geographic data. Ask students to reflect on whether their ideas on poverty were challenged by what they learned about the working poor.

4. Invite students to debate the usefulness of a minimum wage within the United States.

5. Invite students to debate the usefulness of a universal basic income within the United States.

6. Ask students to assess a poverty alleviation policy at the federal, state, or local level and its effectiveness in ending poverty.

Name:

Poverty

Your assignment is to create a monthly budget based on the federal poverty level (FPL) in the United States. Follow the steps below.

1. Research the federal poverty level (FPL) in the United States for a family of four.
2. Using that number, calculate how much money you will have per month to build a monthly budget to support your family of four.
3. Work in groups to research the average monthly costs in your area for the items in the table below.
4. Create a monthly budget to cover the costs.

Federal poverty level (FPL): _____ per year / 12 months = _____ per month		
Item	**Average Monthly Cost**	**Your Monthly Budget**
Taxes		
Rent		
Food (groceries)		
Food (restaurants)		
Utilities (electricity, water, sewer, gas or oil, telephone, Internet, cable, etc.)		
Health insurance		
Transportation (car payment, car insurance, gasoline)		
Day care for one child under the age of five		
Credit card bills		
Student loan payment		
Pet care		
Personal care (clothing, toiletries, other household items)		
Savings		
Total:		
Monthly surplus or shortage: _____		

Lesson 41

Ethnocentrism

Objectives

- To define ethnocentrism
- To understand the effects of ethnocentrism on groups and individuals
- To understand the differences between ethnocentrism and cultural relativism

Notes to the Teacher

Sociologist William Graham Sumner coined the term *ethnocentrism* to refer to the practice of using one's own culture as a measuring stick for judging other cultures. These judgments generally take the form of evaluating norms, values, and behaviors, and most often they lead to a negative perception and evaluation of the other groups. Ethnocentric individuals often believe that their values are the most virtuous, their beliefs the most truthful, their heroes the most courageous, their art the most beautiful, and their scientists the most advanced. Using a functionalist perspective, ethnocentric tendencies may appear to create a strong sense of group solidarity on the surface; however, digging deeper, ethnocentrism is a dysfunction for a society.

The social backlash to ethnocentrism is *cultural relativism*. Cultural relativism is the idea that a culture should not be judged based on the characteristics of a different culture. Understanding a culture means you must immerse yourself in its customs, language, and belief structure in order to understand each component in terms of the larger symbolic system of which it is a part. As our world becomes more diverse and technology shrinks the amount of time it takes to communicate and travel across the globe, it is increasingly important to set aside ethnocentrism and to learn about other cultures, races, and ethnic groups from their perspective.

This lesson allows students to demonstrate their understanding of the difference between ethnocentrism and cultural relativism. Students research three real-world scenarios with a sociological lens and then discuss as a small group their own cultural response to the issues presented.

Procedure

1. Begin by having students individually complete **Handout 55**.
2. After students have completed the handout individually, break them into groups of four.
3. Have students share their responses with their groups and then come up with a collaborative response to questions 3 through 5. Do not allow students to recopy a single individual's responses. Groups should come up with collective answers using all the responses.
4. Have students turn in their individual responses and the group responses.
5. If there is extra time, have the students share their responses in class as a large group.

Extension

Ask students to trace the history and culture of foods that immigrants brought to the United States that are now widely accepted and sold (e.g., tacos, bagels, egg rolls). Students should present the origins of the food and its history within the United States, including how it became accepted as a "mainstream" food within America. Students should highlight how the trajectories of these foods relate to ethnocentrism and cultural relativism.

Name:

Ethnocentrism

Sociologist William Graham Sumner coined the term *ethnocentrism* to refer to the practice of using one's own culture as a measuring stick for judging other cultures. These judgments generally take the form of evaluating norms, values, and behaviors, and most often they lead to a negative perception and evaluation of the other groups. Ethnocentric individuals often believe that their values are the most virtuous, their beliefs the most truthful, their heroes the most courageous, their art the most beautiful, and their scientists the most advanced. Using a functionalist perspective, ethnocentric tendencies may appear to create a strong sense of group solidarity on the surface; however, digging deeper, ethnocentrism is a dysfunction for a society.

The social backlash to ethnocentrism is *cultural relativism*. Cultural relativism is the idea that a culture should not be judged based on the characteristics of a different culture. Understanding a culture means you must immerse yourself in its customs, language, and belief structure in order to understand each component in terms of the larger symbolic system of which it is a part. As our world becomes more diverse and technology shrinks the amount of time it takes to communicate and travel across the globe, it is increasingly important to set aside ethnocentrism and to learn about other cultures, races, and ethnic groups from their perspective.

1. Define *ethnocentrism* in your own words.

2. Define *cultural relativism* in your own words.

3. Explain the difference between ethnocentrism and cultural relativism in your own words.

4. Find three specific instances of when the United States and/or its citizens practiced ethnocentrism.

5. Choose one of the examples you cited. Do you agree with the actions of the people involved? If so, explain why. If not, what would you recommend they do differently?

Lesson 42

Racial Inequality

Objectives

- To identify racial and ethnic inequality as a key feature of social inequality
- To understand the effects of racial and ethnic inequality on groups and individuals
- To assess responses to racial and ethnic inequality (e.g., individual, group, or policy)

Notes to the Teacher

Related to the social construction of reality, the notion that racial inequality is real but it does not legally exist is one that students often struggle with. This lesson asks students to focus on a key feature of the system of racial and ethnic oppression: racial inequality. While students within dominant groups may be accepting of how members of their group benefited from racial inequality in the distant past, they may struggle with seeing how they continue to benefit from that history and present realities today. Most sociologists and critical race scholars posit that students from marginalized racial and ethnic groups may have an easier time understanding how racial inequality operates because they are often the targets of racial inequality and its attendant biases, prejudices, forms of both individual and institutional discrimination, and iconography.

Sociology equips students to take an institutional view of racial inequality, rather than an individual one that focuses solely on interpersonal relations. Students should understand that far from a "post-racial" society, the United States is one plagued by racial inequality in all areas of social life and institutions (e.g., education, employment, housing, health, politics, economics).

This lesson calls for students to examine critical areas where racial inequality has institutional impacts on groups and individuals.

Procedure

1. Divide students into small groups and distribute **Handout 56** to each group.

2. Ask each group to research a "race-neutral" policy (it can be federal, state, or local) that has had profound impacts on producing and reproducing structural or institutional forms of racial inequality. (Some examples include: the GI Bill, the National Labor Relations Act, zero tolerance policies in schools, mandatory minimums in drug sentencing, early Social Security legislation.)

3. Groups will present the policy and explain what makes it "race-neutral" on its face and how its implementation has contributed to structural or institutional forms of racial inequality. Students should cite specific examples of how the policy has perpetuated racial inequality, despite being "race-neutral." Ask students to discuss the implications of these policies and how the policies contribute to structural or institutional forms of racism.

4. Ask students to reflect on how best to redress these inequities. Specifically, students should explore whether "race-explicit" policies that seek to address or undo inequality are necessary. Ask students to provide examples of such policies.

Extension

1. Invite students to research and build a map that documents the racial history of their communities. Ask students to find five significant moments related to racial inequality or racial progress within their communities and write a brief description of each event. Students can present their work to the class, or you may wish to have all students use a mapping tool so that all of their events can be mapped collectively and displayed for public

viewing. Ask students to reflect on what these events mean for their communities and its various groups.

2. Ask students to choose a movie set in the future and do an analysis of what racial inequality looks like in the future. Students' analyses should focus on who is represented, what racial stratification looks like, and what racial lessons the film about the future reveals about racial inequality during the time the film was made.

3. To learn about the differences between *de jure* and *de facto* segregation, ask students to define and then provide examples of each. Ask students to write about the differences and similarities of *de jure* and *de facto* segregation as they exist today.

4. Ask students to keep a participant observation journal to document their experiences of *racetalk*—the shared vocabularies and conceptual frameworks (e.g., epithets, stereotypes, labels, attitudes) typically used among friends, acquaintances, and loved ones to denigrate members of different racial or ethnic groups—for one week. Ask students to examine patterns of racetalk in their lives and what lessons we can learn about racial inequality through examples of racetalk.

Name:

Racial Inequality

Your group's task is to research a "race-neutral" policy (it can be federal, state, or local) that has had profound effects on producing and reproducing structural or institutional forms of racial inequality. Some examples include the GI Bill, the National Labor Relations Act, zero tolerance policies in schools, mandatory minimums in drug sentencing, and early Social Security legislation.

Your group will present the policy and explain what makes it "race-neutral" on its face and how its implementation has contributed to structural or institutional forms of racial inequality. You must cite specific examples of how the policy has perpetuated racial inequality, despite being "race-neutral."

Lesson 43

Gender Inequality

Objectives

- To define gender inequality
- To understand the pervasiveness of gender inequality through all social institutions
- To examine gender inequality using a functionalist, conflict, and symbolic interactionist approach

Notes to the Teacher

Gender is socially constructed through the cultural creation of gender roles. Sociologists believe that gender inequality originates from the gender roles that each culture creates for its members. These roles dictate appropriate behavior and social expectations for each gender. These roles have led to the unequal treatment of women in multiple social arenas, particularly women of color and poor women.

Women often experience inequality in the workplace through sexual harassment and wage discrimination. While the glass ceiling has begun to crack, it still remains in place. Historically, women have been expected to provide for childcare, which has created a large gap in wages through lost time in the workforce. Women have also experienced inequality in healthcare insurance premiums, unbalanced participation in politics, and unequal treatment in school classrooms. Gender inequality persists throughout social institutions. The Gender Equity Index (GEI) was created to measure situations that may be hostile toward women. It is often used for international comparisons because it ranks gender inequality based on education, economic participation, and empowerment.

The functional theorist Talcott Parsons suggested that gender inequality creates stability for society by establishing a very specific division of labor within the household. This division of labor guarantees that all members maximize their resources and efficiency: Women take care of the house while men provide financial stability for the family unit. Conflict theorists challenge such a view and argue that gender inequality reinforces one group's (men's) dominance over another group (women) in order to maintain their power and privilege within society. Conflict theorists also point to how a binary gender system erases the identities and experiences of individuals who do not fit neatly into the categories of "men" or "women." Symbolic interactionists approach gender inequality through the meanings attached to daily interactions and symbols that are used in society.

This lesson invites students to conduct a twenty-minute field observation to evaluate gender equity and inclusivity on their school campus.

Procedure

1. Ask students to conduct a gender equity and inclusivity program evaluation on their school campus using **Handout 57**.

2. Permit students to conduct a twenty-minute field observation on their campus to find examples where students are divided by gender (e.g., athletic teams, student groups, bathrooms, classrooms). Students may find it easier to navigate campus in pairs or with you to follow campus guidelines or ensure safety.

3. Additionally, have students conduct an analysis of the school's code of conduct, including a dress code (if one exists), to find examples where students are divided by gender.

4. Students' observations and analysis notes should address the following questions:
   - Does the school provide an inclusive setting for students of all genders? (For example, does the school have gender-inclusive bathrooms for students of all genders?)
   - Does the school practice a binary approach to gender?

- Does the school practice equity where there are gendered divisions? (For example, are there an equal number of gendered athletic teams?) If not, how does the school address having a men's sports team but not a women's sports team, or vice versa?
- How gender equitable is the school's code of conduct? (For example, does the dress code have more rules for one gender than another?)

5. Have students return to the class to reflect on the following questions:
   - What did you learn from your program evaluation about gender equity at your school?
   - What reactions, feelings, or emotions did you have while conducting this evaluation?
6. Discuss students' responses in class. Ask students to reflect on whether they believe the school should make changes based on their observations.

Extension

1. Ask students to investigate the public perceptions of women's and men's professional sports. For example, how are men's and women's basketball perceived? Do women's sports receive the same amount of television time? Money from sponsors? Are the jerseys or athletic wear different? What does this tell us about the value of women in sports?
2. Have students make a list of toys at a local store that are targeted to boys and to girls. What do the various toys tell us about gender socialization and inequality? What do they reveal about binary thinking and gender systems?
3. Have students list symbols (and words) that are used in society to reinforce gender inequality and those that are used to break inequality between genders.
4. Ask students to watch a documentary or film on someone who identifies outside the category of man or woman. Ask students to write a brief essay that describes the individual's experience of gender identity growing up, the lessons learned about gender growing up, and how that person's experience of gender inequality has shifted over time.

Name:

Gender Equity and Inclusivity Program Evaluation

Conduct a twenty-minute field observation on your school's campus to find examples where students are divided by gender (e.g., athletic teams, student groups, bathrooms, classrooms). Your campus program evaluation should address the following questions:

Gender Inclusivity
Does the school provide an inclusive setting for students of all genders? (For example, does the school have gender-inclusive bathrooms for students of all genders?)
Gender Divisions and Binaries
Does the school practice a binary approach to gender?
Gender Equity
Does the school practice equity where there are gendered divisions? (For example, are there an equal number of gendered athletic teams?) If not, how does the school address having a men's sports team but not a women's sports team, or vice versa?
Gendered Rules and Sanctions
How gender equitable is the school's code of conduct? (For example, does the dress code have more rules for one gender than another?)

Lesson 44

Global Inequality

Objectives

- To examine the global inequality in relation to the functionalist, conflict, dependency, and world systems theories
- To understand the relationship between core, semi-periphery, and periphery countries
- To explore the impact that global inequality has on the distribution of goods

Notes to the Teacher

Studies of global inequality generally focus on income inequality, gender inequalities, and differences in life expectancy. While globalization is the increased openness to trade and financial investment, it is not equally beneficial for countries.

The functionalist perspective views global inequality as inevitable and functional. The unequal distribution of resources serves to ensure that those who are more qualified fill more important roles and are compensated accordingly. Conflict theorists view global inequality as harmful and destructive because the unequal distribution of resources creates immovable winners and losers. Dependency theories of global inequality claim that colonialism and neocolonialism are the main contributors to global inequality because of continued economic dependence due to historical exploitation. Countries were unable to progress economically at the same rate, and therefore poor nations continue to be stifled by foreign debt and trade deficits.

World-systems theorists agree that wealthy countries reap the benefits of exploiting poor countries. They also recognize the minimal benefits afforded to poor countries. Theorist Immanuel Wallerstein suggests that the world economic system is divided into three categories based on how economic development takes place within the country: core, semi-periphery, and periphery countries. Core countries dominate the world's capital through trade and economic agreements as well as technological innovations. Semi-periphery countries are the buffer between the wealthy and the poor countries. Periphery countries are dependent on core countries and are often less urban and less industrial. Semi-periphery countries exploit the periphery countries while the core countries exploit them both, which leaves many individuals malnourished and without proper medical care.

This lesson allows students to explore global inequality in a tangible activity. By examining how wealth is distributed globally, they are asked to think about their own position in the global economy and to identify the theory with which they are most aligned.

Procedure

1. Begin by randomly assigning students to groups of ten. Within each group of ten, two students should be randomly chosen.

2. Have each group line up ten chairs in a long row. Each student should sit in a chair. Explain that each individual represents 10% of the world's population and 10% of the world's wealth. With everyone sitting in a chair, all the world's resources are equally distributed.

3. Tell the two chosen students that they represent North America, Europe, and Japan. Ask students how many chairs they think these two students will need. Let them know that they will need eight chairs, and the other students must use the remaining chairs. Encourage the two "wealthy"' students to physically take up the space of all eight chairs. Tell the other students they represent the rest of the world.

4. Next bring out a plate with ten crackers. Hand eight crackers to the two students and two crackers to the other students to share.

5. Ask students how it feels to be in the wealthy "countries" and in the poorest "countries." Ask students, "What do those in power tell us about how to justify this huge inequality in the distribution of the world's wealth?"

6. Lead a discussion on ways that inequality can be lessened and ask students to use a global inequality theory to reinforce their solution.

Extension

1. Ask students to choose an area of global inequality that they find most pressing (e.g., gender inequality, violence, healthcare, education, political inequality, racial/ethnic inequality, poverty, environmental inequities) and write an essay on how to best address the problem.

2. Ask students to debate the following question: Is global inequality morally wrong?

The Publisher

All instructional materials identified by the TAP® (Teachers/Authors/Publishers) trademark are developed by a national network of teachers whose collective educational experience distinguishes the publishing objective of The Center for Learning, an educational corporation founded in 1970.

Concentrating on values-related disciplines, the Center publishes humanities and religion curriculum units for use in public and private schools and other educational settings. Approximately 500 language arts, social studies, novel/drama, life issues, and faith publications are available.

While acutely aware of the challenges and uncertain solutions to growing educational problems, the Center is committed to quality curriculum development and to the expansion of learning opportunities for all students. Publications are regularly evaluated and updated to meet the changing and diverse needs of teachers and students. Teachers may offer suggestions for development of new publications or revisions of existing titles by contacting

The Center for Learning
A division of Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232-0802
(800) 421-4246 • Fax (800) 944-5432
E-mail: access@socialstudies.com
Web: www.centerforlearning.org