

STUDENT MATERIALS

SOCI 1301 Introduction to Sociology

Featuring the Series “Exploring Society”

A DCCCD TeleCourse adapted exclusively
for delivery to the
Navy College Program for Afloat College Education (NCPACE)

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R. Jan LeCroy for Educational Telecommunications
Dallas County Community College District

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The seven member colleges of the DCCCD are independently accredited
by the Commission on Colleges of the Southern Association of Colleges and Schools.

Textbook:	Kornblum, Wm. <i>Sociology in a Changing World</i> . 8th edition. Wadsworth, Thomson Learning, Belmont, CA ISBN: 0-495-09635-0
Student Course Guide:	Penney, Jane. <i>Telecourse Guide for Exploring Society</i> . 3rd edition. Wadsworth, Thomson Learning, Belmont, CA ISBN: 0-495.10098-6
CD/Video Lessons	4 CD-ROMs that contain the video lessons

INSTRUCTOR'S LETTER TO THE STUDENT

Dear Student:

Sociology is the study of human social interaction. Unless you are planning to live alone in a cave for the rest of your life, this is a course that is extremely useful in all areas of your social life - in business, community, family, and personal relationships.

Perhaps because I came from a multi-cultural background, the concepts and theories in sociology fascinated and comforted me. Studying Sociology has helped me to see the world from a sociological perspective (that is, a point of view from which behavior is seen as largely influenced by the social context in which it occurs). It not only has helped me to view my actions as well as others in a different light. It gave me a better understanding of the social influences that shape us.

C. Wright Mills described this perspective as the sociological imagination. It is a vivid awareness of the relationship between individual experience or personal troubles (private problems experienced by the individual) and public issues (factors outside one's own personal control caused by a crisis in the larger system).

My goal is to help you to develop your sociological imagination and make a connection between the ideas of sociology and your own life experience. As you acquire this sociological imagination through the context of this course, realize that no one sees reality in similar way, because we are limited by our own personal experiences. Different social experiences create different definitions of social reality. Sociology enables us to appreciate viewpoints other than our own. It helps us understand how these viewpoints came into being, and in the process, to better understand the behavior and attitudes of others as well as our own. This can be comforting at times, for it enables us to avoid assigning personal responsibility for the problems that are "public issues." It can also be disquieting, because it challenges our familiar understandings of the social world and what we consider to be "true." This knowledge can help us become more understanding and tolerant of people who are different from us, as well as to learn ways to exert more control over our own attitudes, beliefs, and behaviors.

Enjoy your journey into the sociological imagination... I hope it will be helpful for you as an active member of social groups, communities, and society.

For questions regarding textbooks, grade requirements, lessons, software issues, etc. contact:
NCPACE@dccd.edu

INSTRUCTIONS:

Read all information carefully in the Course Syllabus below. The Syllabus serves as the *Orientation* to this course.

COURSE SYLLABUS

OVERVIEW

The successful completion of this course will help:

- Familiarize you with the study of sociology as a scientific discipline and the strategies that sociologists use to study human behavior;
- Comprehend the core concepts, theories, and research findings of sociological perspectives that can be applied to understanding the social world we live in;
- Understand the social influences on our behavior as well as others so that we may appreciate the difference and individuality of the people around us as well as ourselves; and,
- Practice in developing and/or sharpening your scholarly abilities of critical thinking, writing, and analysis.

COURSE GOALS

Intellectual Competencies for SOCI 1301:

1. Reading – the ability to analyze and interpret a variety of printed material at the college level.
2. Writing – the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – at a college level.
3. Critical Thinking – think and analyze at a critical level.

Exemplary Educational Objectives for SOCI 1301:

1. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
2. To use and critique alternative explanatory systems or theories.
3. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
4. To identify and understand differences and commonalities within diverse cultures.

Learning Outcomes for SOCI 1301:

1. Demonstrate cross-cultural and global awareness.
2. Discuss the development of sociology as a discipline.
3. Explain how the elements of social structure--including status/role, social groups, communities and societies--affect the individual.
4. Show how social stratification, ethnicity, sex and gender affect the individual.
5. Illustrate how the socialization process affects the individual.
6. Demonstrate an ability to distinguish personal troubles from public issues (sociological imagination).
7. Demonstrate an ability to think critically about social issues.
8. Demonstrate through writing, the ability to think critically.
9. Demonstrate the ability to interpret sociological data.
10. Demonstrate the ability to apply sociological concepts to one's life.
11. Explain how social institutions, technology change.

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CD/Video Lessons	4 CD-ROMs that contain the video lessons

Substitutions to course materials are not permitted.

Important Note About the Video Lessons

Video lessons are contained on the CD-ROMs. This visual material is an integral part of this course and must be watched carefully if you are going to maximize your learning experience and do well on your exams.

Important Notes About the Course Text, CD-ROMS & Telecourse Guide

The **Student Course Guide** is essential for successful completion of this course. It provides important information about each lesson, correlates the reading assignments and the video programs, supplies invaluable “Focus Points,” and includes a truly representative “Practice Test” at the end of each lesson. Use it!

The **textbook** describes significant developments in sociology. To do well in this course, you **must** read the appropriate textbook assignments indicated in the **Student Course Guide**.

The video programs contained on the **CD-ROMs** provide visual and narrative information, as well as analysis of significant developments by some of the nation’s leading sociologists. To accomplish the goals of this course, you **must** thoughtfully view the video programs.

COURSE REQUIREMENTS

1. **WRITING ASSIGNMENTS:** You are required to complete two writing assignments based on the "Related Activities" in *Telecourse Guide for EXPLORING SOCIETY, Introduction to Sociology*, as listed in the chart that follows. Writing assignments must be typed, using a standard font size of 12 pt. (Courier, Helvetica, Times, Arial) and double-spaced. For assignment # 1 you may choose any of the Related Activities (found in your Telecourse Guide) listed in the left column. For the assignment #2, you may choose any listed in the right column.

- a) Write out the related activity you select to complete before you begin your response.

- b) Be sure to give bibliographic references and/or footnotes when using books, periodicals, other printed materials, or interviews.
- c) The first paper is due when you take Test I, and the second paper is due with Test III.

Writing Assignment # 1: Choose from Telecourse Study	Writing Assignment # 2: Choose from Telecourse Study
Guide Lesson # / Related Activity	Guide Lesson # / Related Activity
<u>Writing Assignment #1</u> Lesson 1/Activity 2 - p. 3 Lesson 3/Activity 6 - p. 24 Lesson 4/Activity 3 - p. 33 Lesson 5/Activity 5 - p. 44 Lesson 6/Activity 1 - p. 54 Lesson 7/Activity 4 - p. 63 Lesson 8/Activity 3 - p. 73 Lesson 9/Activity 2 - p. 84 Lesson 10/Activity 5 - p. 94	<u>Writing Assignment #2</u> Lesson 13/Activity 3 - p. 123 Lesson 14/Activity 3 or 4 - p. 134 Lesson 15/Activity 5 - p. 143 Lesson 16/Activity 2 - p. 154 Lesson 17/Activity 5 - p. 166 Lesson 18/Activity 1 - p. 176 Lesson 19/Activity 3 - p. 185 Lesson 20/Activity 3 - p. 196 Lesson 22/Activity 4 - p. 216

- You will be graded on:
 - **Content – 25 points**
 All writing assignments should include an introduction, multiple developmental paragraphs, and a conclusion. The introduction should introduce the topic to be discussed and the central idea of the writing assignment. Your paragraph should include a variety of techniques (examples, explanations, descriptions, quotes) that can be used to support the central idea. Your conclusion should signal the end of your writing assignment and leave the reader with your final thoughts.
 - **Grammar – 12.5 points**
 All writing assignments will be evaluated for the correct usage of English punctuation marks, as well as proper sentence and paragraph structure. Sentence fragments, run-on sentences, incorrect subject-verb agreement, incorrect verb tenses and misspelled words should be avoided.
 - **Format – 12.5 points**
 All writing assignments will be evaluated for essay length, font size and other relevant format.

2. **UNIT TESTS:** You will have **FOUR** unit tests. Each is worth 125 points toward your final grade – 50 multiple choice questions (100 points) and one essay question (25 points). The multiple choice questions are two points each.

The multiple choice questions come from the “Lesson Focal Points” and the “Practice Test” in each chapter of the Telecourse Guide. The essay question comes from the “Essay Question” of each chapter.

How to Succeed in This Course . . . Begin with your Student Course Guide!

Follow the telecourse guidelines on pp. ix of your Telecourse Guide. Read each lesson in the Telecourse Guide and refer to it for:

- Reading and video assignments (indicated in the Lesson Assignments),
- Writing assignments (selected from the Related Activities),

- Tests review (test questions are taken from the Lesson Focal Points, Practice Test and Essay Assignment).

Study the Lesson Focal Points, Practice Test and Essay Question. If you can correctly answer all the questions in the Lesson Focal Points, Practice Test and Essay Question, you should do well on the Unit Test.

To receive good grades on your writing assignments, be sure that they have correct grammar usage and good construction with an introduction, a body and a conclusion.

COURSE COMPONENTS

The following is a detailed list of the course components and is designed to help you navigate through this course to a successful completion. Before you begin each unit review the lesson assignments in order to schedule your time appropriately. Pay careful attention to the titles and numbers of the textbook chapter, the reader lesson, and the CD-ROM/video program, as their numbering might be different from one another.

Overview

Read the overview for an introduction to the lesson material. It will also provide you with the broad thematic focus of the lesson.

Lesson Assignments

Refers you to the readings in the textbook and the corresponding video/CD lesson (program title) to view.

Lesson Learning Objectives

Review the learning objectives and pay particular attention to the lesson material that relates to them.

Lesson Focus Points

This series of questions is designed to help you use the resources selected for each lesson and to direct your learning efforts. Look for the people, places, events, terms and ideas presented in the questions. They contain both the text and video focus areas and can be used as a guide to note-taking for each lesson.

Practice Tests

Use the Practice Tests contained in the Telecourse Guide. **(Remember, practice test scores do not count toward your grade!)**

QUIZZES AND EXAMS

There are four unit exams and two writing assignments required for this course (*see "Course Requirements," page 4*).

GRADE SCALE

Your performance on the Unit Tests and Writing Assignments will determine your semester grade. The semester grading scale is as follow:

Total Points Earned	Letter Grade
600-540	A
539-480	B
479-420	C
419-360	D
359 or less	F

Unit Divisions and Lesson Assignments Contained in the Telecourse Guide

Assignment	Points	Total Points
Examinations:		
Proctored Exam – Unit Test #1	125	500
Proctored Exam – Unit Test #2	125	
Proctored Exam – Unit Test #3	125	
Proctored Exam – Unit Test #4	125	
Writing Assignments:		
Writing Assignment #1	50	100
Writing Assignment #2	50	
TOTAL		600

Academic Honesty: All course work in this class is undertaken with the understanding that academic honesty is the only acceptable behavior. Further, it is understood that the instructor sets the standards of academic honesty in the class, determines when these standards have been violated, and determines the consequences of that behavior by the student. The following instances of academic dishonesty will not be tolerated and if committed, will result in a grade of “F” in the course.

- a. cheating – intentionally using or attempting to use unauthorized materials, information or student aids in any academic exercise. Specifically
 1. Copying from another student’s test paper or case problem.
 2. Using test materials not authorized by the person administering the test.
 3. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
 4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
 5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.

6. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
 7. Bribing another person to obtain an unadministered test or information about an unadministrated test.
- b. collusion – unauthorized collaboration with another person in preparing work offered for credit i.e., providing exam information to another students, working collectively on assignments intended as individual tasks.
 - c. fabrication – intentional and unauthorized falsification or invention of any information in an academic exercise.
 - d. plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise.

ASSIGNMENT SHEET

Week	STUDY GUIDE/VIDEO LESSON TITLES	Assignments
1	1) Why Sociology? 2) Sociological Perspectives	
2	3) Sociological Inquiry 4) Culture	
3	5) Socialization 6) Social Interactions, Relationships, and Structures	<input type="checkbox"/> Test I covers Lessons 1-5 <input type="checkbox"/> Writing Assignment #1 Due
4	7) Social Groups 8) Formal Organizations and Bureaucracy	
5	9) Communities, Societies, and Nations 10) Social Stratification	
6	11) Social Class 12) Gender	<input type="checkbox"/> Test II covers Lessons 6-11
7	13) Race and Ethnicity 14) Age	
8	15) Deviance and Social Control 16) Social Institutions: Religion, Family, and Economics	<input type="checkbox"/> Test III covers Lessons 12-16 <input type="checkbox"/> Writing Assignment #2 Due
9	17) Social Institutions: Politics and Education 18) Health and Medicine	
10	19) Communications Media and Technology 20) Population and Urbanization	
11	21) Social Change 22) Social Action	<input type="checkbox"/> Test IV covers Lessons 17-22

TEST REVIEW MATERIAL FOR SOCIOLOGY 1301

LESSON 1

- **Be able to define and give examples of the following terms:**
Sociology
Sociological imagination
Micro level
Macro level
Middle level
- **Textbook questions:**
 1. Who were the 19th century social theorists?
 2. What are the key principles in the sociology of Emile Durkheim?
 3. What were the factors offered by W.E.B DuBois to explain the difficulties of economic advancement of Blacks?
 4. How was W.E.B. DuBois considered as a sociologist?
- **Video (Program: *Why Sociology?*)**
 1. According to the video, what topics would and would not be studied by sociologists?
 2. According to the video lesson, what are the different levels of complexity in sociology?
 3. Be able to identify the contributions of the following: Jane Addams; Ida B. Wells-Barnett; WEB Dubois, Edward Franklin Frazier; Oscar Lewis; Harriet Martineau; Karl Marx

LESSON 2

- **Be able to define and give examples of the following terms:**
Functionalism
Symbolic interactionism
Conflict theory
Exchange theory
- **Textbook questions:**
 1. How does exchange theory explain social choices made by people?
 2. Identify the three major sociological perspectives and be able to differentiate among them.
 3. What are the main questions asked by each of the theoretical perspectives?
- **Video (Program: *Sociological Perspectives*)**
 1. Describe the differences in the sociological perspectives.
 2. According to the video lesson, what questions and issues would a sociologist using the each of the 3 perspectives examine?

LESSON 3

- **Be able to define and give examples of the following terms:**
Scientific Method
Open question
Closed question
Sampling error
Confidentiality
National census
Qualitative research
Quantitative research
- **Textbook questions:**
 1. What was the independent variable in Durkheim's study of suicide?
 2. Describe the different methods used by sociologists to study social life and be able to identify the method being used by example.
 3. What was the result of Walter Reckless' study of the location of brothels in various Chicago communities?
 4. Know how to interpret statistical information on a graph.
 5. Describe the function of variables and differentiate between dependent and independent variables by examples.
- **Video (Program: *Sociological Inquiry*)**
 1. Describe the research studies in the video, specifically those of John Gardner and Juanita Firestone.

2. According to the video lesson, what was (were) the research method(s) that sociologist John Gardner used in his study?
3. According to the video lesson, what was the question that concerned sociologists Juanita Firestone and Richard Harris?

LESSON 4

- **Be able to define and give examples of the following terms:**
Ideal Culture
Values
Ideas
Norms
Material Culture
Folkways
Culture shock
Mores
Cultural relativity
Assimilation
Ideology
- **Textbook questions:**
 1. Identify and give an example of the dimensions of culture (Robert Bierstedt).
 2. What is the task of sociology according to Herbert Spencer?
- **Video (*Culture*)**
 1. Describe specific examples of how Troy Poole and Sundar Victor exchange cultural experiences.
 2. Describe how rodeo is a subculture providing specific examples of things that make rodeo unique, including language.

LESSON 5

- **Be able to define and give examples of the following terms:**
Socialization
Adult socialization
Anticipatory socialization
Nature / Nurture
Significant others
Generalized others
- **Textbook questions:**
 1. What best explains the altruistic behavior of firefighters on September 11?
 2. Be able to discuss the various theories of socialization: Freud's theory of infant socialization, behaviorism, Mead's role-taking, Kohlberg's moral development, Erikson's psycho-social theory of socialization.
 3. According to Freud, what is the factor that was at the center of his theory of infant socialization?
 4. Discuss behaviorism giving examples. What statement best describes the beliefs of the behaviorists?
 5. What did studies of Genie reveal about the importance of human contact and effects of deprivation?
 6. What are the stages of moral development according to Kohlberg?
 7. Discuss Mead's Role Taking theory of socialization.
 8. Discuss Erik Erikson's theory of socialization.
- **Video (*Socialization*)**
 1. Who are the key proponents for each side of the nature vs. nurture debate?
 2. Discuss and give an example of how the agencies of socialization contribute to one's socialization – family, school, television, etc..
 3. According to the video lesson, what are the types of agencies of socialization?
 4. Define socialization and differentiate among different types of socialization, giving an example of each.

Possible ESSAY Questions Lessons 1 – 5

1. What are the benefits of a developing a sociological imagination? Give examples.

2. Using the Elian Gonzales case as your example, explain how the different sociological perspectives would interpret that situation. What questions would be asked and what issues would be examined by each perspective – functionalist, symbolic interactionist, conflict?
3. What makes the information gained through sociological research different from information you read in newspapers and magazines?
4. List five values that you deeply believe in and describe why these are important in your life. Where did these values come from?
5. What kind of positive (rewards) and negative (punishments) reinforcements were you given as a child by your parents? Which of them were appropriate and which were abusive? How are the methods used by your parents influencing how you intend (or are already doing) to reinforce behavior with your children?

LESSON 6

- **Be able to define and give examples of the following terms:**
Society
Social structure
Role expectations
Role conflict
Status Role
- **Textbook questions:**
 1. How does society differ from a population?
- **Video (*Social Interactions, Relationships, and Structures*)**
 1. Discuss the social structure of the U.S. Naval Academy.
 2. Who is a "plebe"?

LESSON 7

- **Be able to define and give examples of the following terms:**
Sociometry
Reciprocity principle
- **Textbook questions:**
 1. Describe the characteristics of a group in sociological terms and be able to recognize examples of groups.
 2. Identify the different types of groups – primary, secondary, etc., along with the characteristics of each type.
 3. What has social network analysis been used to study?
 4. How is acceptance to highly selective colleges related to prep school status and SAT scores?
 5. What has research on small groups indicated about people's needs and ability to meet those needs?
 6. Describe and give examples of the principles of interaction that affect groups.
- **Video (Program: *Social Groups*)**
 1. Identify the leadership styles and when each is most effective.
 2. According to the video lesson, what is the primary leader in a group sometimes called?

LESSON 8

- **Be able to define and give examples of the following terms:**
Voluntary association
Utilitarian organization
Formal organization
Coercive organization
Bureaucracy
Trained incapacity
- **Textbook Questions:**
 1. Identify the characteristics of *bureaucracy*.
 2. Describe the different types of organizations – voluntary, formal organization, bureaucracy, etc.,
 3. Describe how primary groups function within formal organizations.
- **Video (Program: *Formal Organizations and Bureaucracies*)**
 1. Provide examples of the characteristics of bureaucracy. What is a career ladder? What is the paradoxical nature of bureaucracy?
 2. Discuss *The McDonaldization of Society* including the four principles.

LESSON 9

- **Be able to define and give examples of the following terms:**
Achieved Status
Ascribed Status
- **Textbook questions:**
 1. Why is there less role conflict in simpler, more stable societies?
 2. To what can the many problems among the people in Nigeria be attributed?
 3. How many people have died globally of AIDS and HIV?
 4. What will increase in importance in a postindustrial society?
 5. What increased in importance as a result of Industrial Revolution?
- **Video (Program: *Communities, Societies, and Nations*)**
 1. Describe the types of societies and their characteristics.
 2. Which groups are prevalent in the horticultural –pastoral society?
 3. What are the characteristics of an agrarian society?
 4. What did statuses and roles revolve around in Hunting - gathering societies?
 5. Identify the importance of the Industrial Revolution as it related to society.
 6. Discuss how social change affects Santa Fe, New Mexico.

LESSON 10

- **Be able to define and give examples of the following terms:**
Ideology
Life chances
Open /class system
Closed /caste system
Social mobility
- **Textbook questions:**
 1. What did Marx mean by the idea of a “reserve army”?
- **Video (Program: *Social Stratification*)**
 1. Define stratification.
 2. On what factors is stratification usually based?
 3. According to the video, what do we use to differentiate social groups?
 4. According to the video, what is “face”?

LESSON 11

- **Be able to define and give examples of the following terms:**
Subjective Method
Objective method
- **Textbook questions:**
 1. Who is one of the nation’s leading experts in industrial history and the sociology of labor relations?
 2. Which Western nation has the largest gap between the rich and the poor?
 3. What percent of the U.S. population owns 90 percent of all stocks/bonds?
 4. What were the results of studies of Southern communities in the 1930s?
 5. How has the shift from an industrial society to a postindustrial society changed the occupational structure?
 6. What are the characteristics of the working class?
 7. According to Herbert Gans, why is greater equality hard to achieve in the U.S.?
 8. According to Herbert Gans, what are the positive functions of poverty?
- **Video (Program: *Social Class*)**
 1. Discuss how our perceptions about social classes are formed. Be able to give examples of symbols that would provide clues to one’s status.
 2. Differentiate among the social classes in the video using education, income, and occupation. What level of education are people in the lower middle class most likely to have attained?
 3. According to the video, what are the major limitations for the working class?

Possible Essay Subjects (Lessons 6-11)

1. Explain the differences between primary and secondary groups. Provide examples from your own life.
2. List and explain three advantages and three disadvantages of working within a large bureaucracy.
3. Differentiate between role conflict and role strain. Give examples of each.
4. Describe a gated community. What are three advantages of living in a gated community and the disadvantages of living in such a community.
5. Why do divorced women often experience downward mobility? Discuss such an example of downward mobility someone you know (or you) has (have) experienced.

LESSON 12

- **Be able to define and give examples of the following terms:**
Gender socialization Sexual orientation
Sexism
Bisexuality
Second shift
Minority
- **Textbook Questions:**
 1. Identify several ways in which our ideas of gender affect individual's lives and society in general.
 2. How does gender inequality affect society?
 3. Describe the *waves of feminism*, and identify the decade associated with each.
 4. Describe how historical ideas of *chivalry* and *courtly love* related to sexism.
 5. Define what is meant by the *poverty gap*.
 6. Identify the top two industrialized nations where the gender poverty ratio is greatest.
 7. Give several examples of objectification of women in the U.S.
 8. Although it varies by culture & is passed on by way of socialization, a society's ideas about men and women are shaped by the interaction of what two major influences?
 9. What is meant by the phrase, *Generalizability of research*?
- **Video (Program: Gender)**
 1. Describe how there is a gender-based division of labor for educators.
 2. Define gender identity and gender socialization.
 3. In what ways does the institution of education treat boys & girls differently?
 4. Define glass ceiling, glass escalator.

LESSON 13

- **Be able to define and give examples of the following terms:**
Race
Diversity
Expulsion
Assimilation
Net worth
Prejudice
Minority
Stereotype
Institutional discrimination
- **Textbook Questions:**
 1. Regarding the history of U.S. immigration, what was the *period of intermediate Immigration*?
 2. Describe how mortgage-lending practices can represent a form of *institutional discrimination*.
 3. Describe why I.Q. tests are not considered valid measures when attempting to compare differences in intelligence by race.
 4. Describe recent trends in residential segregation. What are some of the effects of racial and ethnic segregation?
 5. Define Robert Merton's various types of bigots and liberals.
 6. Describe what George Simmel meant by in-group/ out-group. Why do they exist?
 7. How would each of the sociological perspectives view Africa's apartheid?
- **Video (Program: Race and Ethnicity)**
 1. Discuss racism using the sociological perspectives.
 2. What is the basis of racism?

3. Be able to recognize examples of institutional racism and scapegoating from the video.

LESSON 14

- **Be able to define and give examples of the following terms:**
Age strata
Life course
Rite of passage
Age cohort
- **Textbook Questions:**
 1. Discuss the phrase, *graying of America*. What changes will occur in the shape of the population pyramid according to this trend?
 2. Describe the current trend in age discrimination?
 3. Discuss why corporations may replace older workers with younger workers.
 4. Identify the effect Medicare has had on the poverty rate among the elderly.
 5. Identify the *disengagement theory*, *activity theory*.
- **Video (Program: Age)**
 1. Identify the years of the *baby boom*.
 2. Identify how the sociological perspectives would view age & aging.
 3. Define *ageism*.

LESSON 15

- **Be able to define and give examples of the following terms:**
Deviance
Crime
Victimless crime
Stigma
White-collar crime
Primary & Secondary deviance
- **Textbook questions:**
 1. Define *deviance* & provide examples of how the definition changes by social context.
 2. Discuss *social control*, *formal and informal*, providing examples.
 3. How was social control handled when the U.S. was composed of mostly agrarian communities?
 4. According to the conflict theorists, what drives people to crime?
 5. What would be the focus of the interactionist perspective on deviance?
 6. Identify the most effective aspect of prison, according to the majority of sociologists.
 7. Discuss the effectiveness of capital punishment.
 8. How is race a variable?
 9. Specific property crimes vary by region. Where is auto theft highest?
- **Video (Program: Deviance and Social Control)**
 1. Differentiate between *formal* and *informal* sanctions.
 2. Examine deviance using the sociological perspectives.
 3. Describe which social perspective is most affirming in regard to social norms.
 4. Which social perspective would focus on different groups' chances of being arrested?
 5. Describe which sociological perspective is most closely related to *labeling theory*.

LESSON 16

- **Be able to define and give examples of the following terms:**
Family Kinship
Fictive kin
Nuclear family
Conjugal family
Family of procreation
Family of orientation
Extended family
- **Textbook questions:**
 1. Identify the goals/functions of the social institution of the family.
 2. Define *exogamy* and *endogamy* as they relate to family and marriage.
 3. Define *profane*, the *sacred*, *secular*, *church*, *fundamentalists*.

4. Differentiate between a *sect* and a *denomination*.
 5. Define the *central theory of economics*.
 6. The story of E.L. Winthrop illustrates the difference in what types of societies.
 7. Describe what factors are central to the analysis of economic institutions within any society.
 8. What elements are essential for a market to exist?
 9. Describe Whyte's ideas for reducing tension in the restaurant industry.
 10. Define Burawoy's term *making out*.
 11. Describe the positive outcomes of employee mentoring.
- **Video (Program: *Social Institutions, Religion, Family, and Economics*)**
 1. Discuss the function of social institutions according to sociologist Felipe Gonzales.
 2. Discuss challenges to the social institution of religion.
 3. Discuss the factors contributing to the increasing number of single parent families.
 4. Identify the most common way economics influences our daily lives.

Possible Essay Subjects (Lessons 12-16)

1. In your family, did your parents assign and perform tasks and responsibilities based on the expectations of gender roles? Give specific examples of the tasks each gender and parent was assigned?
2. List and discuss three (3) stereotypes you hear about older people. Explain the basis for each stereotype.
3. Discuss how our knowledge about aging has changed over the past 25 years. Why is this becoming such an important aspect of our lives?
4. Compare and contrast two different forms of religion.
5. Describe changes that have greatly influenced globalization.
6. List and discuss three (3) advantages and three (3) disadvantages of globalization.

LESSON 17

- **Be able to define and give examples of the following terms:**
 Power Authority
 Legitimacy
 Political ecology
 Degree inflation
 Educational Achievement
- **Textbook questions:**
 1. Identify the three types of authority discussed by Max Weber.
 2. Discuss the functions performed by schools.
 3. Define and draw distinctions between *mass education* & *elite education*.
 4. Identify the decade in which many nations began developing systems of mass education
 5. Define *educational attainment*, *educational achievement*.
 6. Identify the outcomes of *educational tracking* for various ethnic groups
 7. Identify the key factor regarding inequality in higher education achievement.
 8. How are social policies determined in the majority of school systems?
 9. According to John Yinger's research what would be required to decrease school segregation?
- **Video (Program: *Social Institutions: Politics and Education*)**
 1. Discuss the hidden curriculum.
 2. Discuss roles, groups, values found in education and politics.
 3. Identify a challenge facing the social institution of politics in the United States.
 4. Identify how Anna's life intersects with various social institutions.

LESSON 18

- **Video (Program: *Health and Medicine*)**
 1. Describe how each of the sociological perspectives would look at health and medicine. How would their insights vary?
 2. Differentiate between *preventive* and *curative* medicine.
 3. Discuss the role of the epidemiologist. What social factors might he consider?
 4. Identify the purpose of the original mental asylums.
 5. Identify the central issue for health insurance providers.

LESSON 19

- **Be able to define and give examples of the following terms:**
High technology
Technology assessment
Cultural lag
Environmental stress
- **Textbook questions:**
 1. Identify the source of energy in the future.
- **Video (Program: *Communications Media and Technology*)**
 1. Discuss how the communications media influences our perceptions of war.
 2. Where did many people form their visual perceptions about the war?
 3. What was created by the real images of the Vietnam War and conflict?
 4. How broad is ownership in the social institution of communications media?
 5. Identify the harm often done with reality television, particularly in the area of crime and violence according to sociologist Mary Virnoche.
 6. Discuss how we interact with and are influenced by the social institution of communications/ media. Explain how cell phones can reduce public space.

LESSON 20

- **Be able to define and give examples of the following terms:**
Chain migration
Urbanization
The Urban revolution
Gentrification
Suburbs
Decentralization
Defended neighborhoods
- **Textbook questions:**
 1. Identify the factors that contribute to the size of a population.
 2. Identify the concentric-zone model of population expansion.
 3. Describe what factors causes people to migrate to the cities of the world.
 4. Describe the various stages of *Demographic transition theory* and how they effect population.
 5. What did George Simmel argue were the negative factors of urban living?
 6. What are the factors that limited the size of cities?
 7. Urbanization and industrialization usually are accompanied by decreasing birth rates. In the cities of what global regions, does this trend appear to be reversed?
 8. What appears to be the major factor causing urban growth in the above countries?
 9. What are some of the consequences of urbanization?
 10. When was the so-called “urban revolution” first felt in the U.S.?
 11. Describe why urban, ethnic enclaves and niche-markets like Korean convenience store ownership are so common.
 12. Describe the consequences of China’s one-child policy.
 13. What does the increasing number of private communities in the United States indicate?
- **Video (Program: *Population and Urbanization*)**
 1. Identify why sociologists are interested in studying population.
 2. Identify factors sociologists consider when looking at birth rate.
 3. Identify how the size of families is changing.
 4. Identify the types of highway development in the peripheral model.
 5. Describe the value of open space in urban planning. Why is it neglected?
 6. Identify what contributed to the growth of suburbs, according to sociologist Mary Pattillo. To what factor does the video lesson attribute their growth?
 7. Describe how you determine *population growth* for a country.
 8. What are the disadvantages associated with gated communities?

LESSON 21

- **Be able to define and give examples of the following terms:**
Endogenous force
Exogenous force

Modernization
Posttraumatic stress disorder
Life expectancy

- **Textbook questions:**
 1. Identify the event ranked; the most important in society by those 70 yrs old and older.
 2. Identify Pitirim Sorokin's *ideational culture, sensate culture*.
- **Video (Program: Social Change)**
 1. Identify examples of social change at the three sociological levels – micro, macro, middle.
 2. Explain *war* as a *paradox*.
 3. What dramatic, gender related change resulted from World War II.
 4. Explain how modernization has affected Jerry Hare and his family.

LESSON 22

- **Be able to define and give examples of the following terms:**

Collective behavior
Social movements
- **Textbook questions:**
 1. Identify the types of social movements.
 2. Define and give examples of *charismatic leader*.
 3. Identify the elements of the theory of *relative deprivation*.
- **Video (Program: Social Action)**
 1. Name the reasons why sociologists are so interested in studying collective behavior.
 2. Discuss John Lofland's chart, giving examples of the emotions and structure.
 3. Give examples of a mass and a crowd.
 4. Discuss the evolution of the Civil Rights Movement as a social movement.
 5. Discuss sociologist's Victor Ayala's involvement in bringing about social change.

Possible Essay Subjects (Lessons 17 -22)

1. List and explain three (3) positive and three (3) negative factors you experienced in your education in elementary school, junior high school, or high school.
2. Explain why voting is so important. Do you know people who do NOT vote. Why don't they vote?
3. Discuss the differences between curative and preventive health care. Provide an example of each.
4. Discuss two (2) types of alternative health care.
5. Discuss how has our view of mental health and mental illness changed in the past 50 years?
6. Discuss two (2) examples of environmental stress.

SPECIAL NOTE FOR TEST 4: While preparing this study guide, I located two items on test 4 that are actually from the lesson 16 video lesson (Religion, Family, & Economics). They are:

1. What are some small, personal, everyday activities that illustrate our involvement and interaction with the institution of the economy i.e. (the production, marketing and consumption of goods and services)?
2. What large category of our lives and daily activity is most closely associated with the institution of the economy?

NCPACE COURSE PLANNER

It is crucial to plan out the time you have to complete your NCPACE course effectively so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The TeleCourse Study Guide and this NCPACE Student Materials are your syllabus. They will take you step by step through the course for which you enrolled.

In class, professors provide students with due dates for each assignment and exam. Because each command determines its own NCPACE term dates, it is impossible to give due dates. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at his/her personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact (POC) on board for your current semester dates.

Semester 1: Start Date _____ End Date _____

Below is a list all of the assignments required for this course. It is recommended that you take this time to determine when you would like to have each of the requirements completed. By doing this simple exercise, it will be easier to remain on tack through the semester.

Unit Test #1: _____ Writing Assignment #1 _____

Unit Test #2: _____

Unit Test #3: _____ Writing Assignment #2 _____

Unit Test #4 _____

It is recommended that you make a copy of this page for your NCPACE POC so he/she can see that you have planned ahead and get an idea of when he/she will need to proctor exams. Please remember to schedule each exam with your NCPACE POC a few days prior to the actual date you wish to take the exam. The dates you determine are not fixed, but as stated above are flexible so long as the course requirements are completed by the end of the semester.

COURSE ASSIGNMENT CHECKLIST

SOCI 1301: Introduction to Sociology

EXAMINATIONS:

- Proctored Unit I Test
- Proctored Unit II Test
- Proctored Unit III Test
- Proctored Unit IV Test

WRITING ASSIGNMENTS:

- Writing Assignment #1 (due with Unit Test I)
- Writing Assignment #2 (due with Unit Test III)

**NCPACE Video CDs from Dallas TeleLearning for
“Exploring Society” video lessons**

CDs that are labeled V2.0 ©2005 contain individual video lessons in Windows Media Video format. These CDs require Microsoft’s Windows Media Player to view the videos. This set of CDs consists of 4 discs.

To view the videos:

1. Right click the mouse over the Start Button on the Task Bar.
2. Use the left button on the mouse and click on Explore
3. Under My Computer locate the letter that designates your CD player. Usually it is D: but it can be E: or another letter
4. Click on the letter designating your CD Player
5. A Window on the right side of your screen will display the contents of the CD.
6. Find the appropriate video lesson and double-click on the video file to view it.

Video Lesson Breakdown:

CD 1 – Lessons 1-6, video files ES01.wmv - ES06.wmv

CD 2 – Lessons 7-12, video files ES07.wmv - ES12.wmv

CD 3 – Lessons 13-17, video files ES13.wmv - ES17.wmv

CD 4 – Lessons 18-22, video files ES18.wmv - ES22.wmv

*For questions regarding textbooks, grade requirements, lessons, software issues, etc.
contact: NCPACE@dcccd.edu*