Program 1: Why Sociology?

This program examines and describes the development of sociology as a discipline, increasing awareness of self and society.

Assignment:
Read Chapter 1, pages 3-13

Video objectives:
1. Explain what sociologists want to learn and who they study.
2. Discuss some areas of interest examined by sociologists and how they are similar and different.
3. Define sociology and compare it with the other social sciences.
4. Compare and contrast common sense with the formal study of sociology.
5. Discuss why sociology is considered a discipline and what it contributes to our understanding of society.
6. Discuss the three levels at which sociologists study various issues and how they compare.
7. 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, Karl Marx, Emile Durkheim, and Max Weber.
8. Explain the absence of women in the early years of sociology.
9. Trace the development of sociology in the United States from its origins in the late nineteenth century to its present day perspectives.
10. Discuss the approaches to sociology developed in the United States in the early twentieth century.
11. Define and describe visual sociology.
12. Describe the jobs that sociologists do and how the social structures around them might be affected.

Important terms from video:
1. sociology
2. visual sociology
3. Capital
4. Auguste Comte
5. Karl Marx
6. Emile Durkheim
7. Max Weber
8. W.E.B. Du Bois
9. Jane Addams
10. Oscar Lewis
11. macro-level analysis
12. individual vs. society
13. human ecology
14. globalization
15. sociological imagination

Text objectives:
?? Explain the sociological perspective, discussing how ideas like social location and the connection between biography and history contribute to our understanding of human behavior.

?? Distinguish between the natural and social sciences.

?? Define positivism and its relationship to the history of sociology.

?? Discuss social Darwinism and the views of Herbert Spencer.

?? Discuss the tension between social reform and sociological analysis in the history of sociology.

?? Explain the rise of applied sociology as an attempt to address this tension.

Activity:
Author James Henslin wrote about his experience with several street-corner men at the beginning of the chapter. Try to duplicate this experience at an appropriate comfort level. You could, for example, join a different group at a lunch table, or even try to match Henslin’s experience. Study the roles and statuses and the different forms of social interaction (exchange, cooperation, competition, conflict). Compare your results with your more typical experiences.

Program 2: Sociological Perspectives
This program describes and distinguishes among the major sociological perspectives in sociology, interpreting events from those perspectives and appreciating how they contribute to a critical understanding of society.

Assignment:
Read Chapter 1, pages 13-18.

Video Objectives:
1. Define what is meant by sociological perspectives and what they contribute to the discipline of sociology.
2. Discuss why and how people interact with one another, using the sociological perspectives.
3. Explain the chief differences in three major theoretical perspectives: interactionism, functional analysis, and conflict theory.
4. Discuss how the three perspectives can be used together to enhance our understanding of a sociological issue.
5. Define the feminist perspective and discuss the central question and main focus.
6. Discuss how the study of race and class are integrated into the feminist perspective.

Important terms from video:
1. conflict
2. functionalism
3. interactionism
4. feminist perspective
5. values
6. symbol

Text Objectives:
?? Define theory and discuss its importance to sociology.

?? Provide some examples of how sociologists apply symbolic interactionism, functional analysis, and conflict theory in their research.

?? Compare micro-level and macro-level analysis and state which level of analysis is utilized by each of the major theoretical perspectives.

?? Discuss how research and theory work together in the discipline of sociology.

Activity:
Using Table 1.1 in the textbook as an example, select a high interest topic in the news today and demonstrate how you can apply the symbolic interactionism, functionalism, and conflict theory perspectives. Demonstrate how using these three perspectives in unison might provide the most comprehensive understanding.

Program 3: Sociological Inquiry
This program examines the processes by which sociologists study group behavior and how the processes differ from everyday observations and conclusions.

Assignment:
Read Chapter 1, pages 19-30

Video objectives:
1. How does common sense differ from sociological research and why can the former be misleading?
2. Describe the research process and the scientific method.
3. Differentiate between quantitative and qualitative techniques and state key advantages of each.
4. Define quantitative research and discuss how it can both help and hinder the research process.
5. Discuss when qualitative research might be more effective than quantitative methods.
6. Discuss the mixed methods approach to sociological inquiry and discuss when it is most effective.

**Important terms from video:**
1. empiricism
2. evidence
3. scientific method
4. research
5. quantitative research
6. qualitative research
7. field research
8. statistical analysis
9. mixed methods

**Text objectives:**

?? Define the concept of a research model, explaining each of the steps involved in the model.

?? Describe how sociologists gather data.

?? Discuss the role of ethics in sociological research.

?? Explain the value dilemma that sociologists face, according to Weber.

**Activity:**
Take the Sociology Quiz offered in this section of your textbook. What does it reveal about your understanding of sociological findings versus common sense? Select a question that you answered incorrectly and imagine how you could study this issue further, based on what you have learned from your text and video program.

**Program 4: Culture**
This program interprets the dimensions and significance of culture to society and relates attitude to cultural understanding and sharing within and between cultures.

**Assignment:**
Read chapter 2, pages 35-55

**Video objectives:**
1. Define culture and explain its material and nonmaterial components.
2. Discuss the three major dimensions of culture.
3. Describe some of the different groups or subcultures that make up the American People.
4. Discuss aspects of a subculture that help set it apart from the dominant culture.
5. Discuss the ideas, norms, and material components of American culture.
6. Discuss how material culture changes over time and why.
7. Explain why ethnocentrism is a natural tendency and why it can lead to culture shock.
8. Define cultural relativism and discuss why it is a worthwhile goal, although it can be challenging.
9. Discuss different ways that language makes human life possible and its impact on culture.
10. Define technology and ideology as related to culture.

**Important terms from video:**
1. ideas
2. norms
3. culture
4. material culture
5. culture shock
6. ethnocentrism
7. cultural relativism
8. subculture
9. individualism
10. technology
11. ideology

**Text objectives:**

- Identify the differences between ideal and real culture.
- Describe how the concepts of values, norms, sanctions, folkways, and mores reflect culture.
- Discuss the concepts of value clusters and value contradiction and explain the role both play in value formation.
- Explain the role of technology in shaping culture.
- Discuss the relationship between technology, cultural diffusion, and cultural leveling.

**Activity**
Locate and interview someone from an American subculture. How do they define themselves as a part of the American People? How much of their culture was “lost” and how much have they adapted to the dominant United States culture? How has ethnocentrism impacted their lives? In what ways do they or members of their subculture attempt to maintain their traditions?

**Program 5: Socialization**
This program explains the significance of the socialization process to social development.
Assignment:
Read Chapter 3, pages 57-77

Video objectives:
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 for social development.
2. Define socialization and discuss it as a lifelong process.
3. Distinguish between the theories of development offered by Cooley and Mead and compare with Freud’s thoughts on the development of self.
4. Describe the development of self and the impact of nature and nurture.
5. Discuss how interactions with other people can change our concept of self.
6. Describe the role of caregivers of infants in the process of socialization.
7. Discuss some agents in the socialization process and their roles in the development of self.
8. Define the term resocialization and discuss the process, providing some examples.
9. Discuss the impact of the media on socialization and why this is particularly important.

Important terms from video:
1. self
2. socialization
3. agents of socialization
4. nature
5. nurture
6. primary socialization
7. secondary socialization
8. resocialization
9. Charles H. Cooley
10. George H. Mead

Text objectives:
?? Discuss the nature versus nurture debate as it applies to the development of self.
?? Explain the method whereby humans acquire a self.

?? 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.

?? Describe ways in which gender socialization by the family channels human behavior.

?? 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.

?? List and describe the influence of each agent of socialization on individuals.
Discuss socialization through the life course by summarizing each of the stages.

Explain why human beings are not prisoners of socialization.

Activity:
Locate and interview someone who is a “significant socialization agent” – this could be a teacher, a therapist, a professional child care provider – and ask them to describe how they help “socialize” individuals. In what ways do they encourage certain social roles? How do they help develop someone’s “sense of self”? Are their techniques or procedures different in certain ways now compared with the past?

Program 6: Social Interactions, Relationships, and Structure
This program discusses the role of social interaction in establishing and maintaining relationships, noting effects of social structure on the lives of individuals.

Assignment:
Read Chapter 4, pages 79-103

Video Objectives:
1. Describe the four principles of social interactions and provide examples of each.
2. Discuss some contradictions among these principles.
3. Describe the sociological significance of social structure and discuss its elements.
4. Define social status, roles, and groups.
5. Discuss the sociological significance of social institutions.
6. Explain how group leaders are determined.
7. Differentiate among a task leader, primary leader, and emotional leader.
8. Discuss some of the reasons for and benefits of leadership.

Important terms from video:
1. pleasure principle
2. rationality principle
3. reciprocity principle
4. fairness principle
5. self-interest
6. social structure
7. institution
8. group
9. role
10. status
11. role expectation
12. leadership

Text Objectives:
?? Differentiate between macrosociology and microsociology and indicate which is most likely to be used by functionalists, conflict theorists, and symbolic interactionists.

?? Indicate why macrosociology and microsociology are both needed to understand social life.

?? Discuss social structure and explain how one's location in this structure affects that person's perceptions, attitudes, and behaviors.

?? Explain what social institutions are, identify the social institutions common to industrialized and post-industrialized societies, and summarize the basic features of each.

?? Compare and contrast functionalists' and conflict theorists' views of social institutions.

?? Describe the four major social revolutions which have occurred and provide examples of each.

?? Describe Gemeinschaft and Gesellschaft societies and outline the relationship between capitalism, industrialization and modernization.

?? Using the microsociological perspective of symbolic interactionism, explain how stereotypes influence an individual's expectations and behavior, and how personal space, touching, and eye contact are used differently in different cultures.

?? 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.

?? Discuss what background assumptions are, according to ethnomethodology.

?? Explain what "the social construction of reality" means and how this is related to the Thomas theorem.

?? Describe the impact of the Internet on social interaction.

Activity:
Study various social institutions with different types of leaders. How are these leaders selected? Can you identify task, primary, and emotional leaders? Under what circumstances might each type of leader be most effective?

Program 7: Social Groups
This program interprets the complexities of social groups and their significance to society.

Assignment:
Read Chapter 5, pages 105-111 and 118-125
Video objectives:
1. Define a social group, including its many dimensions.
2. Discuss how groups help shape an individual.
3. Analyze and discuss the concepts of conformity and leadership in relation to groups.
4. Discuss the importance and significance of group membership including membership criteria, boundaries, and social structure.
5. Discuss the importance of norms and goals in any social group.
6. Describe the three basic styles of leadership, how they are defined, and when each tends to be most effective.
7. Explain the following about the Milgram experiment: purpose of the study, how it was conducted, conclusions that were reached, and why the methodology was later questioned.
8. Discuss groupthink, including why it can be dangerous and how this can be prevented.

Important terms from video:
1. group
2. conformity
3. leadership
4. authoritarian leader
5. democratic leader
6. laissez-faire leader
7. groupthink
8. bystander apathy
9. blind obedience
10. membership criteria
11. boundaries
12. social structure
13. cohesion
14. goals
15. conflict

Text objectives:
?? State the definition of a group.
?? Explain the categories that sociologists use to classify groups.
?? Indicate the functions of voluntary associations, different motivations for joining, and explain how the problem of oligarchy occurs in such organizations.
?? Discuss the "iron law of oligarchy."
?? Explain the importance of group dynamics and the effects of group size on stability and intimacy in organizations.
Discuss the effects of group size on attitudes and behavior in an organization.

Describe the Asch experiment and what it demonstrates about the power of peer pressure.

Explain how groups encourage conformity.

Activity:
Arrange to participate in a social group that you have not visited before. This could be a club, an organization, or a work group, for example. What do members seem to “get” from the affiliation? What are various group roles and expectations? Is conformity or nonconformity a factor? How is group leadership exercised and how is group conflict managed?

Program 8: Formal Organizations and Bureaucracy
This program identifies, interprets, and differentiates between the complexities of formal organizations and bureaucracies and their functions in society.

Assignment:
Read Chapter 5, pages 111-118

Video objectives:
1. Define formal organizations, describe three types, and list their characteristics.
2. Describe some ways life is impacted by formal organizations and provide some examples.
3. Explain what is meant by the “rationalization of society” and discuss the views of Max Weber on this process.
4. Define bureaucracy, provide some examples, and describe its characteristics.
5. Discuss the dysfunctions of bureaucracies and provide some examples.
6. Examine bureaucracy from the functionalist, interactionist, and conflict perspectives and compare these views.
7. Discuss the principles behind the “McDonaldization” of society.

Important terms from video:
1. bureaucracy
2. hierarchy
3. organization
4. normative organizations
5. utilitarian organizations
6. coercive organizations
7. impersonality
8. impartiality
9. career ladder
10. norm of efficiency
11. predictability
12. alienation

Text objectives:

?? Define goal displacement and its impact on bureaucracies.

?? Consider the sociological significance of bureaucracies.

?? Discuss problems with bureaucracies such as alienation, red tape, and the hidden values of corporate culture.

?? Discuss some challenges involved in managing diversity in the workplace.

?? Compare and contrast the corporate organizational models in Japan and the United States.

?? Discuss the impact of cyber-communications on our changing culture.

Activity:
Talk with members of a bureaucracy or formal organization such as your workplace or university. How do they feel about the organization? Do they consider it to be efficient or dysfunctional? Is rationalism valued or are people rewarded in a non-democratic fashion? Have impersonality, isolation and alienation become a problem or has the organization developed procedures to recognize and reward human needs?

Program 9: Communities, Societies, and Nations
Video #9 describes the inter-dependencies among and within communities, nations, and societies.

Assignment:
Read Chapter 4, pages 87-91; Chapter 14, pages 376-381; and Chapter 15, pages 390-399.

Video objectives:

1. Discuss the types of communities found in the United States and other countries and how each influences individuals and families.
2. Define a territorial community and compare it with non-territorial communities, providing examples of each.
3. Discuss the nature of societies and their importance to how humans live.
4. Describe hunting and gathering societies including their characteristics, roles and statuses.
5. Describe horticultural and pastoral societies including their characteristics, roles, and statuses.
6. Describe the agrarian society and its social interactions, roles, and statuses.
7. Discuss the difference between primary and secondary groups.
8. Analyze and discuss factors that lead to change in societies and how social change affects the lives of people living it that society.
9. Discuss the impact of the industrial revolution and the characteristics of a post-industrial society.
10. Define *gemeinschaft* and *gesellschaft* and provided some examples.
11. Explain the characteristics of a nation.
12. Discuss the impact of new technology and define a virtual community.

**Important terms from video:**

1. *gemeinschaft*
2. *gesellschaft*
3. territorial communities
4. nonterritorial communities
5. community
6. nation
7. industrial revolution
8. virtual communities
9. gated communities
10. primary groups
11. secondary groups
12. post industrial society

**Text objectives:**

?? Discuss some key differences between hunting and gathering versus pastoral and horticultural societies.

?? Explain how things like animal husbandry and plant cultivation have changed social life.

?? Compare industrial and post-industrial societies.

?? Discuss Durkheim’s theories regarding social cohesion.

?? Discuss the process of urbanization and provide a brief history of urban patterns in the United States.

?? Discuss some of the human needs fulfilled by communities.

?? Discuss reasons why societies changed from *gemeinschaft* to *gesellschaft* and the relation to capitalism.

?? Compare unilinear and multilinear evolutionary theories on social change.

?? Discuss Ogburn’s theory of social change.

?? Discuss the impact of technology on social change.

**Activity:**
Converse with a recent immigrant, preferably from a non-western nation with a different cultural orientation. Discuss the differences between their native country and the United States. What are some examples of differing cultural choices? To what extent do the kinship patterns vary between the two countries? How was the social order arranged in comparison to the United States? To what extent have they experienced the essence of *gemeinschaft* to *gesellschaft*? How has rationalization and technology altered their lives?

**Program 10: Social Stratification**

This program explains social stratification and discusses the resources that determine life chances.

**Assignment:**
Read Chapter 7, pages 153-175

**Video objectives:**
1. Define social stratification and describe its systems.
2. Explain the sociological theories of stratification in the United States.
3. Discuss some positive and negative consequences of social stratification.
4. Explain the various conditions that contribute to a class system.
5. List the characteristics of a class system and contrast its features with those of other systems of stratification.
6. Explain the functionalist perspective as applied to social stratification.
7. Discuss the focus of the interactionist perspective as applied to social stratification.
8. Discuss the focus of the conflict perspective as applied to social stratification.
9. Describe some symbols that differentiate among different class groups.
10. Define and explain different types of social mobility.

**Important terms from video:**
1. strata
2. wealth
3. power
4. status
5. class system
6. Horatio Alger
7. social mobility
8. intergenerational mobility
9. intragenerational mobility
10. structural mobility

**Text objectives:**
1. Discuss the three major systems of social stratification.
2. Discuss the impact of global stratification on the status of women.
Compare and contrast Marx and Weber’s views on the meaning of social class.

Compare and contrast the three main theoretical perspectives on the universality of social stratification as well as Lenski’s attempt to synthesize these perspectives.

Discuss how the elite maintain stratification.

Discuss the history of social stratification.

Explain the impact of technology, especially the rise of computers, on social stratification.

Activity:
Explore a community looking for examples of social stratification. Locate individuals from the lower strata and converse with them. Ask them about their social opportunities including their education and family background. Compare those answers to ones from individuals who are from higher strata. To what extent did “individual initiative” play in the lives of these people? To what extent did differential opportunities or social factors beyond the individual contribute to the differences?

Program 11: Social Class
This program explains social class in the United States and discusses how wealth, power, and prestige are related.

Assignment:
Read Chapter 8, pages 177-203

Video objectives:
1. Define social class and discuss Weber’s description, including the relationship between wealth, power, and prestige.
2. Discuss some of the common symbols of prestige.
3. Explain the social classes in the United States, including six possible divisions and how they are divided.
4. Outline and explain the three main dimensions of social class.
5. Examine the consequences of social class on health, family life, education, and the criminal justice system.
6. Distinguish between the working poor and the chronically unemployed and how they would be classified in the United States.

Important terms from video:
1. power elite
2. social class
3. C. Wright Mills
4. upper class
5. upper middle class
6. lower middle class
7. working class
8. working poor
9. under class
10. income
11. prestige
12. life-chances
13. blue-collar jobs

Text objectives:

?? Discuss wealth in terms of property versus income.

?? Discuss the aspects of employment that contribute to prestige.

?? Explain status inconsistency and discuss the consequences in terms of individual behavior.

?? Explain Erik Wright's updated model of Marx's class theory.

?? Discuss Gilbert and Kahl's updated model of Weber's perspective.

?? Explain some of the direct consequences of social class, particularly the impact of new technology.

?? Contrast short- and long-term poverty and discuss the dynamics of poverty in the United States.

Activity:
Visit a local high school and examine the social class differences. What are some working class attributes and how do they differ from higher strata? To what extent are there “class cultures” and what are the significant differences between them? How would you define the life chances of members of the various social classes; what helps to enhance these chances? Do some members of this high school have greater class differences than those described in the video?

Program 12: Gender
This program discusses how society’s expectations influence the definitions and behaviors associated with gender.

Assignment:
Read Chapter 10, pages 239-258
Video objectives:
1. Define gender and differentiate between sex and gender.
2. Discuss the interaction among biology, environment, and culture in the development of gender.
3. Explain the changes in sex roles of men and women over history in the United States.
4. Describe major factors which contributed to the two “waves” of feminism in the United States and note how successful this movement has been.
5. Describe how gender inequality tends to be expressed in the United States’ educational system and everyday lives of Americans.
6. Explain gender relations in the workplace including the salary gap, the glass ceiling and glass escalator, and the mommy track.
7. Discuss how expectations for male and female behavior can vary across cultures.
8. Discuss gender identity and the impact of gender socialization including some agencies of such socialization.
9. Describe how symbols like clothing can provide clues into gender roles and expectations.

Important terms from video:
1. gender
2. sex
3. gender identity
4. gender socialization
5. gender inequality
6. salary gap
7. glass ceiling
8. glass escalator
9. gender roles
10. gender stratification
11. pink collar jobs
12. feminism

Text objectives:
?? Discuss the continuing controversy regarding the biological and cultural factors which come into play in creating gender differences in societies.

?? Discuss the global nature of gender inequality.

?? Discuss the origins of patriarchy.

?? Discuss gender inequality in education and healthcare in the United States.

?? Describe issues closely related to gender and violence.
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.

Describe what the future looks like in terms of gender relations in the United States.

Activity:
Visit a women’s organization or advocacy group. Describe the membership. What are the most important goals? To what extent do they reflect the concerns discussed in the video? What new goals or concerns have emerged? How are members working to make changes in the community?

Program 13: Race and Ethnicity
This program explains and gives examples of how race and ethnicity influence social patterns of human interaction.

Assignment:
Read Chapter 9, pages 205-237

Video objectives:
1. Discuss and distinguish between race and ethnicity.
2. Define “minority group” and explain the process by which a group becomes a minority.
3. Define and distinguish between prejudice and discrimination.
4. Discuss the different perspectives on prejudice.
5. Discuss some advantages and disadvantages of assimilation and pluralism.
6. Discuss the five steps from intolerance to acceptance as discussed in the video.
7. Define and discuss cultural pluralism.

Important terms from video:
1. race
2. ethnicity
3. prejudice
4. discrimination
5. stereotypes
6. racism
7. institutional racism
8. slavery
9. segregation
10. assimilation
11. cultural pluralism
12. genocide
13. expulsion
14. labeling

**Text objectives:**

?? Explain how race is defined and how it can be both a reality and a myth.

?? Differentiate between race and ethnicity and provide examples of each group.

?? Define the terms "minority group" and "dominant group" and explain the factors that affect the emergence of minority groups within a society.

?? Explain how an ethnic identity is constructed by doing ethnic work.

?? Differentiate between prejudice and discrimination and explain the extent of prejudice among racial and ethnic groups.

?? Compare and contrast individual and institutional discrimination and give examples of each type.

?? Compare psychological and sociological perspectives on prejudice. Explain why sociologists believe psychological explanations are inadequate.

?? List and describe the six major patterns of minority and dominant group relations.

?? Compare and contrast the experience of European Americans, African Americans, Latinos, Asia Americans, and Native Americans in the United States.

?? Identify some of the issues related to racial/ethnic relations that are facing the United States today.

**Activity:**
Converse with one or more members of minority ethnic or racial groups in your community. What examples of prejudice and/or discrimination have they encountered? To what extent are these examples simply “common social slights” compared to behavior motivated primarily by their race and ethnicity? How did they react? To what extent does institutional discrimination still exist in your community? What examples can you find? What solutions would your informants advocate?

**Program 14: Aging**
This program examines the sociological definition of age and the social implications of an aging population

**Assignment:**
Read Chapter 10, pages 258-269

**Video objectives:**
1. Discuss some changes in society attributed to increasing life expectancy.
2. Outline some of the biological and social effects of aging.
3. Discuss the major conclusions drawn by symbolic interactionists regarding aging.
4. Use cross-cultural comparisons to show how societies vary in perceptions of aging.
5. Review how the meaning of old age has changed over time and consider some of the factors contributing to this change, including the influence of the mass media.
6. Define age cohorts and discuss why this is important.
7. Explain why conflict theorists see social life as a struggle between groups for scarce resources and note how this impacts different age cohorts.
8. Discuss some changes in caregiving in today’s society.

Important terms from video:
1. life expectancy
2. life span
3. age cohorts
4. gerontology
5. baby boomers
6. ageism
7. volunteerism
8. AARP

Text objectives:
?? Explain what the "social construction of aging" means and how industrialization affects the aged population.

?? Examine what the term "graying of America" means and why different racial and ethnic groups have differing proportions of elderly within the population.

?? Discuss the major conclusions drawn by symbolic interactionists regarding aging.

?? 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.

?? 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.

?? Summarize the functional perspective on aging and explain disengagement and activity theories.

?? Explain why conflict theorists see social life as a struggle between groups for scarce resources and note how this impacts different age cohorts.

?? State some of the problems of dependency, especially in regard to isolation, nursing homes, elder abuse, and poverty.
Examine the effects of industrialization and new technology on the process of death and dying.

**Activity:**
Visit a senior living facility or social center. Converse with people about the process of aging. What kind of discrimination have they encountered? How have their goals changed? What do they recognize as the positive parts of aging? To what extent do their experiences parallel the video discussion?

**Program 15: Deviance and Social Control**
This program explains how society defines and controls deviance.

**Assignment:**
Read Chapter 6, pages 129-151.

**Video Objectives:**
1. Explain what sociologists mean when they say that deviance is relative.
2. Discuss how examples of deviance have changed over time.
3. Explain the importance of norms and the need for a system of social control.
4. State key components of the symbolic interaction perspective on deviance.
5. Discuss the major reasons why functionalists view deviance as functional to society.
6. Compare and contrast functionalist and conflict views on social control.
7. Explain the conflict view of the relationship between class, crime, and the criminal justice system.
8. Identify some problems with imprisonment, including the lack of agreement on why people should be imprisoned.
9. Discuss the impact plea bargaining has had on the legal system in relation to deviance.

**Important terms from the video:**
1. deviance
2. social norms
3. rehabilitation
4. social control
5. degradation ceremony
6. incapacitation
7. deterrence
8. retribution
9. three strikes law
10. plea bargaining

**Text objectives:**
* Compare biological, psychological, and sociological explanations of deviance.
?? Explain differential association theory, control theory, and labeling theory.

?? Describe labeling theory and Sykes and Matza’s techniques of neutralization.

?? Describe Merton’s strain theory, list, and briefly explain the four types of responses to anomie.

?? Identify the relationship between social class and crime using the illegitimate opportunity theory and perspectives on street crime and white collar crime.

?? Describe the range of reactions to deviance from sanctions to degradation ceremonies and imprisonment.

?? 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.

Activities:
Interview a “deviant”. This may include someone who lives as a “harmless eccentric” or someone who is a serious felon. Describe their deviance and people’s reactions toward them. How did they gain the label of deviance? Does their form of deviance lean more toward relativism or absolutism? Have people’s ideas or attitudes about their lifestyle changed over time? Is there any social value that can be derived from their deviance?

Locate and converse with a member of a community organization that is attempting to either neutralize crime or rehabilitate individuals who have committed crimes. Organizations might include youth clubs or drug and alcohol rehabilitation groups. What techniques, positive or negative sanctions or other means are used to attempt to resocialize individuals?

Program 16: Social Institutions: Religion, Family, and Economics
This program discusses the functions of social institutions in terms of meeting society’s needs.

Assignment:
Read Chapter 13, pages 342-354; Chapter 12, pages 301-327; Chapter 11, pages 285-296

Video objectives:
1. Discuss what needs are met by the institution of religion. What groups make up this institution?
2. Describe some of the norms of religion.
3. How do social institutions like religion change over time, subject to the pressures of societies that they serve?
4. What role does an institution like religion play in creating structure in people’s lives?
5. Discuss some important characteristics shared by all social institutions.
6. Describe the family as a social institution and explain why it is difficult to define family, including the different ways families can be structured.
7. Describe five types of families found in the United States today.
8. Identify some major concerns of one-parent families, families without children, blended families, and gay and lesbian families.
9. Discuss some current trends affecting marriage and family life in the United States today.
10. Describe how economics impact all individuals.
11. Discuss some challenges posed by globalization for the institution of economics.
12. Consider the impact expanding global trade, new technologies, and downsizing will have on the economy and society in the future.

Important terms from video:
1. religion
2. beliefs
3. values
4. social norms
5. nuclear family
6. blended family
7. single parent family
8. intergenerational family
9. globalization
10. production
11. distribution
12. consumption
13. roles
14. technology

Text objectives:

?? Define religion and explain Durkheim’s essential elements of religion.

?? Explain the functions and dysfunctions of religion.

?? Explain the symbolic interactionist perspective on religion and explain the aspects of religion they study.

?? Describe the relationship between religion and social inequalities and how religion reinforces a society’s stratification system.

?? Explain what secularization means in terms of religion and culture.

?? Analyze the future of religion. State whether or not you agree with the author’s assertion that science will never replace religion.
Identify the common cultural themes that run through marriage and family.

Contrast the functionalists, conflict, and symbolic interaction perspectives regarding marriage and family.

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.

State the unique conditions experienced by African-American, Latino, Asian-American, and Native-American families.

State why it is difficult to measure divorce accurately.

Note some of the adjustment problems of children of divorce and of ex-spouses.

Explain the patterns of abuse within the family setting.

List some of the characteristics which tend to be present in marriages that work. Explain why happy and unhappy couples approach problems differently.

Summarize conclusions regarding the future of marriage and family in the United States.

Trace the transformation of the economic systems through each of the historical stages and state the degree to which social inequality existed in each of the economies.

Evaluate the possibility for global political and economic unity in the future and what impact the resurgence of fierce nationalism could have on this new world order.

State the essential features of capitalism and socialism and explain why neither exists in its "pure" form.

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.

Activities:
Visit a church or religious group in your community. What is the concept of the sacred? What are the most significant religious rituals? In what ways is the sense of religious community or a sense of cohesion enhanced? How does religion help to maintain social control and what are some important sanctions? What are some important rites of passage? In what ways does the religion function as a positive and/or negative force in the community?

Converse with a member of a family whose structure differs from your own. How were needs and goals arranged? What stresses and difficulties were faced and how were they
managed? What dysfunctions occurred and how were they resolved? How did the socialization process differ from your own experience? In what ways was emotional support different from your own experience?

Explore some new forms of economy (such as technology) and compare them with older forms (such as traditional manufacturing) in your community. Converse with employees from both categories. In what ways are these jobs and companies different? Do they connect with the community in positive or negative ways? To what extent do they promote equality?

**Program 17: Social Institutions: Education and Politics**
This program discusses the functions of social institutions in terms of meeting society’s needs.

**Assignment:**
Read Chapter 11, pages 273-284 and Chapter 13, pages 329-341

**Video objectives:**
1. List and explain the manifest and latent functions of education.
2. Discuss schools in terms of their role as a social institution.
3. Discuss the hierarchical roles that exist within the institution of education and the purpose they serve.
4. Discuss how education functions in the teaching of social norms, or the “hidden curriculum” of society.
5. Discuss the function of the law as a social institution.
6. Describe some of the challenges facing politics in America.
7. What role does the electoral college play in the election process?
8. Describe some other social institutions with which one comes in contact on a daily basis.

**Important terms from video:**
1. democracy
2. politics
3. election
4. electoral college
5. lifelong learning
6. retraining
7. grade inflation

**Text objectives:**
?? Explain how education compares among the most industrialized, industrializing, and least industrialized nations.
?? Describe the functionalist perspective on education.
Describe the conflict perspective on education.

Explain the symbolic interactionist perspective on education.

Describe the chief problems that face U.S. education and discuss ways to combat these problems.

Explain the difference between authority and coercion and why the state claims a monopoly on legitimate violence.

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.

Differentiate between monarchies, democracies, and dictatorships and oligarchies.

Describe the main characteristics of the U.S. political system.

Analyze the ways in which lobbyists and special-interest groups influence the political process.

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.

Explain a credential society and discuss how it developed.

Activities:
Attend a governmental meeting of a city council, a legislature or some type of committee. To what extent does it seem to function according to the “American democracy” model? Are there any elements of autocracy? How does the power structure function and what are the consequences of majority rule? Do all participants perceive the process as legitimate, and if not, how is that handled? To what extent do elites dominate and has this affected accessibility and participatory democracy?

Visit a school and arrange to converse with one or more teachers. How has school changed since you attended as a child? What seems to be the role of various outside institutions (religion, family, business) in school activities? What do teachers think are the most important goals and challenges for the future? What are their recommendations for improving education both in their own school and nationally?

Program 18: Health and Medicine
This program interprets the sociological significance of medicine and health care.

Assignment:
Read pages 148-150; 190-191; 248-249; 267-268; 406-408
Video Objectives:
1. Discuss the symbolic interactionist perspective on the role of culture in defining health and illness.
2. Identify the functionalist perspective on the purpose of the sick role.
3. Consider the conflict perspective on consequences of global stratification and how doctors establish a medical monopoly.
4. Outline and explain some of the major issues in United States healthcare today.
5. Discuss attempts to reduce the cost of healthcare in the United States.
6. Analyze the prospects for change that might be possible through preventive medicine.
8. Discuss the role of social epidemiologists in the health system.
9. Describe how treatment of the mentally ill has changed over time.
10. Discuss some of the pros and cons of deinstitutionalization.

Important terms from video:
1. sick role
2. acupuncture
3. yoga
4. folk medicine
5. epidemiology
6. psychotropic medicines
7. deinstitutionalization
8. telemedicine

Text Objectives:
?? Discuss ways in which deviance has been medicalized in our society.

?? Describe how mental health can be affected by social class and related inequalities in healthcare.

?? Discuss issues related to gender inequality and healthcare.

?? How has the increased life expectancy in the United States impacted the cost of healthcare?

?? Discuss how environmental problems have impacted health and medicine.

Program 19: Communications Media and Technology
This program explains how communications media and technology impact society.

Assignment:
Read Chapter 15, pages 395-399 and Chapter 2, pages 51-53
Video objectives:
1. Discuss the effect the mass media have on societies.
2. Describe how the portrayal of war by the communications media has changed over time and how this has impacted society.
3. Analyze mass media including radio, TV, newspapers, computer networks, and movies as a social institution.
4. Discuss the power and control of communications media and how this can devalue diversity.
5. Describe the effects of science and technology on the United States and world societies and how new technology has affected various social institutions.
6. Discuss technological dualism and provide some examples.

Important terms from video:
1. communications media
2. mass media
3. reality TV
4. technological dualism
5. environmental stress
6. technological paradox

Text objectives:
?? Explain how technology transforms society.
?? Discuss the impact that automobiles and computers have had on U.S. society.
?? State the impact that computers will have on social inequality in the 21st century.
?? Discuss cultural lag and cultural change.
?? Define cultural leveling and the impact of technology on this concept.

Activities:
Converse with someone who has the AIDS virus. How have science and technology had an effect upon their lives? Contrast their comments with those from a representative of a conservative religious group who opposes research and AIDS-related funding efforts. To what extent is there a religious and scientific conflict and are there any potential ways to resolve it?

Pick an important news item and track it for one week on radio, television and the print media. What are the differences in coverage regarding time and depth? How is the news presented? Is it presented in such a way as to inform or to serve the needs of the media company? Is the news presented “objectively”? Does it contain stereotypes? Which medium seems to serve the public needs in the best way?
**Program 20: Population and Urbanization**

This program explains why sociologists study urbanization and population.

**Assignment:**
Read Chapter 14, pages 359-387

**Video objectives:**
1. Discuss urbanization in terms of social groups, subcultures, and post-industrial changes.
2. Discuss the importance of population growth and change in the study of sociology.
3. State three demographic variables used to estimate population growth.
4. Describe urbanization and how cities came into existence.
5. Discuss urbanization in the United States.
6. Review and critique the three models of urban growth.
7. Analyze the development of suburbs and the social foundations for their success.
8. Outline some major changes facing cities in the United States regarding suburbanization, disinvestments, and deindustrialization.
9. Discuss some principles for developing solutions to urban problems.
10. Describe how some urban problems have been replicated in the suburbs.

**Important terms from video:**
1. urban expansion
2. population exchange
3. population growth
4. birth rates
5. concentric growth model
6. peripheral growth model
7. gentrification
8. displacement
9. gated communities

**Text objectives:**
?? Describe urbanization and outline the history of how cities came into existence.

?? Identify the trends contributing to the emergence of metropolises and megalopolises.

?? Explain why some people living in large urban areas feel a sense of alienation while others find community.

?? Describe the five different types of people who live in the city as identified by sociologist Herbert Gans.
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.

Identify "push" and "pull" factors behind the rural rebound.

Activity:
Take a “grand tour” of your city or town with someone who has lived there for a long time and who you consider familiar with the ways of your city. Stroll through several neighborhoods including residential and business areas. How are people gathering and interacting? Does it appear that people are “connected” with each other despite the large population? Where do you find evidence of diversity? What kinds of problems are apparent? Try conversing with people to discover what facts about city life they would like to change.

Program 21: Social Change
This program discusses and gives examples of the social dynamics of social change.

Assignment:
Read Chapter 15, pages 389-399

Video objectives:
1. Discuss how sociologists define social change and how it is studied.
2. Describe macro, middle, and micro level changes in society and provide some examples of each.
3. Explain how technology transforms society through social change.
4. Discuss the impact that computers will have on society in the 21st century.
5. Describe how agriculture has been impacted by social change and mechanization.
6. Discuss how sociologists study social change on an individual, community, and societal level.

Important terms from video:
1. social change
2. modernization
3. mechanization
4. mega-agriculture
5. pesticides
6. herbicides
7. macro-level social change
8. middle-level social change
9. micro-level social change

Text objectives:
Discuss the four social revolutions that impacted social change.
Describe the affect of capitalism, modernization, and industrialization.

Explain the different theories of social change including evolutionary, cyclical, and conflict, and note the degree to which they can still be considered useful in explaining the process of change.

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.

Discuss the impact of technology on society in the United States.

Activity:
Converse with an elderly person about his or her experiences with social change. What were the most influential changes that occurred within that individual’s life and how did they respond to such change? What have been the most difficult forms of social change in recent years? Did they ever act as an important agent for social change?

Program 22: Social Action
This program interprets the relationship of social action and social movements to conflicting interests, change, and power.

Assignment:
Read Chapter 15, pages 399-412

Video objectives:
9. Discuss early explanations of collective behavior and note how these explanations focused on the transformation of the individual.
10. Provide some examples of collective behaviors from spontaneous to planned events.
11. Discuss how collective behavior can impact social change.
12. Describe forms of collective behavior including riots, panic, rumors, crowds, and masses.
13. List and discuss different types of social movements.
14. Compare different explanations for why people join social movements.
15. Discuss key ingredients contributing to the success or failure of social movements.
16. Discuss the civil rights movement as both a reformist and expressive social movement.
17. Discuss Loftland’s typology of spontaneous collective behavior and differentiate between mass and crowd.

Important terms from video:
1. collective behavior
2. social movements
3. riot
4. crowd
5. mass
6. spontaneous collective behavior
7. Loftland’s Typology
8. civil rights movement
9. reformist social movement
10. expressive social movement
11. social responsibility

Text objectives:

?? Discuss the different types of social movements and explain the different stages they go through.

?? Discuss the relationship between the media and social movements.

?? Identify the environmental problems facing the most industrialized nations and contrast these with the problems faced by industrializing and the least industrialized nations.

?? Discuss the goals and activities of the environmental movement.

?? List the assumptions of environmental sociology.

?? Describe some of the actions which would be necessary to reach the goal of harmony between technology and the environment.

?? Explain why social movements often reveal the cutting edge of change in a society.

Activities:
Attend a meeting of a local or larger social movement. What is the ideology of the movement – radical or reformist? What are the methods the movement utilizes to achieve its goals? How do they define these objectives and to what extent have they had success? To what extent have they utilized the media? How have they been affected by historical movements or by charismatic leaders?

Locate and interview someone who attended a college or university during the 1960s when the nation was experiencing many profound social changes. What were the social arrangements that were being challenged and how does your informant recall the conflicts? What was resolved? How did those changes affect your informant?