

Student Guide

to accompany
Sociology, 6/e
by James M. Henslin
and the
Exploring Society Telecourse

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LESSON # 1

WHY SOCIOLOGY?

VIDEO/TV Program: Each lesson number corresponds to the video program with the same number. Each is approximately 30 minutes in length and there are 22 lessons in this course.

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 1, pages 1-23; 32-33.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Explain what sociologists want to learn and who they study. (2-3)
2. Discuss some areas of interest of various sociologists and how they are similar and different.
3. Distinguish between the natural and social sciences and identify the goals of scientific inquiry. Define sociology and compare it with the other social sciences. (4-6)
4. Discuss what makes sociology a discipline and what it contributes to our understanding of society.
5. Compare and contrast common sense with the formal study of sociology. (7-8)
6. Describe the three levels at which sociologists study issues and how they compare.
7. Define and describe visual sociology.
8. Discuss how and why sociology emerged as a science in Europe in the middle of the nineteenth century, explaining each of the following sociologists' contributions to its development: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, and Max Weber. (8-14)
9. State the key issues in the debate about the proper role of values in sociology. (14)
10. Explain what Max Weber meant by *Verstehen* and Emile Durkheim by social facts and how these two concepts relate. (15-16)
11. Explain the absence of women in the early years of sociology. (17)
12. Trace the development of sociology in the United States from its origins in the late 19th century to its present-day perspectives, identifying the contributions that each of the following made to the development of sociology in North America: Albion Small, Jane Addams, W.E.B. Du Bois, Talcott Parsons, and C. Wright Mills. (17-21)
13. Discuss the approaches to sociology developed in the United States in the early twentieth century.
14. Describe the global perspective on modern day sociology.
15. Discuss the sociological imagination and provide some examples of how it is used.
16. Describe the jobs that sociologists do and how the social structures around them might be affected. (22)

IMPORTANT TERMS AND NAMES (from video)

sociology
visual sociology
Capital
Auguste Comte
Karl Marx
Emile Durkheim
Max Weber

W.E.B. Du Bois
Jane Addams
Oscar Lewis
macro-level analysis
individual vs. society
human ecology
globalization
sociological imagination

LESSON #2

SOCIOLOGICAL PERSPECTIVES

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 1, pages 1-4; 23-32.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define what is meant by sociological perspectives and what they contribute to an understanding of society.
2. Discuss why and how people interact with one another, using the sociological perspectives. (23-32)
3. Explain the chief differences in three major theoretical perspectives: symbolic interactionism, functional analysis, and conflict theory. (23-32)
4. Define functionalism and provide some examples of how it can be applied.
5. Define conflict theory and provide some examples of how it can be applied.
6. Define interactionism and provide some examples of how it can be applied.
7. Discuss how the three perspectives can be used together to enhance our understanding of a sociological issue.
8. Compare micro-level and macro-level analysis and state which level of analysis is utilized by each of the major theoretical perspectives. (31-32)
9. Compare and contrast functionalists' and conflict theorists' views of social institutions. (23-32)
10. Define the feminist perspective and discuss its central question and main focus.
11. Discuss how the study of race and class is integrated into the feminist perspective.

IMPORTANT TERMS AND NAMES (from video)

conflict
functionalism
interactionism
feminist perspective
values
symbol

LESSON #3

SOCIOLOGICAL INQUIRY

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 5, pages 129-153.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Describe what sociologists consider to be valid topics for their research. (130)
2. Explain why common sense is an inadequate source of knowledge about behavior. (130)
3. Describe the sociological research process and the scientific method. (131-133)
4. Identify the eight steps in a research model. (131-133)
5. Define the following terms: hypothesis, variables, operational definition, research method, validity, reliability, and replication. Explain the role each plays in the research process. (132-133)
6. List and describe each of the six research methods, noting the major advantages and disadvantages of each. (135-143)
7. Define the following terms and discuss each one's place in the research process: population, sampling, interviewer bias, rapport, generalizability, and the Hawthorne effect. (135-143)
8. Identify the necessary conditions for a researcher to prove causation. (142)
9. Enumerate the four primary factors involved in a researcher's choice of method. (143-144)
10. Define and describe quantitative research and how it can both help and hinder sociological research.
11. Differentiate between quantitative and qualitative techniques and discuss key advantages of each. (144)
12. Discuss the circumstances under which qualitative research is more effective than quantitative methods.
13. Discuss the significance of gender in social research. (147-148)
14. Describe the major ethical issues involved in sociological research and demonstrate use of the Brajuha and Humphreys research as examples. (148-150)
15. Discuss how research and theory work together. Note why most research is conducted under less than ideal circumstances. (150-151)
16. Discuss the mixed method approach to sociological inquiry and when it is most effective.

IMPORTANT TERMS AND NAMES (from video)

ethnography
empiricism
evidence
scientific method
research
quantitative research
qualitative research
field research
statistical analysis
mixed methods

LESSON #4

CULTURE

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 2, pages 37-63; Chapter 11, pages 309-311; Chapter 16, pages 470-472.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define culture and explain its material and nonmaterial components. (39)
2. Discuss three major dimensions of culture.
3. Discuss the ideas, norms, and material components of American culture.
4. Explain how material culture changes over time and why.
5. Explain why ethnocentrism is a natural tendency and why this orientation towards your own and other cultures can lead to culture shock. (40-43)
6. Explain ways in which a culture may change when it comes in contact with another.
7. State what cultural relativism is and discuss why it is a worthwhile goal even though it presents challenges. (41-42)
8. Identify the components of symbolic culture. (43-50)
9. Explain the importance of gestures for communication and how they relate to culture. (43-44)
10. Discuss different ways language makes human life possible and its impact on culture. (44-48)
11. Analyze cultural elements, including social norms, values, social institutions, and beliefs, in terms of their origins and how they have changed today. (49-50)
12. Define the following: values, norms, sanctions, folkways, mores, and taboos. (49-50)
13. Describe various different groups that make up "The American People." (51)
14. Compare and contrast dominant culture, subcultures, and countercultures and provide some examples of each. (50-51)
15. Discuss some aspects of a subculture that help set it apart.
16. List the core values in American society as identified by Robin Williams and James Henslin. (52-54)
17. Explain what is meant by value contradictions and value clusters. (55)
18. Discuss why core values do not change without meeting strong resistance. (56-57)
19. Explain what the textbook author means when he says values can act as blinders. (57)
20. Explain the difference between "ideal" and "real" cultures. (57)
21. Define cultural universals and state whether, in actuality, they exist. (57)
22. Answer the question, "Do animals have culture?" (58-59)
23. Define technology and ideology as related to culture and explain their sociological significance. (60-62)
24. Define cultural lag and explain its role in relationship to cultural change. (60-61)
25. Discuss the link between technology, cultural diffusion, and cultural leveling. (60-62)

IMPORTANT TERMS AND NAMES (from video)

culture
ideas
norms
material culture
individualism

technology
ideology
culture shock
ethnocentrism
cultural relativism
subculture

LESSON #5

SOCIALIZATION

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 3, pages 65-95.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss major studies of feral, isolated, and institutionalized children, as well as studies of deprived animals, and state what they demonstrate about the importance of early contact with other humans for the social development of children. (66-70)
2. Define socialization and discuss it as a lifelong process. (70)
3. Distinguish between the theories of human development offered by Charles H. Cooley, George H. Mead, Jean Piaget, Lawrence Kohlberg and Carol Gilligan and consider the limits of applying these individuals' work to cultures around the globe. (70-74)
4. Analyze how social interactions contribute to the development of a self. (70-78)
5. Describe the development of self and the impact of nature and nurture.
6. Describe the role of caregivers of infants in the process of socialization. (70)
7. Review Freud's theory of personality development, noting what sociologists appreciate about this theory as well as their criticisms. (74-75)
8. Summarize the research on the universal nature of emotions, the role of socialization in the expression of emotions, and the relationship between socialization, emotions and social control. (75-78)
9. Describe ways in which gender socialization by the family channels human behavior. (78-79)
10. Identify the ways in which cultural stereotypes of the sexes are perpetuated in the mass media and how peer groups use media images to construct ideas about gender appropriate behavior. (79-81)
11. Discuss the impact of the media on socialization and why it is important to study this influence.
12. List and describe the influence of various agents of socialization on individuals and the development of self. (81-88)
13. Define the term resocialization and discuss the process, providing some examples. (88-89)
14. Summarize each stage of socialization through the life course. (90-94)
15. Explain why human beings are not prisoners of socialization. (93-94)

IMPORTANT TERMS AND NAMES (from video)

self
socialization
nature
nurture
primary socialization
secondary socialization
social agencies
George H. Mead
Charles H. Cooley
resocialization

LESSON #6

SOCIAL INTERACTIONS, RELATIONSHIPS, AND STRUCTURE

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 4, pages 97-127.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Describe the four principles of social interactions and provide examples of each. Discuss some contradictions among these principles.
2. Indicate why macrosociology and microsociology are both needed to understand social life. (98-99)
3. Describe the sociological significance of social structure and discuss its elements. (99-100)
4. Define the following concepts: culture, social class, social status, roles, and groups. (100-104)
5. Discuss the sociological significance of social institutions. (104-106)
6. Explain what social institutions are and why they are sociologically significant, identifying the social institutions common to industrialized and post-industrialized societies, and summarizing the basic features of each. (104-110)
7. Compare the functionalist and conflict perspectives on social institutions. (106-108)
8. Use Durkheim's concepts of mechanical and organic solidarity and Tönnies' typology of *Gemeinschaft* and *Gesellschaft* to explain what holds societies together, and discuss their continuing relevance. (108-110)
9. Discuss some of the areas of social life studied by microsociologists. (111-114)
10. Outline the key components of the dramaturgical view of everyday life and discuss how we manage our impression using sign-vehicles, teamwork, and face-saving behavior. (115-120)
11. Discuss background assumptions, according to ethnomethodology. (120-122)
12. Explain what "the social construction of reality" means and how this is related to the Thomas theorem. (122-124)
13. Explain how group leaders are determined and differentiate among task, primary, and emotional leaders.
14. Discuss some of the reasons for and benefits of leadership.

IMPORTANT TERMS AND NAMES (from video)

pleasure principle
rationality principle
reciprocity principle
fairness principle
self-interest
social structure
group
role
status
role expectation
leadership

LESSON #7

SOCIAL GROUPS

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 6, pages 155-183.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define social group and discuss its many dimensions, including the importance of norms and goals.
2. Describe and discuss social groups and activities that are important in various societies including your own.
3. Discuss how groups help shape individuals.
4. Discuss primary and secondary groups, ingroups, outgroups, and reference groups. (164-169)
5. Analyze and discuss conformity, nonconformity, and leadership and examine leadership in relation to groups.
6. Trace the transformation of societies through the five stages of development and identify the defining characteristics of each, including the degree of social inequality present at each stage. (158-164)
7. Distinguish between a group, an aggregate, and a category. (164-168)
8. Identify the changes that have contributed to the emergence of the electronic community and consider the consequences of this new type of group. (171-172)
9. Explain the concept of group dynamics and how group size affects interaction. (172-176)
10. Discuss membership criteria, boundaries, and social structure.
11. Describe the three basic styles of leadership and why researchers have concluded that democratic leaders are more effective than authoritarian or laissez-faire ones. (176-178)
12. Discuss the impact of peer pressure on conformity by analyzing the Asch experiment. (178-179)
13. Explain the following about the Milgram experiment: purpose of study, how it was conducted, conclusions reached, and why the methodology was questioned. (179-181)
14. Discuss groupthink, explain how it can be dangerous for a society, and identify how this can be prevented. (181-182)

IMPORTANT TERMS AND NAMES (from video)

group norms
bystander apathy
authoritarian leader
democratic leader
laissez-faire leader
conformity
groupthink
blind obedience
membership criteria
boundaries
social structure
cohesion
goals
conflict

LESSON #8

FORMAL ORGANIZATIONS AND BUREAUCRACY

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach, Sixth Edition*, by James M. Henslin: Chapter 7, pages 185-209.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Explain what is meant by the "rationalization of society," and differentiate between the views of Max Weber and Karl Marx on this process. (188-189)
2. Define formal organizations and list the characteristics of bureaucracies. (189-193)
3. Discuss ways life is impacted by formal organizations and provide examples.
4. Examine bureaucracy from the functionalist perspective compared with the view of the interactionists.
5. Discuss aspects of bureaucracies studied with the conflict perspective.
6. Describe the difference in "ideal" versus "real" bureaucracy. (193-194)
7. Discuss the dysfunctions of bureaucracies and give examples of each type. (194-195)
8. Explain the tendency of bureaucracies to become self-perpetuating. (195-196)
9. Indicate the functions of voluntary associations, the different motivations for joining, and explain how the problem of oligarchy occurs in such organizations. (197-200)
10. Identify the consequences of hidden values in the corporate culture, especially noting their impact on women and minority participants. (200-201)
11. Explain what it means to humanize the corporate culture, discussing the contribution that quality circles, employee stock ownership, small work groups, and corporate day care can make in moving towards this goal. (202-204)
12. Discuss cooperatives as an alternative to corporate capitalism. (204)
13. Explain the criticisms made by conflict theorists of the move to humanize the workplace. (204)
14. Discuss the particular problems of groups within a technological or industrial society. (204-205)
15. Describe how computer technology can be used to control workers. (204-205)

16. Compare and contrast corporate organizational models in Japan and the United States. (206-208)
17. Discuss the principles behind the “McDonaldization” of society.

IMPORTANT TERMS AND NAMES (from video)

bureaucracy
hierarchy
organization
normative organizations
utilitarian organizations
coercive organizations
impersonality
impartiality
career ladder
norm of efficiency
alienation

LESSON #9

COMMUNITIES, SOCIETIES, AND NATIONS

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 6, pages 155-183; Chapter 20, pages 621-625.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss the types of communities found in the United States and other countries and how each influences individuals and families. (621-625)
2. Describe the type of community one is likely to find in metropolitan areas. (621-625)
3. Discuss the nature of societies and their impact on how humans live. (155-183)
4. Analyze and discuss factors that lead to change in societies, and how social change affects the lives of the people living in the society. (155-183)
5. Explain the characteristics of a nation.
6. Describe hunting and gathering societies including their characteristics, roles and statuses. (158-159)
7. Define a territorial community and compare it with nonterritorial communities, providing examples of each.
8. Describe horticultural and pastoral societies including their characteristics, roles, and statuses. (159-160)
9. Describe the agrarian society and its social interactions, roles, and statuses. (160)
10. Discuss the difference between primary and secondary groups. (164-166)
11. Define *gemeinschaft* and *gesellschaft* and provide examples of each.
12. Discuss the impact of the industrial revolution and describe characteristics of a post-industrial society. (161-162)
13. Explain the main purpose of community.
14. Discuss virtual communities and the impact of new technology. (171-172)

IMPORTANT TERMS AND NAMES (from video)

gemeinschaft
gesellschaft
post-industrial society
territorial community
non-territorial community
community
nation
industrial revolution
virtual communities
gated communities
primary groups
secondary groups

LESSON #10

SOCIAL STRATIFICATION

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 9, pages 243-273.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss some positive and negative consequences of social stratification.
2. Define social stratification and describe its systems. (245)
3. Explain and apply the sociological theories of stratification in the United States.
4. Describe the characteristics of slavery and note the uses of slavery in the New World. (245-248)
5. Identify the features of caste systems and give examples of different ones. (249-250)
6. Describe an estate system. (250-251)
7. List the characteristics of a class system and contrast its features with those of other systems of stratification. (251-252)
8. Discuss some of the symbols that differentiate different class groups.
9. State the relationship between gender and social stratification. (252)
10. Identify the basic assumptions of Karl Marx regarding what determines social class. (252-253)
11. Explain why Max Weber was critical of Marx's perspective, and summarize Weber's views regarding social class position. (253-254)
12. State the basic assumptions of functionalists like Davis and Moore, and present Tumin's criticisms of this viewpoint. (254-255)
13. Discuss Mosca's perspective on the universality of social stratification and explain why he is considered to be a forerunner of the conflict view. (256)
14. Compare Marx's early conflict-oriented perspective with that of later conflict theorists. (255-256)
15. Summarize the synthesis of functionalist and conflict views offered by Gerhard Lenski. (256)
16. Explain the mechanisms by which the elite maintain stratification. (257-258)

17. Compare and contrast social stratification in Great Britain and the former Soviet Union. (258-260)
18. Describe the major characteristics of the three worlds of development, name at least three countries which fit in each category, and summarize some of the problems presented by this classification. (260-264)
19. Outline the major theories of how the world's nations became stratified. (266-270)
20. Explain how global stratification has been maintained.
21. Define and explain different types of social mobility.

IMPORTANT TERMS AND NAMES (from video)

stratification
class system
Horatio Alger
social mobility
intergenerational mobility
intragenerational mobility
wealth
power
status
structural mobility

LESSON #11

SOCIAL CLASS

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 10, pages 275-305.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define social class and explain why sociologists don't agree on its components. (276)
2. Discuss Weber's definition of social class and the relationship between wealth, power, and prestige.
3. Discuss some of the symbols and signs of prestige.
4. Explain the social classes in the United States, including six possible divisions. (276-284)
5. Outline and explain the three dimensions of social class. (276-284)
6. Define status inconsistency and its consequences for individual behavior. (283)
7. Explain Erik Wright's updated model of Marx's class theory. (284-284)
8. Discuss Gilbert and Kahl's updated model of Weber's perspective. (285-288)
9. Examine the consequences of social class on physical and mental health, family life, education, religion, politics, the criminal justice system, and new technology. (288-294)
10. Indicate how the poverty line is drawn. State the major characteristics of the poor in the United States. (296-299)
11. Relate the research findings on duration of poverty. (295-303)
12. Assess individual versus structural explanations of poverty. (295-303)

13. Explain what conflict theorists mean when they say that the welfare system is designed to maintain an army of reserve workers. (301)
14. Distinguish between the "working poor" and the chronically unemployed and describe how they would be placed in the class system of the United States. (301)

IMPORTANT TERMS AND NAMES (from video)

blue-collar jobs
life-chances
prestige
social class
upper class
upper middle class
lower middle class
working poor
under class
income
wealth
white-collar jobs
power elite
C. Wright Mills

LESSON #12

GENDER

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 11, pages 307-339; Chapter 3, pages 78-81.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define gender stratification and differentiate between sex and gender. (308)
2. Discuss the interaction between biology, environment, and culture in the development of gender. (309-314)
3. Explain the changes in sex roles of men and women over the history in the United States.
4. Describe how expectations for male-female behavior vary across cultures.
5. Discuss the continuing controversy regarding biological and cultural factors creating gender differences in societies.
6. Describe the global nature of gender inequality. (314-315)
7. Discuss the dominant theory about the origins of discrimination against women. (318-320)
8. Describe the major factors which contributed to the two "waves" of feminism in the United States and note how successful this movement has been up to this point in time. (320-325)
9. Discuss gender identity and the impact of gender socialization including the effect of various agencies of socialization.
10. Describe how gender inequality is expressed in the educational system and everyday lives of Americans. (325-331)

11. Explain gender relations in the workplace, including the salary gap, the glass ceiling and glass escalator, the "mommy track," and sexual harassment. (331-333)
12. Explain what the author means when he says gender violence is a "one-way street." (333-335)
13. Explain why women historically have not taken over politics and transformed American life and identify the factors that point to a fundamental transformation in women's political participation today. (336-338)
14. Discuss how symbols like clothing can provide clues into gender roles and expectations in a particular culture.
15. Describe what the future looks like in terms of gender relations in the U.S. (337-338)

IMPORTANT TERMS AND NAMES (from video)

gender
sex
gender identity
gender socialization
gender inequality
salary gap
glass ceiling
glass escalator
gender roles
gender stratification
pink collar jobs
feminism

LESSON #13

RACE AND ETHNICITY

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 12, pages 341-377.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define and discuss ethnocentrism, stereotyping, and racism, in terms of historical origins and relevance to the U.S. today. (341-347)
2. Discuss and distinguish between race and ethnicity. (345)
3. Define the term "minority group," explain the process by which a group becomes a minority, and identify five characteristics shared by minority groups worldwide. (346)
4. Discuss the process of constructing an ethnic identity and engaging in ethnic work. (347)
5. Define and distinguish between prejudice and discrimination. (348-349)
6. Explain the extent of prejudice among racial and ethnic groups and relate how it can contribute to self-segregation, as is seen today on some college campuses. (350-352)
7. Discuss the different psychological perspectives on prejudice. (352-355)
8. Discuss the five steps from intolerance to acceptance as presented in the video.
9. List and describe the six patterns of intergroup relations. (356-357)
10. Discuss the advantages and disadvantages of assimilation and pluralism. (358)
11. Compare and contrast the experiences of White Europeans, African Americans,

- Latinos, Asian Americans, and Native Americans in the United States. (360-374)
12. Define and discuss cultural pluralism.
 13. Identify some of the issues tied to the current debates over immigration and affirmative action. (374-375)
 14. Discuss the conditions which must be present in order for the United States to become a multicultural society. (376)

IMPORTANT TERMS AND NAMES (from video)

race
racism
ethnicity
heritage
cultural identity
prejudice
discrimination
stereotyping
labeling
institutional racism
genocide
expulsion
slavery
segregation
assimilation
cultural pluralism

LESSON #14

AGE

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 13, pages 379-407.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss some of the social and biological effects of aging.
2. Discuss the changes in society attributed to increasing life expectancy. (381-385)
3. Examine what the term "graying of America" means and why different racial and ethnic groups have differing proportions of elderly within the population. (382-385)
4. Discuss the major conclusions drawn by symbolic interactionists regarding aging. (385-389)
5. Use cross-cultural comparisons to show how societies vary widely on their perceptions of what makes a person old, what it means to grow old, and how the elderly are viewed. (384-388)
6. Review how the meaning of old age has changed over time in the U.S. and consider some of the factors that contributed to this change including ways in which the mass media perpetuates these ideas. (388-389)
7. Summarize the functional perspective on aging and explain disengagement and activity theories. (389-391)

8. Explain why conflict theorists see social life as a struggle between groups for scarce resources and note how this impacts different age cohorts. (391-397)
9. Discuss some of the social implications of aging in today's society.
10. Define age cohorts and why they are important.
11. State some of the problems of dependency, especially in regard to isolation, nursing homes, elder abuse, and poverty. (397-402)
12. Discuss changes in caregiving in today's society.
13. Examine the effects of industrialization and new technology on the process of death and dying. (402-405)
14. Outline the stages people go through when told they have an incurable disease. (403)
15. Explain the functions of hospices in modern societies. (403-404)
16. Give reasons for the high rate of suicide among the elderly. (404)

IMPORTANT TERMS AND NAMES (from video)

life expectancy
 life span
 age cohorts
 gerontology
 baby boomers
 ageism
 volunteerism

LESSON #15

DEVIANCE AND SOCIAL CONTROL

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 8, pages 211-241.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Define deviance and explain what sociologists mean when they say that deviance is relative. (212)
2. Explain the importance of norms and the need for a system of social control. (213-214)
3. Compare biological, psychological, and sociological explanations of deviance. (216-217)
4. State key components of the symbolic interaction perspective on deviance and briefly explain differential association theory, control theory, and labeling theory. (217-223)
5. Describe how the deviant label is not only powerful, but is sometimes even embraced by those to whom it is applied. (222)
6. Discuss the major reasons why functionalists view deviance as functional for society. (224-229)
7. Discuss how examples of deviance have changed over time.
8. Describe Merton's strain theory, and list and briefly explain the four types of responses to anomie. (224-225)
9. Compare and contrast the functionalist and conflict views on social control. (224-231)
10. Identify the relationship between social class and crime by using the illegitimate opportunity theory and perspectives on street crime and white-collar crime. (226-227)

11. Explain the conflict view of the relationship between class, crime, and the criminal justice system. (229-231)
12. Describe the range of reactions to deviance, from sanctions to degradation ceremonies and imprisonment. (231-239)
13. Identify the problems with imprisonment, including the lack of agreement on why people should be put in prison. (230-234)
14. Discuss the purpose behind using the death penalty and indicate the ways in which it is biased in its use. (234-235)
15. State why official statistics may not accurately reflect the nature and extent of U.S. crime. (236-237)
16. Explain what is meant by the medicalization of deviance and discuss how social conditions like homelessness can contribute to mental illness, just as mental illness is seen as contributing to these same conditions. (237-239)
17. Explain why U.S. society needs to find a more humane approach for handling deviance. (239)
18. Discuss the impact that plea bargaining has had on our legal system, with regard to deviance.

IMPORTANT TERMS AND NAMES (from video)

social norms
rehabilitation
deviance
social control
degradation ceremony
incapacitation
deterrence
retribution
three strikes law
plea bargaining

LESSON #16

SOCIAL INSTITUTIONS: RELIGION, FAMILY, AND ECONOMICS

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 18, pages 531-561; Chapter 16, pages 467-501; Chapter 14, pages 409-437.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss the history of various religions in the U.S. and the social changes each brought, including periods of conflict.
2. Identify and discuss the various cultural elements that can be found in each religion.
3. Define religion and explain Durkheim's essential elements of religion. (532)
4. Describe the functionalist perspective on religion, including the functional equivalents of religion, and the dysfunctions of religion. (533-537)
5. Explain what aspects of religion are focused on by symbolic interactionists. (537-539)
6. Identify the conflict perspective on religion and note Marx's influence. (540)

7. Describe the relationship between religion and capitalism, as seen by Weber. (541)
8. Outline the key characteristics of each of the world's major religions. (542-547)
9. Define cult, sect, church, and ecclesia, and describe the process by which some groups have moved from one category to another. (547-552)
10. Discuss why religions and cultures may conflict and describe the three major patterns of adaptations that can occur under such conditions. (550)
11. State the major characteristics of religion in the U.S. (552-553)
12. Explain what secularization means in terms of religion and culture. (556-559)
13. Analyze the future of religion. State whether or not you agree with the author's assertion that science will never replace religion. (559)
14. Discuss the family as a sociological institution. (468-470)
15. Explain why it is difficult to define the term "family," including the different ways in which families are structured.
16. Contrast the functionalists, conflict, and symbolic interaction perspectives regarding marriage and family. (472-476)
17. Outline the major developments in each stage of the family life cycle and discuss the social factors that produce variations within each of these stages. (476-481)
18. Describe 5 types of families that are frequently found in the U.S. today. (482-488)
19. State the unique conditions experienced by African-American, Latino, Asian American, and Native-American families. (482-488)
20. Identify major concerns of one-parent families, families without children, blended families, and gay and lesbian families. (485-488)
21. Describe current trends affecting marriage and family life in the United States. (488-491)
22. State why it is difficult to accurately measure divorce rates. (491-492)
23. Note some adjustment problems of children of divorce and of ex-spouses. (493-495)
24. Explain the patterns of abuse within the family setting. (496-498)
25. List some characteristics that tend to be present in marriages that work. (498-499)
26. Summarize conclusions regarding the future of marriage and family in the United States. (499-500)
27. Trace the transformation of the economic systems through each of the historical stages and state the degree to which social inequality existed in each. (410-413)
28. Explain what "medium of exchange" means and how it is vital to society. (413-415)
29. State the essential features of capitalism and socialism and explain why neither exists in its "pure" form. (415-416)
30. Identify the ideologies of capitalism and socialism and summarize some criticisms of each. (415-419)
31. Describe the recent changes in both capitalist and socialist economies, and explain why some theorists believe the two systems are converging. (419-420)
32. Explain the functionalist view of globalization. (421-423)
33. Outline the conflict perspective on economic life and explain the role of the inner circle, interlocking directorates, and global investing. (423-428)
34. Review recent changes in the U.S. economy, including the shift in employment, the employment of women outside the home, the growth of the underground economy, the decline in real wages, patterns of work and leisure, and the emergency of the alternative office. (428-433)
35. Consider what impact expanding global trade, new technologies, and downsizing will have on U.S. economy and society in the years to come. (433-435)

IMPORTANT TERMS AND NAMES (from video)

religion
beliefs
values
social norms
nuclear family
single parent family
blended family
intergenerational family
production
distribution
consumption
roles
groups
globalization
technology

LESSON #17

SOCIAL INSTITUTIONS: EDUCATION AND POLITICS

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 15, pages 439-465; Chapter 17, pages 503-529.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss how power is controlled by societies, and what institutions are involved. (440-444)
2. Describe the function law plays as a social institution and some of the challenges facing politics in America.
3. Analyze and explain where power structures begin, and what kinds of control are appropriate for different levels. (440-444)
4. Define power and distinguish between micropolitics and macropolitics. (440)
5. Discuss the role of the electoral college in the election process in the United States.
6. Explain the difference between authority and coercion and why the state claims a monopoly on legitimate violence. (440-441)
7. Describe the sources of authority identified by Weber, indicate why these are "ideal types," and explain how the orderly transfer of authority is achieved under each type of authority. (441-443)
8. Discuss the major forms of government we find in the world today. (445-448)
9. Differentiate between monarchies, democracies, dictatorships and oligarchies. (445-449)
10. Explain how the political system is structured in the U.S. and compare our system of democracy with democratic systems found in Europe. (448-449)
11. Describe U.S. voting patterns, identifying social groups likely to vote in elections. (449-452)
12. Analyze the ways in which lobbyists and special-interest groups influence the political process. (452-454)
13. Distinguish between the functionalist and conflict perspectives on how the U.S.

- political process operates, including a comparison of the power elite perspective of C. Wright Mills with William Domhoff's ruling class theory. (454-456)
14. Discuss the uses of war and analyze the costs and dehumanizing aspects. (457-462)
 15. Evaluate the possibility for global political and economic unity in the future and what impact the resurgence of fierce nationalism could have on this. (462-464)
 16. Discuss education in the U.S. and other societies, including the sociological theories on education.
 17. Describe the role that education plays in teaching social norms, or the "hidden curriculum."
 18. Describe education in earlier societies. (504-506)
 19. Discuss the beginning of universal education in the United States. (505-506)
 20. Outline major differences in the educational systems of Japan, Russia, and Egypt. (507-509)
 21. List and briefly explain the manifest and latent functions of education. (509)
 22. Discuss schools in terms of their position as a social institution. (510-513)
 23. Describe the different hierarchical roles that exist within the institution of education and the various purposes they serve.
 24. Explain how education maintains social inequality using the conflict perspective. (515-519)
 25. Summarize symbolic interaction research regarding teacher expectations and the self-fulfilling prophecy. (520-522)
 26. Identify the major problems that exist within the U.S. educational system and discuss solutions. (522-528)

IMPORTANT TERMS AND NAMES (from video)

politics
democracy
election
electoral college
lifelong learning
retraining
grade inflation

LESSON #18

HEALTH AND MEDICINE

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 19, pages 563-594.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss the symbolic interactionist perspective on the role of culture in defining health and illness and explain the four components of health. (564-566)
2. Describe how health and medicine are socially constructed and the impact of individual expectations.
3. Identify the functionalist perspective on the purpose of the sick role and explain why everyone is not given the same right to claim this role. (566-567)

4. Consider the conflict perspective on consequences of global stratification and how doctors established a medical monopoly. (567-571)
5. Answer the question, "Were Americans healthier in the past?" (572)
6. Outline and briefly explain the major issues in U.S. health and health care. (573-580)
7. Discuss the various attempts to reduce the high cost of health care, including HMOs, national health insurance and rationing medical care. (580-582)
8. Discuss these threats to health: AIDS, drugs, disabling environments, and misguided experiments. (582-589)
9. Analyze the prospects for change that might be possible through preventive medicine. (590)
10. Discuss the delivery of health care in other nations. (590-592)
11. Discuss the role that culture plays in determining appropriate treatments.
12. Describe the role social epidemiologists play in the healthcare system.
13. Discuss historic changes in treatment of the mentally ill and some of the pros and cons of deinstitutionalization.

IMPORTANT TERMS AND NAMES (from video)

sick role
 acupuncture
 yoga
 folk medicine
 epidemiology
 psychotropic medicines
 deinstitutionalization
 telemedicine

LESSON #19

COMMUNICATIONS MEDIA AND TECHNOLOGY

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 2, pages 60-62; Chapter 22, pages 674-680.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Understand and discuss the effect the mass media have on societies. (60-62)
2. Discuss how the portrayal of war by the communications media has changed over time and the related impact on society.
3. Define cultural lag and discuss its relation to cultural change. (60-62)
4. Analyze mass media, including radio, television, newspapers, computer networks, and movies as a social institution. (674-680)
5. Describe and discuss the effects of science and technology on the U.S. and world societies and how new technology has affected various social institutions. (674-680)
6. Discuss the power and control of communications media within a society and how this can devalue diversity.
7. Discuss technological dualism and provide some examples.
8. Describe how the mass media can function to direct our attention to particular social issues.

IMPORTANT TERMS AND NAMES (from video)

mass media
communications media
reality TV
technological dualism
environmental stress
technological paradox

LESSON #20

POPULATION AND URBANIZATION

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 20, pages 597-631.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss urbanization in terms of social groups, subcultures, and post-industrial changes.
2. Explain the demographic techniques used in the U.S. and the ways in which the population has changed since demography was first used.
3. Discuss the importance of population growth and change in the study of sociology.
4. Discuss the Malthus theorem and identify key issues in the debate between New Malthusians and Anti-Malthusians regarding the specter of overpopulation. (599-601)
5. Explain why there is starvation. (602-603)
6. Explain why people in the Least Industrialized Nations have so many children and note the implications of different rates of population growth. (603-605)
7. State three demographic variables used in estimating population growth and explain why it is difficult to forecast population growth. (606-608)
8. Describe urbanization and outline the history of how cities came into existence. (614)
9. Identify the trends contributing to the emergence of metropolises and megalopolises. (615)
10. Discuss urbanization in the U.S. (615-618)
11. Review the three models of urban growth and critique each of them. (618-620)
12. Explain why some people living in large urban areas feel a sense of alienation while others find community. (621-622)
13. Describe the five different types of people who live in the city as identified by sociologist Herbert Gans. (623-624)
14. Describe ways in which city people create a sense of intimacy for themselves in large urban areas. (624)
15. Explain why the norm of noninvolvement and the diffusion of responsibility which help urban dwellers get through everyday city life may be dysfunctional in some situations. (624-625)
16. Analyze the reasons for the development of suburbs, and the social foundations for their success. (626)
17. Outline the major changes facing U.S. cities regarding suburbanization, disinvestment, and deindustrialization. (626-627)
18. Identify “push” and “pull” factors behind the rural rebound. (628)

19. State some of the guiding principles for developing solutions to urban problems. (628-629)
20. Discuss how some urban problems have been replicated in the suburbs.

IMPORTANT TERMS AND NAMES (from video)

under class
housing projects
urbanization
suburbanization
urban expansion
population exchange
population growth
birth rates
concentric zone model
peripheral zone model
gentrification
displacement
gated communities

LESSON #21

SOCIAL CHANGE

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 22, pages 665-680.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss how sociologists define social change and how it is studied.
2. Describe macro, middle, and micro level changes in society.
3. Discuss how sociologists study social change on an individual, community, and societal level.
4. Describe the four major social revolutions which have occurred. (666-669)
5. Explain why social movements often reveal the cutting edge of change in a society. (676-677)
6. Explain the different theories of social change—evolutionary, cyclical, and conflict—and the degree to which they can still be considered useful in explaining the process of change. (670-671)
7. Identify and define Ogburn’s three processes of social change, explain what is meant by “cultural lag” and evaluate the utility of Ogburn’s theory. (671-72)
8. Explain how technology transforms society through social change. (674)
9. State the impact that computers will have on society in the 21st century. (677-680)
10. Discuss how agriculture has been impacted by social change and mechanization.
11. Discuss the relationship between environmental decay and global capitalism. (680-687)
12. Discuss the goals and activities of the environmental movement. (680-687)
13. List the assumptions of environmental sociology. (680-687)
14. Describe some of the actions that would be necessary to reach the goal of harmony between technology and the environment. (680-687)

IMPORTANT TERMS AND NAMES (from video)

craze
panic
social change
modernization
mechanization
mega-agriculture
pesticides
herbicides
macro-level change
middle-level change
micro-level change

LESSON #22

SOCIAL ACTION

READING ASSIGNMENT: Before watching the program, read the following pages in *Sociology: A Down-to-Earth Approach*, Sixth Edition, by James M. Henslin: Chapter 21, pages 633-663.

LEARNING OBJECTIVES

After watching the video and reading the textbook assignment, you should be able to:

1. Discuss early explanations of collective behavior and note how these explanations focused on the transformation of the individual. (634-636)
2. Provide some examples of collective behaviors from spontaneous to planned events.
3. Describe how collective behavior can impact social change.
4. Compare and contrast the minimax strategy and the emergent norm theory. (637-638)
5. Describe the forms of collective behavior, including riots, panic, moral panic, rumors, fads and fashions, and urban legends. (638-648)
6. Compare and contrast proactive and reactive social movements. (648)
7. List different types of social movements, classifying them according to their target and the amount of change they seek. (650-651)
8. Describe the role that each of the following plays in influencing leadership choice of tactics: membership levels, publics, and relationships to authorities. (651-654)
9. Define propaganda and discuss the role of the mass media in social movements. (654-656)
10. Compare different explanations of why people join social movements. (656-659)
11. Discuss the role of the agent provocateur in social movements. (658)
12. Identify the five stages that social movements go through as they grow and mature. (659-660)
13. Discuss some key ingredients which contribute to the success or failure of social movements. (659-660)
14. Discuss the civil rights movement as both a reformist and expressive social movement.
15. Describe Loftland's typology of spontaneous collective behavior and differentiate between crowd and mass.

IMPORTANT TERMS AND NAMES (from video)

collective behavior
spontaneous collective behavior
social movements
riot
Loftland's Typology
crowd
mass
race riot
civil rights movement
reformist social movement
expressive social movement
social responsibility