

# Chapter 1: The Sociological Perspective

## LEARNING OBJECTIVES

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1. Understand the sociological point of view and how it differs from that of journalists and talk-show hosts.
2. Compare and contrast sociology with the other major social sciences.
3. Describe the early development of sociology from its origins in nineteenth-century Europe.
4. Know the contributions of sociology's early pioneers: Comte, Martineau, Spencer, Marx, Durkheim, and Weber.
5. Describe the early development of sociology in the United States.
6. Understand the functionalist, conflict theory, and interactionist perspectives.
7. Realize the relationship between theory and practice.

## CHAPTER OUTLINE

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### I. Sociology as a Point of View

- A. The Sociological Imagination
- B. Is Sociology Common Sense?
- C. Sociology and Science
- D. Sociology as a Social Science
  1. Cultural Anthropology
  2. Psychology
  3. Economics
  4. History
  5. Political Science
  6. Social Work

### II. The Development of Sociology

- A. Auguste Comte (1798-1857)
- B. Harriet Martineau (1802-1876)
- C. Herbert Spencer (1820-1903)
- D. Karl Marx (1818-1883)
- E. Émile Durkheim (1858-1917)
- F. Max Weber (1864-1920)
- G. The Development of Sociology in the United States

### III. Theoretical Perspectives

- A. Functionalism
- B. Conflict Theory
- C. The Interactionist Perspective
- D. Contemporary Sociology
- E. Theory and Research

### IV. Summary

## KEY CONCEPTS

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**sociology:** the scientific study of human society and social interactions.

**sociological imagination:** the relationship between individual experiences and forces in the larger society that shape our actions.

**science:** a body of systematically arranged knowledge that shows the operation of general laws.

**scientific method:** a process by which a body of scientific knowledge is built through observation, experimentation, generalization, and verification.

**empiricism:** the view that generalizations are valid only if they rely on evidence that can be observed directly or verified through our senses.

**social sciences:** those disciplines that apply scientific methods to the study of human behavior.

**social Darwinism:** Charles Darwin's notion of "survival of the fittest" applied to society, in which those species of animals best adapted to the environment survived and prospered, while those poorly adapted died out.

**social functions:** those social processes that contribute to the ongoing operation or maintenance of society.

**manifest functions:** the intended and recognized consequences of social processes.

**latent functions:** the unintended or not readily recognized consequences of social processes.

**paradigms:** models or frameworks for questions that generate and guide research.

**functionalism:** a view of society as a system of highly interrelated structures or parts that function or operate together harmoniously.

**conflict theory:** a view of society that proposes that each individual or group struggles to attain the maximum benefit, causing society to change constantly in response to social inequality and social conflict.

**interactionist perspective:** a view of society that focuses on how individuals make sense of—or interpret—the social world in which they participate.

**symbolic interactionism:** a view of society concerned with the meanings that people place on their own and one another's behavior.

**middle-range theories:** theories concerned with explaining specific issues or aspects of society instead of trying to explain how all of society operates.

## KEY THINKERS/RESEARCHERS

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**Auguste Comte:** coined the term *sociology*; emphasized empiricism; thought society was evolving toward perfection.

**Harriet Martineau:** wrote observations of institutions (prisons, factories, and so on); compared American and European class systems.

**C. Wright Mills:** American sociologist; developed concept of the sociological imagination.

**Herbert Spencer:** saw society as an organism; applied Darwin's idea of survival of the fittest to explain and justify social conditions of different individuals and groups.

**Émile Durkheim:** emphasized social solidarity; studied rates of behavior in groups rather than individual behavior.

**Karl Marx:** viewed social change as resulting from the conflicts between social classes trying to secure their interests; thought that eventually the workers would overthrow the capitalist-run system.

**Max Weber:** thought power, wealth, and status were separate aspects of social class; saw bureaucratization as a dominant trend with far-reaching social consequences; contradicted Marx in arguing that religious ideas influenced economics, specifically that Protestantism brought the rise of capitalism.

**Jane Addams:** American social reformer; founded Hull House, a settlement house for immigrants in Chicago.

**W.E.B. Du Bois:** African American sociologist, early twentieth century; militant opponent of racism and keen observer of its effects (*The Souls of Black Folk*).

**Talcott Parsons:** American proponent of structural functionalism who saw social systems as complicated but stable interrelations of diverse parts.

**Robert K. Merton:** advocated middle-range theories and emphasized the distinction between manifest and latent functions of social processes.

**George Herbert Mead:** theorist whose ideas provide the basis for symbolic interactionism.

## LECTURE AND CLASSROOM SUGGESTIONS

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**1. The Sociological Imagination.** Most introductory students are not used to viewing the world sociologically. Provide a thorough description of the sociological imagination, then model its application. After going through several examples, pose a problem to the class and have them try to analyze it using their best sociological imaginations. This can be done in small groups or with the class as a whole, depending on your situation and preference. One of the most challenging aspects of teaching introductory sociology is enabling students to move beyond psychological reductionism in their approach to social problems. You may need to spend a considerable amount of time on this topic, drawing them into discussions of contemporary social problems and using the sociological imagination; for example, building campus-community connections, working through campus diversity issues, and visiting homeless shelters (if they exist in your community).

**2. Famous Sociologists Describe and Debate Student Work or School.** What is work or school like from the perspective of a sociologist? Ask students to pretend that they are one of the sociologists in Chapter 1. As a famous sociologist, each student is invited to describe either the workplace or school. For example, as Marx, a student should review how conflict related to societal groups shapes work or school and their experiences of class and inequalities. As Durkheim, a student should describe the basic functions of a workplace or school and how roles are related to structure. Have students form small groups and share their comments. You can also have students pair off or organize a debate between panels on seeing society through the different sociologists' perspectives. This exercise also gives you the opportunity to show how some sociologists combine perspectives, such as conflict based functionalists. You can combine the in-class lecture and thinking exercise with homework participation on a class blog or wiki to extend student engagement with the questions they raise. Links to biographies of the sociologists and snapshots of situations can also be placed on the blog site.

**3. Sociology vs. Common Sense.** There are essentially two kinds of "common sense" approaches to understanding society and social life. The first is exemplified in proverbs, as Tischler notes. What students need to understand is that this kind of common sense, though true on its own terms, doesn't always give them the *rules* or knowledge of the *governing conditions* for conflicting bits of folk wisdom. (For example, is this a time when "the squeaky wheel gets the grease"? Or is it a time when "silence is golden"? Your job, your personal relationship, your life may depend on knowing the difference.) This can be modeled for students in a lecture, then ask them for examples.

**4. Sociology as a Social Science.** Present a chart showing suicide rates by gender and age from Chapter One. Ask students to brainstorm possible causes for the differences between men and women over the lifespan; for example, why elderly men are at much higher risk for suicide than elderly women. Ask the students to provide ideas about possible causes of suicide among different age groups. Allow them to introduce anecdotal stories from their lives and experiences. Follow up by asking students to find similar contrasts or information reported about suicide rates among religious, ethnic, and racial groups, and by geographic region. Relate the fact-finding assignment to classic work by Durkheim. You can show them how social science helps us see patterns in society that we may not be aware of in everyday life. Social science shows us what we can document about human behavior compared to stories full of emotion that are important to people who knew about a suicide. Present an example of how a suicide intervention program uses social science. You can also make this a locally grounded assignment by asking how suicides reported in their town or area in the recent past are similar or different compared to patterns reported from large samples. What questions arise during their investigations? This can be organized as a small group assignment as well. To

make this assignment a social media interactive lesson, have student send links to the information they found with a two-line description to a Twitter group account for the class. A blog site or wiki page can also be made for students to share their discoveries.

**5. Theoretical Perspectives.** After the three sociological perspectives are explained and contrasted, ask students to write a description of their favorite social activity using the language of one of the perspectives. Follow this description with a question written in the language of each perspective: one functionalist question, one conflict perspective question and one interaction perspective question. Later on, you can ask which empirical approaches are the best research methods for finding information about the student's topic. Briefly discuss some examples of research from each perspective.

## STUDENT ACTIVITIES

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**1. Introductions.** Having students introduce themselves early in the course is a significant way to affirm the importance of each student, recognize diversity among people and experiences present in the classroom, and create an atmosphere of informality and mutual respect. Nametags or desk tags (folded over index cards) are not out of line if a goal of yours is getting students to interact with one another. There are a variety of ways to handle introductions. One way is to pair students, give them a short period of time to talk with each other, then have each student introduce their partner to the class as a whole. This forces students to learn something about someone else. Since everyone's doing it, though, it's usually non-threatening. Interesting information usually comes out because as individuals we don't entirely control what seems interesting about us to another person. By commenting on each introduction, noting similarities and validating differences, you as the instructor can do much to create a positive atmosphere for the class. You can also draw out a variety of sociological themes that arise from student stories.

**2. Who Am I Introductions.** A way to have students introduce themselves that is revealing and also likely to evoke sociological themes is the "Who Am I?" exercise. A well-known social psychology experiment and diagnostic counseling technique, this exercise involves writing "Who Am I?" at the top of a blank sheet of paper, numbering 1 to 20 down the left-hand side (you may want to cut it to 10-12 to save time), and then providing that number of answers to the question. You can have students exchange papers (this may be threatening to some, but hold on) and have the partner introduce the person. As students conduct the introductions, it gives you the opportunity to preview many themes that will be covered in the course: status and role, ascribed vs. achieved status, personality traits and socialization, the social definition of race and ethnicity, various definitions of social class, or our sociological maxim that no man/ woman is an island. We all live in relationships in which we need one another and share expectations about behavior. What would not get done if you were missing from one of the groups on your list? Ask students to save this list in their notebooks for future reference. This should draw students into the class by showing them that much of what the course will cover is relevant to their lives.

**3. Welcome to My World, a Sociological Guide.** As a basis for her work, Harriet Martineau wrote notes describing life in America. Students come from different geographic and social places that are interesting to compare. If you beamed down from an alien spaceship (or arrived as an exchange student or immigrant) and did not know anything about this world, you could use a rough guide to what someone might encounter. Ask students to write 1-2 pages describing their daily lives, including people, places, organizations, and groups, as well as normal everyday activities. What basic rules and materials do you need to get along in each world? Compare what the rough guides have in common and how they differ.

**4. Sociologists vs. Journalists and Talk-Show Hosts.** Tape a segment of a current talk show host who focuses on social problems and social relationships (the wilder the better, probably!). Show the tape to the class, then divide them into groups to work out how a sociologist would analyze the same issue. You can also do this exercise by supplying magazine or newspaper articles on social issues. Another variation of this activity is to have the students provide the articles for analysis. This way, the students begin to see their environment using sociological lenses. A short version with less preparation involves asking students to recall current controversies and scandals in the news. There is no shortage of current sociological topics: infidelity, power and privilege, how to pay for government, and the moves of the rich and famous compared to the poor and unknown. How would famous sociologists analyze these stories?

**5. The Sociological Imagination and Ethnomethodology.** Have students go to different public places (e.g., any fast food restaurant, the mall, an airport) and observe behavior. Instruct them to pay particular attention to the rules that govern different kinds of interactions: where to walk, what to look at when you pass someone, how to “hang out,” how to make small talk, etc. If the students are brave enough, have them, in the best ethnomethodological tradition, violate some rules (emphasize that they should not do anything that would jeopardize the safety of themselves or others!). Have students generalize about the importance of social rules (norms). Beyond the report, it is a good addition to have some student volunteers share their experiences with the class as a whole.

**6. Sociology and Other Social Sciences.** Pose a social problem or series of problems to the class and ask them to describe how different types of social scientists would approach the problem. This can be done in groups or as a writing assignment.

**7. Manifest vs. Latent Functions.** Give the students examples of social institutions, organizations, roles, norms, etc., and ask them, in small groups, to come up with a list of manifest and latent functions. This can be very enlightening for them, as they begin to realize that things are not always what they seem.

## INTERNET ACTIVITIES

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### The Sociological Imagination

<http://thesociologicalimagination.com/>

This blog site introduces students to discussions by sociologists. A major challenge in the first few weeks of class is to move students away from taken-for-granted ideas and the language of other disciplines so that they learn how sociologists think about topics.

1. What is the value of sociology beyond what the humanities and its sister human sciences have to offer?
2. What did you learn in (any) sociology class that you could not have learned in history, economics, political science, etc.?
3. Using the site as evidence, what issues engage the most interest from sociologists?
4. Is sociology just a mash of subject matters, or is there a theoretical core that guides most sociologists in interpreting their research findings?

### Sam Richards: A radical experiment in empathy

[http://www.ted.com/talks/sam\\_richards\\_a\\_radical\\_experiment\\_in\\_empathy.html](http://www.ted.com/talks/sam_richards_a_radical_experiment_in_empathy.html)

Sociologist Sam Richards teaches one of the largest race and ethnic relations classes in the United States. In TEDTalk: A Radical Experiment in Empathy, Richards asks us to use empathy as a basis for understanding human behavior, illustrating how to see the world differently by walking in shoes similar to those of people we have called enemies or rivals. Students can form small groups to discuss this experience and how to relate the lesson to the sociological perspectives. Students could also contribute their written reactions to a class blog site.

1. Make a list of the general points Richards makes about societies dominated by the interests of a foreign power and its culture.
2. What did you learn about social conflict between societies?
3. Can you apply Richards’s method to another country or situation (for example, the Drug Wars in Mexico)?

### Office Hours – Conversations about social science

<http://thesocietypages.org/officehours/>

Select one of the podcast interviews with contemporary sociologists talking about a recent book or publication. Write a brief summary of the interview. Students can post their summaries on a class blog site or share them with the class in person.

1. What is the topic of the book or publication?
2. What are the major discoveries or arguments in the book?
3. What conflicts or debates are important in this study?
4. Can you relate contemporary sociology to some of the ideas in the classic perspectives?

### Dead Sociologists Index

<http://media.pfeiffer.edu/lridener/DSS/>

Try to find as much biographical information as you can about one of the sociologists in Chapter One.

1. Who was that man or woman in the society of the time?
2. Why is he or she important to sociology as a discipline?
3. What were the sociologist's major accomplishments or achievements that influenced or changed the world?
4. Did he or she leave behind or inspire organizations, movements or schools?

### RESOURCES

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The best resources are texts written or inspired by major authors of the sociological perspectives reviewed in Chapter One.

Jane Addams, *Twenty Years at Hull House*. Wilder Publications, 2012.

Elijah Anderson, *Code of the Streets*. W.W. Norton, 2000.

Peter L. Berger and Thomas Luckmann, *The Social Construction of Reality*. Knopf Doubleday, 1967.

W.E.B. DuBois, *The Philadelphia Negro*. University of Pennsylvania Press, 1995.

Emile Durkheim, *Suicide, A Study in Sociology*. Free Press, 1967.

Judith Lorber, *Breaking the Bowls, Degendering and Feminist Change*. W.W. Norton, 2005.

Karl Marx and Frederick Engels, *The Communist Manifesto and Other Classics*. Barnes and Noble, 2005.

Robert C. Merton, *Social Theory and Social Structure*. Free Press, 1949.

C. Wright Mills, *The Sociological Imagination*. New York: Oxford University Press, 1959.

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*. Taylor and Francis, 1987.

## Chapter 2: Doing Sociology Research Methods

### LEARNING OBJECTIVES

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1. Explain the steps in the sociological research process.
2. Analyze the strengths and weaknesses of the various research designs.
3. Know what independent and dependent variables are.
4. Know what sampling is and how to create a representative sample.
5. Recognize researcher bias and how it can invalidate a study.
6. Explain the strengths and weaknesses of the various measures of central tendency.
7. Read and understand the contents of a table.
8. Explain the concepts of reliability and validity.
9. Understand the problems of objectivity and ethical issues that arise in sociological research

### CHAPTER OUTLINE

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#### I. The Research Process

- A. Define the Problem
- B. Review Previous Research
- C. Develop One or More Hypotheses
- D. Determine the Research Design
  1. Surveys
  2. Participant Observation
  3. Experiments
  4. Secondary Analysis
- E. Define the Sample and Collect data
  1. Researcher Bias
- F. Analyze the Data and Draw Conclusions
- G. Prepare the Research Report

#### II. Objectivity in Sociological Research

#### III. Ethical Issues in Sociological Research

#### IV. Summary

### KEY CONCEPTS

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**research process:** a sequence of steps when designing a research project; involves defining the problem, reviewing previous research on the topic, developing one or more hypotheses, determining the research design, defining the sample and collecting data, analyzing and interpreting the data, and preparing the research report.

**empirical question:** a question that can be answered by observing and analyzing the world as it is known.

**operational definition:** a definition of an abstract concept in terms of the observable features that describe the thing being investigated.

**hypothesis:** a testable statement about the relationships between two or more empirical variables.

**variable:** anything that can change (vary).

**statement of causality:** a declaration that something brings about, influences, or changes something else.

**statement of association:** a declaration that changes in one thing are related to changes in another, but that one does not necessarily cause the other.

**independent variable:** a factor that causes or changes another variable.

**dependent variable:** a factor that is influenced by the independent variable.

**survey:** a research method in which a population, or a portion thereof, is questioned in order to reveal specific facts about itself.

**cross-sectional study:** a study that cuts across a population at a given time.

**longitudinal research:** research that investigates a population over a period of time.

**interview:** a conversation between two (or occasionally more) individuals in which one party attempts to gain information from the other(s) by asking a series of questions.

**structured interview:** a research interview entirely predetermined by a questionnaire (or so-called interview schedule) that is followed rigidly.

**semi-structured ,or open-ended, interview:** a form of research conversation in which the investigator asks a list of questions but is free to vary them or even to make up new questions on topics that take on importance in the course of the interview.

**participant observation:** researchers entering into a group's activities and observing the group members.

**experiment:** an investigation in which the variables being studied are controlled and the researcher obtains the results through precise observation and measurement.

**secondary analysis:** the process of using data that has been collected by others.

**sample:** the particular subset of the population chosen for study.

**sampling:** a research technique through which investigators study a manageable number of people, known as the sample, selected from a larger population or group.

**representative sample:** a sample that shows, in equivalent proportion, the significant variables that characterize the population as a whole.

**sampling error:** the failure to achieve a representative sample.

**random sample:** technique of selecting subjects so that each individual in the population has an equal chance of being chosen.

**stratified random sample:** a method to prevent certain groups from being under- or over-represented in a sample.

**researcher bias:** the tendency for researchers to select data that support, and to ignore data that seem to go against, their hypotheses.

**blind investigators:** investigators who do not know whether a specific subject belongs to the group of actual cases being investigated or to a comparison group.

**double-blind investigators:** investigators who are kept uninformed not only of the kinds of subjects (case subjects or comparison group subjects) they are studying but also of the hypotheses being tested.

**analysis:** the process through which large and complicated collections of scientific data are organized so that comparisons can be made and conclusions drawn.

**validity:** the extent to which a study tests what it was intended to test.

**reliability:** the extent to which the findings of a study are repeatable.



## LECTURE AND CLASSROOM SUGGESTIONS

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- 1. The Research Process.** Choose a research study with which you are familiar. Select a topic you believe will appeal to students and follow it through each of the steps of the research process. You may want to construct a flowchart to emphasize the decisions and tradeoffs that are made at each step of the process. A handout that can be used to reinforce the information on the research process may be found in the Resources section at the end of this chapter. It is important to convey to students the contingent nature of research.
- 2. Students and the Research Process.** After you have modeled the process for students, see if they can do it. Have the class agree on a particular problem they want to know more about. Then have them generate hypotheses, think about measurement and research design, etc. (If your class is a large lecture one, this activity can be done in small groups as well. Just allow more organization time as well as time for them to get together, as there will be more time conflicts with greater numbers of participants.)
- 3. Sociologists as Detectives.** Tischler suggests in his introduction to the research process that sociological research and detective work have a lot in common. Use this metaphor to model the research process. You may want to draw explicitly on famous detectives from literature, film, or television. Not only does this make for a lively class, but also it connects sociological knowledge to things the students already know. Whenever you can make this kind of connection, you are engaged in a proven effective teaching and learning technique.
- 4. Researcher Bias.** Discuss the phenomenon of the self-fulfilling prophecy, showing both how it introduces biases into research and how it can be controlled through techniques like random selection and blind and double-blind investigations. Pose situations to the class in which a researcher's objectivity may potentially be compromised even for laudable reasons (e.g., wanting desperately to find a cure for AIDS, desiring to find a magnitude and seriousness in the problem of homelessness such that politicians will be forced to take action, etc.).
- 5. Ethical Issues in Research.** Pose some ethical dilemmas in research to the class; it usually is not hard to get a lively discussion going on this issue. The Tuskegee Experiment or Laud Humphrey's famous study are good discussion materials. Also, you may want to talk about the problem of reactive effects and efforts to research humans in a naturalistic setting. Given that the technology of "snooping" is highly advanced today, how far can we justifiably go in invading people's privacy, even in public places? Even when this invasion generates highly reliable data about people's social behavior?

## STUDENT ACTIVITIES

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- 1. Operational Definitions in Research.** The first problem in research design is to define what it is you seek to measure or find information about from the people you will use in a sample. Tischler discusses the challenge of defining love. Here are some thinking exercises for small groups of students. How would you study vampires and their impact on American society? What kinds of data would you use? What is empirical about the study? Define a vampire or a range of vampires that you would include in your investigation. Take this cultural studies exercise seriously. Students can later do a content analysis of media portraying vampires. Do vampires in the content analysis represent something else in our society, such as gender roles, problems in relationships, generational experiences, or life passages? You can replace vampires with zombies or other cultural products of imagination, such as romantic love or perfect sex.
- 2. Decoding Popular Presentations of Research.** Review Tischler's "How to Spot a Bogus Poll." Find relatively detailed presentations of social research findings in newspapers and magazines. Copy and pass this information out to the class after you have covered the research process. Then have the students go through it (collectively, in small groups, or individually as a writing assignment) and assess the strengths and weaknesses of the research along each step of the process. This experience makes them far more critical consumers of social science data.
- 3. Generating Hypotheses.** Prepare in advance a number of lists of variables that may indeed be related, but do not indicate that relationship—simply list the variables. In class, divide students into groups and give each group a list of variables. Ask them to generate hypotheses around this list. They should be encouraged to begin by brainstorming—no

idea is too wild or far out to be listed. This usually gets their creativity moving, particularly if you encourage consideration of virtually all hypotheses regardless of how farfetched they might seem initially.

**4. Evaluating Research Designs.** Pose a hypothesis to the students (or have them come up with one) and then, in small groups, have them discuss and write up how they would research the identical hypothesis using *each* of the three designs presented by in the text.

**5. Representative Samples and Sampling Bias.** Bring in examples of research reported in newspapers and magazines. Copy and pass it out to students. Then ask them to evaluate (possibly as a writing assignment) the representativeness of the samples used. Be sure you have some reasonably good as well as trashy examples. In the class discussion, make sure that students become aware of the whole range of possible biases (e.g., response rates and reactive effects of mail vs. phone vs. in person interviews). Give students as many examples and as much practice as possible in evaluating samples and thinking about how to ensure randomness.

**6. Reading Tables.** Copy one or more data tables of interest and hand them out to the class. Good sources of tables include the *Current Population Reports* from the U.S. Census and the *Monthly Labor Review*, which includes data on employment and income. As a writing assignment and/or in small groups, have the students analyze the data according to the criteria laid out by Tischler in "How to Read a Table." Another possibility is to ask students to generate hypotheses that are capable of being tested with the data you have given them. This is a pretty sophisticated application of knowledge and skills. If you use table analysis as a writing assignment, it is a good candidate for peer critique. Have students read each other's papers and give feedback on whether the table is summarized and analyzed clearly and accurately. This provides an alternate method for learning and reinforcing the necessary skill of table reading.

## INTERNET ACTIVITIES

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### General Social Survey

<http://www3.norc.org/GSS+Website/>

The General Social Survey is one of the best research resources for longterm trends in U.S. society. Since 1972, the GSS has been one of the most frequent sources of variable survey data in social science. Secondary research reports are available, as well as code books and data sets for primary research. Have students explore relationships between variables using the GSS. Even a 100-level course without statistical background can learn about how variables are defined and how the research process is reported after a study.

### Paula England Offers Data on Hook Up Culture – Sociological Images

<http://thesocietypages.org/socimages/2012/02/15/paula-england-offers-data-on-hook-up-culture/>

Watch Paula England's summary of her research on contemporary sex seeking hook ups. Have your students design a survey to discover student behavior and beliefs about dating that you can deliver over the Internet. Use a free survey application from the Internet to deliver the survey by email to the class. Ask student organizations if they would participate and distribute the survey to their members. What is sex? As Dr. England from Stanford showed, how students interpret what hooking up means and what actually happens in a hook up may vary from person to person and between genders. The definition of sex has recently come to debate in states such as North Carolina where only married couples are legally entitled to have consensual sex with privacy guaranteed. Single people may still be committing a code violation. Some people do not believe that oral sex or manual stimulation "counts" as full sex. Research debates over how to define sex. Write a definition and description for a research study. Jason Young and Paula England have published a classroom aid, *The Media Education Foundation Study Guide, Understanding Hook Up Culture* that is available online. Your students can locate it by title through Google.

### The U.S. Government's Official Web Portal

<http://www.usa.gov/>

Émile Durkheim based his famous theories about suicide on data from the French Census. Explore secondary research sources for data about social science under the Topics tab on usa.gov. Have each student find a government website that organizes access to secondary data. Students can write a summary paragraph about the kind of research data that is available. Include the definition of the topic, description of charts, type of data, how it

is reported, by what rate or category, and the number of cases in the survey. The class can post their findings on a class blog, wiki, or list.

## RESOURCES

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Earl R. Babbie. *The Practice of Social Research*, 13th ed. Wadsworth, 2013.

The most widely used and cited textbook for sociological methods in the United States.

Norman K. Denzin and Yvonna S. Lincoln (eds.), *The SAGE Handbook of Qualitative Research*, 4 ed. Thousand Oaks, CA: Sage, 2011.

Often instructors devote more time to quantitative research as opposed to qualitative varieties. This classic anthology contains more than three dozen articles ranging from ethical issues in research to the techniques of observation

## Chapter 3: Culture

### LEARNING OBJECTIVES

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1. Understand how culture makes possible the variation in human societies.
2. Distinguish between ethnocentrism and cultural relativism.
3. Know the difference between material and nonmaterial culture.
4. Understand the importance of language in shaping our perception and classification of the world.
5. Discuss whether animals have language.
6. Understand the roles of innovation, diffusion, and cultural lag in cultural change.
7. Explain what subcultures are.
8. Describe cultural universals.

### CHAPTER OUTLINE

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- I. The Concept of Culture**
  - A. Culture and Biology
  - B. Culture Shock
  - C. Ethnocentrism and Cultural Relativism
- II. Components of Culture**
  - A. Material Culture
  - B. Nonmaterial Culture
  - C. The Origin of Language
  - D. Language and Culture
- III. The Symbolic Nature of Culture**
  - A. Symbols and Culture
- IV. Culture and Adaptation**
  - A. What Produces Cultural Change?
  - B. Cultural Lag
  - C. Animals and Culture
- V. Subcultures**
  - A. Types of Subcultures
    1. Ethnic Subcultures
    2. Occupational Subcultures
    3. Religious subcultures
    4. Political Subcultures
    5. Geographic Subcultures
    6. Social Class Subcultures
    7. Deviant Subcultures
- VI. Universals of Culture**
  - A. The Division of Labor
  - B. Marriage, the Family, and the Incest Taboo
  - C. Rites of Passage
  - D. Ideology
- VII. Culture and Individual Choice**
- VIII. Summary**

## KEY CONCEPTS

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**culture:** all that human beings learn to do, to use, to produce, to know, and to believe as they grow to maturity and live out their lives in the social groups to which they belong.

**culture shock:** the difficulty people have adjusting to a new culture that differs markedly from their own.

**ethnocentrism:** making judgments about other cultures according to the customs and values of one's own.

**cultural relativism:** the recognition that social groups and cultures must be studied and understood on their own terms before valid comparisons can be made.

**material culture:** human technology—all the things that human beings make and use, from small handheld tools to skyscrapers.

**nonmaterial culture:** the totality of knowledge, beliefs, values, and rules for appropriate behavior.

**norms:** rules of behavior that are agreed upon and shared within a culture and that prescribe limits of acceptable behavior.

**mores:** strongly held norms that usually have a moral connotation and are based on the central values of the culture.

**folkways:** norms that permit a wide degree of individual interpretation as long as certain limits are not overstepped.

**ideal norms:** expectations of what people should do under perfect conditions.

**real norms:** norms that are expressed with qualifications and allowances for differences in individual behavior.

**values:** a culture's general orientations toward life—its notions of what is good and bad, what is desirable and undesirable.

**selectivity:** a process by which some aspects of the world are viewed as important while others are virtually neglected.

**Sapir-Whorf hypothesis:** argues that the language a person uses determines his or her perception of reality.

**symbol:** anything that represents something else and carries a particular meaning recognized by members of a culture.

**adaptation:** the process by which human beings adjust to changes in their environment.

**innovation:** any new practice or tool that becomes widely accepted in a society.

**diffusion:** the movement of cultural traits from one culture to another.

**reformulation:** the modification of a cultural trait so that it fits better in its new context.

**cultural lag:** the phenomenon through which new patterns of behavior may emerge, even though they conflict with traditional values.

**subculture:** the distinctive lifestyles, values, norms, and beliefs of certain segments of the population within a society.

**cultural universals:** certain models or patterns that have developed in all cultures to resolve basic problems.

**incest:** sexual relations between family members.

**taboo:** the prohibition of a specific action.

**rites of passage:** standardized rituals marking major life transitions.

**ideologies:** strongly held beliefs and values.

## LECTURE AND CLASSROOM SUGGESTIONS

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**1. Culture and Biology.** The relationship between culture and biology is obviously complex. Most introductory students see these two as separately existing categories and functions. Most sociologists, on the other hand, see culture as interpreting biology. Present this topic to the students by emphasizing that “culture regulates, interprets, and channels biology.” The point is that because humans lack instinctual determinism, cultural practices must be invented to help us meet our needs. Examples of this abound. One that always impresses students is that humans are the only animal species that will *voluntarily* take poison. We have to work hard to fool other animals into eating poison; if they have the slightest hint something is wrong, they won’t eat the food. They are, for the most part, protected by their instincts. Humans, on the other hand, lack these instincts and so will deliberately ingest harmful substances despite clear warnings against it, e.g., warning labels on cigarette packages, nutritionists’ advice about fat-laden foods, etc. On the issue of nutrition, you can point out to students that what we as humans eat, as well as *when* and *how* we eat it, is largely influenced by culture, not biology. Ask students to reflect on the importance of the symbolic presentation of food relative to our enjoyment of it. Usually a good class discussion can be generated around cultural similarities and differences in the preparation of food. The documentary film *Super Size Me* by Morgan Spurlock may be a good example of how culture almost killed a curious food investigator.

**2. Ethnocentrism and Cultural Relativism.** If you have access to an anthropologist or other social scientist who has done fieldwork in another culture, invite them to come in and share their experiences with the class. If you know of someone but aren’t able to get them to come to class, don’t overlook the possibility of videotaping their reflections on their work. (This could also be a student project to create a videotaped interview with someone who has done cross-cultural fieldwork.) Usually the story is so fascinating and/or foreign to most students that they are not put off by a “talking head” on TV.

**3. Ethnocentrism and Cultural Relativism II.** Many students may be uncomfortable with a pure cultural relativism, i.e., one that suggests that each culture’s ideas and practices are valid in their own right and can neither be compared nor judged. Indeed, Tischler suggests that sometimes judgments must be made about cultural practices. Aside from moral issues, can/should we be able to make judgments regarding particular cultural practices? How shall we do so without being ethnocentric? One example that has stimulated considerable class discussion is female genital cutting, which occurs in several cultures around the world, but is outlawed in the West. To introduce this, begin with a mini lecture based on the work of December Green, *Gender Violence in Africa: African Women’s Responses*. Introduce the movement against circumcision of male infants, in which one side argues the circumcised penis is clean and less prone to infection, while opponents claim the practice scars males and makes them less sensitive (compare US to UK).

**4. Ethnocentrism and Cultural Relativism III.** Bring in two or more sets of research findings about the same culture that are different, or perhaps diametrically opposed in their conclusions. Describe the findings to students, or have them look at the research themselves. Ask them to speculate, in writing and/or class discussion, about how different researchers, looking at the same culture, could have reached such different conclusions. What does this say about cultural relativism and ethnocentrism? Suggestions for research studies: Margaret Mead’s and Derek Freeman’s study of natives of New Guinea; controversy surrounding the Tasaday, the so-called “cave people” of the Philippines. There are several video documentaries exploring the Tasaday controversy.

**5. Material Culture.** Students are not used to thinking of material objects as *symbolic* components of *culture*. By discussing various aspects of material culture, you can get them to see it in a new way. This can be done in a humorous way. For instance, ask students to identify the difference between a soup spoon and a teaspoon. While a number of students can describe the differences in their physical shape, almost no one can say why they are shaped that way or why, while a soup spoon is used almost exclusively for soup, a teaspoon is hardly ever used for tea; nor does it typically hold a teaspoon’s measure of liquid. So why the name? Obviously, it’s arbitrary, but shared. A resource for seeing the social aspects of technology is Karen Plunkett Powell, *Remembering Woolworth’s*. This is a neat commentary on how “Five & Dimes” can tell us about a society and its culture.

**6. Ideal vs. Real Norms.** Any class discussion of this topic is one ripe with opportunities for humorous reinforcement of the important difference between the “official” expectations and what people actually do. Here are two ideas: (1) Speed limits: anyone who has been driving for any more than six weeks or so has exceeded the legal speed limit. In fact, on the freeway, if you drive the speed limit you are likely to (a) make other drivers mad, and (b) get run over by

large semi trucks. (2) Student behavior: how many students have skipped a class, studied less than they should have, made up an excuse to an instructor? This is a opportune moment to reintroduce Berger's debunking concept as you and the class "look behind the official explanations" for the ideal norm—real norms that differ in practice.

**7. Language and Culture.** Once learned, language becomes so taken-for-granted that it is hard for many students to remember that language is arbitrary. One way to illustrate the total arbitrariness of language is to discuss color names. While physiologists tell us that the average human eye is capable of distinguishing over *seven million* separate shades of color, it is obviously too overwhelming to cope with that level of complexity.

Accordingly, we collapse the continuous spectrum of visible light into manageable categories, whose meaning is generally shared. As an example, ask everyone in the room wearing blue to stand up. Note to the students that all (or nearly all) of them got it right, though the shades of blue worn by the people standing vary considerably. At the other extreme, because the names for colors are completely arbitrary, they can become confusing. Go to a paint store and get some paint chips with exotic names. Then, in class, hold up several and read off a color name. Challenge the students to tell you which chip is that color. Alternatively, you can use the famous Crayola 64-crayon Assortment. While students might have more familiarity with this, it can still be daunting (e.g., bittersweet, thistle, cornflower). This exercise simultaneously illustrates that symbols are arbitrary, but that they have various overtones of meaning.

A nice variation on this exercise is to divide the class by gender and ask the class to label the colors on paint chip samples, which are easy to get from your local paint or decorator store. You can either mount the chips on illustration board or scan them into a PowerPoint set of slides. In either case, do not worry about whether the students get "the correct color" on the chip sample. Rather analyze the data by gender and collage major. You are likely to come up with interesting differences, which you can revisit when you cover the chapter on gender socialization.

## STUDENT ACTIVITIES

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**1. Cultural Variation and Cultural Relativism.** In order to give students a feel for other cultures, ask them to do "cultural guidebook" presentations on a culture that is "foreign" to them. These brief presentations could in fact rely on sources such as travel guides, but the important thing is that they present the customs of another culture and emphasize the need to respect those customs.

**2. Culture Shock.** In small groups, have the students discuss culture shock. Some might be able to discuss personal experiences of it. All of the students can speak to contemporary cultural artifacts and practices that might (and perhaps do) cause culture shock for their grandparents. Ask students to speculate on ways in which they might experience culture shock in the future. One of the best examples today, body art and modifications, can be found in Jean Chris Miller, *The Body Art Book*. This is a timely topic to look at changing cultural forms and cultural relativism, particularly if one includes a discussion of gender changes in body art during the past decade.

**3. Ethnocentrism and Cultural Relativism.** Have students role-play (as a writing assignment and/or in front of the class) someone in an indigenous culture being contacted by someone from a European culture. For example: an Indian at Jamestown or Plymouth Colony in the 1620s; a West African encountering European colonist explorers in the 16th century; the Sioux and their encounters with Lewis and Clark and their Corps of Discovery; Pocahontas accompanying John Smith back to England. By "putting themselves in the place of the other" in a concrete way, students should get a feel for relativism.

**4. Material Culture.** In small groups, have students make a list of all the material culture present in the classroom. After brainstorming a list, they should try to come up with at least two possible meanings for each object. This exercise should help students to look at material objects in a new way, i.e., as part of culture, with symbolic meanings attached.

**5. Material Culture.** Ask students to save and examine their trash. Ask them to take photos of the trash in a way that doesn't personally identify anyone as previous owner of the trash, and bring the *photos* (not the trash itself!) into class. Collect the pictures, shuffle them, and pass them out to students in groups. Have the groups

examine the material culture in the photos and interpret its meaning. Try to move them beyond just identifying the personal characteristics of the trash's previous owner, to inferring conclusions about society and social structure. An interesting take on trash is Louise Rafkin, *Other Peoples' Dirt*. This book is a fascinating commentary about how a domestic worker saw into the unseen parts of people's lives.

**6. Folkways vs. Mores.** In small groups, have the students make lists of various public behaviors and classify those behaviors as folkways or mores. Note that age, gender, and/or subcultural differences may emerge in the perception of the seriousness of certain norms. Comment on these differences.

**7. Ideal vs. Real Norms.** One type of project or assignment that really hits home is to have the students compose a hypothetical "survival manual" for incoming college students. In it, your students should list what they consider the major ideal norms of college life. Then they should proceed to the real norms, i.e., what a person can reasonably "get away with." Done as individual or group projects, this exercise is not only valuable for reinforcing the concept, but is often extremely enlightening.

**8. New Culture Formation.** The Internet has connected people in new ways. Have students write about groups and social media such as Facebook and Twitter. Write an analysis of how these new ways of connecting work. How has the Internet changed searching for a mate; shopping; participating in cultural groups such as writing, arts, and music; and other forms of social relationships? The Craigslist prostitution scandals, online dating services, and pages for Christians, new mothers, health-related communities, and subcultures are all good subjects for exploration and discussion.

**9. Subcultures.** Have students generate and then compare in small groups lists of the subcultures in which they participate. They may be surprised at the extensiveness of the lists. You may want to generate statistics on mean/median number of subcultures participated in by individuals. One set of subcultures not addressed in the text is leisure subcultures. As there are dozens (hundreds?) of these, you may want students to restrict their list to just this category. Ask students to think about how subcultures are reinforced—specialty magazines, catalogs, stores, meetings, conferences, expositions, etc. Have students discuss and analyze popular magazines that they bring in or bookmark online. With these, you can examine the cultural marketing of males, females, and home life. Also, given they have been published for some time, it is often productive to see the cultural changes as reflected in their pages over time.

## VIDEO SUGGESTIONS

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### **Bowling for Columbine (2004)**

Documentary filmmaker Michael Moore explores the Columbine school shooting massacre, including television footage from inside Columbine High. What forces created the mass murder shootings that are still part of American culture? Moore has a website for students and educators to accompany the film available on line at <http://www.bowlingforcolumbine.com/>.

### **The Gods Must Be Crazy (1980)**

This endearing film focuses on a rural tribesman in Africa who encounters a coke bottle tossed out of an airplane, then decides this must be returned to the gods.

### **Heavy Metal Parking Lot (1986)**

This documentary, filmed in a parking lot with fans attending a heavy metal rock concert, provides a snapshot of a white rock subculture: the 1980s metal heads. Ask students to write a description or photo document cultural events in their world during the semester and share. Available free on line at [http://www.snagfilms.com/films/title/heavy\\_metal\\_parking\\_lot](http://www.snagfilms.com/films/title/heavy_metal_parking_lot).

### **Supersize Me (2004)**

Journalist Morgan Spurlock places his life in danger to test what happens to the human body when placed on a fast food diet. It makes you think twice about food content and advertising. Available free online at [http://www.snagfilms.com/films/title/super\\_size\\_me](http://www.snagfilms.com/films/title/super_size_me).



**What a Billion Muslims Really Think (2010)**

The first Gallup Poll of Muslims across the globe is reported in this sensitive documentary that challenges common misconceptions with first-hand recollections of ethnocentrism, as well as how Muslims responded to terrorism. It's wonderful education about how people with different cultural practices are often misinterpreted, and what we have in common when they speak for themselves. Accessed free online at [http://www.snagfilms.com/films/title/inside\\_islam\\_what\\_a\\_billion\\_muslims\\_really\\_think](http://www.snagfilms.com/films/title/inside_islam_what_a_billion_muslims_really_think).

**INTERNET ACTIVITIES**

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**Religion in American Culture – Pew Forum on Religion & Public Life**

<http://religions.pewforum.org/>

Emile Durkheim and Max Weber studied the significance of religion in understanding society. The Pew Forum on Religion and Public Life is part of a nonprofit research organization that studies culture and society. Have students select one of the major religions or a denomination of a religious branch. Small groups can write a brief report or presentation comparing the cultural practices and beliefs of the major religions in the United States. Other Pew sites also report on voting behavior, support for sex education and war.

**The International Encyclopedia of Sexuality**

<http://www2.hu-berlin.de/sexology/IES/>

This four-volume reference work was made available free online by the author, a leader in sex research and health education. Every country in the world is represented in the detailed articles about sex, marriage, and family. Students can select individual countries to investigate and write a summary report or blog post about the beliefs, practices, and culture related to sex and marriage. This is a nice follow-up to the activities in research methods related to surveys of hook up behavior. A related activity is to have students compare and present wedding ceremonies from different parts of the world, and discuss the beliefs that support ceremonial customs.

**Countries and Their Cultures**

<http://www.everyculture.com/>

View at least three countries and read about their cultures. How are they similar to and different from American culture? Students can be organized to look for countries outside the U.S. and Europe to investigate and report about how societies were shaped by cultural diffusion and Western influence.

**American Culture**

[http://www.americanfamilytraditions.com/american\\_culture.htm](http://www.americanfamilytraditions.com/american_culture.htm)

View the sections of "American Culture Page." Do the cultural elements discussed reflect life as you know it? Have students write a letter to an imaginary immigrant who wants to assimilate to American culture. What should be included in this letter to guide the newcomer's understanding?

**Culture Shock**

[http://kidshealth.org/teen/your\\_mind/emotions/culture\\_shock.html](http://kidshealth.org/teen/your_mind/emotions/culture_shock.html)

What is culture shock? What causes culture shock? How does culture shock feel?

**RESOURCES**

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Michael Adams, *Slang, The People's Poetry*, New York: Oxford University Press, 2009.

Slang is a kind of poetry in American English and culture that emerges from cultural playfulness and resistance to commonplace life. Makes a good companion to observations of poetry slams or papers about performance and identity.

Michael Cunningham and Craig Marberry, *Crowns: Portraits of Black Women in Church Hats*, New York: Doubleday, 2000.

This is a real find and can be used in a variety of chapters. Can one determine occupation based upon hat preference? How do the views of hats reflect distinctive cultural characteristics? What cultural values are revealed by the attitudes of these women?

Eric Schlosser, *Fast Food Nation*, Boston: Houghton Mifflin Company, 2001.

Uses the story of fast food as a metaphor for the story of postwar America and American Cultural Landscape. You can return to this in Chapter Eighteen: Social Change, where Tischler employs Ritzer's idea of "the McDonaldization of society" to understand social change throughout the world. Pairs well with the movie *Super Size Me* by Morgan Spurlock.

Louise Rafkin, *Other Peoples' Dirt*, New York: Penguin Putnam, 1998.

As noted, what do the domestic workers know about their employers? Also an interesting example of interpreting unobtrusive data.

### The Concept of Culture

Colin M. Turnbull, *The Forest People: A Study of the Pygmies of the Congo*. New York: Simon and Schuster, 1962.

A classic, highly readable ethnography of the Bambuti people of the central African rainforest. A good way to get inside another culture and see it from their point of view.

Robert N. Bellah, Richard Madsen, William M. Sullivan, Ann Swidler, and Steven Tipton, *Habits of the Heart: Individualism and Commitment in American Life*. New York: Harper and Row, 1986.

In this exploration of American values, the work portrays the tension between individual achievement and a sense of community. The argument is illustrated throughout with excerpts from the many personal interviews the authors conducted.

### Subcultures

Jean Chris Miller, *The Body Art Book*, New York: Berkley Books, 1997.

A comprehensive guide to body art and body modification.

William M. Kephart and William W. Zellner, *Extraordinary Groups: An Examination of Unconventional Lifestyles*, Fifth edition. New York: St. Martin's, 1994.

A sociological look at non-mainstream American cultures: Old Order Amish, Gypsies, Hasidim, the Father Divine movement, the Oneida Community, etc.

William W. Zellner, *Countercultures: A Sociological Analysis*. New York: St. Martin's Press, 1995.

A look at deviant subcultures (skinheads, KKK, Satanists, survivalists, scientologists, and Moonies), based on firsthand observations and in-depth interviews with current and former members.

## Chapter 4: Socialization and Development

### LEARNING OBJECTIVES

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1. Describe socialization.
2. Explain primary socialization.
3. Discuss how biology and socialization contribute to the formation of the individual.
4. Describe how people develop a social identity.
5. Know what sociobiology is.
6. Explain how extreme social deprivation affects early childhood development.
7. Explain the views of Charles Horton Cooley and George Herbert Mead.
8. Describe Erik Erikson's model of lifelong learning.
9. Explain how family, schools, peer groups, and the mass media contribute to childhood socialization.
10. Know how adult socialization differs from primary socialization.
11. Identify where resocialization takes place.

### CHAPTER OUTLINE

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#### I. **Becoming a Person: Biology and Culture**

- A. Nature versus Nurture: A False Debate
- B. Sociobiology
- C. Deprivation and Development
  1. Extreme Childhood Deprivation
  2. Infants in Institutions
- D. The Concept of Self
- E. Dimensions of Human Development
  1. Cognitive Development
  2. Moral Development
  3. Gender Identity

#### II. **Theories of Development**

- A. Charles Horton Cooley
- B. George Herbert Mead
- C. Sigmund Freud
- D. Erik H. Erikson

#### III. **Early Socialization in American Society**

- A. The Family
- B. The School
- C. Peer Groups
- D. Television, Movies, and Video Games

#### IV. **Adult Socialization**

- A. Marriage and Responsibility
- B. Parenthood
- C. Career Development: Vocation and Identity
- D. Aging and Society

#### V. **Summary**

## KEY CONCEPTS

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**socialization:** the process of social interaction that teaches the child the intellectual, physical, and social skills needed to function as a member of society,

**personality:** the patterns of behavior and ways of thinking and feeling that are distinctive for each individual.

**genes:** inherited units of biological material.

**social attachments:** meaningful interactions and affectionate bonds with others.

**attachment disorder:** the condition of being unable to trust people and to form relationships with others.

**statuses:** culturally and socially defined positions.

**social identity:** the total of all the statuses that define an individual.

**self:** one's changing yet enduring personal identity.

**moral order:** the shared view of right and wrong that exists in a society.

**looking-glass self:** the three-stage process through which each of us develops a sense of self.

**"I":** the portion of the self that wishes to have free expression, to be active and spontaneous.

**"me":** the portion of the self that is made up of those things learned through the socialization process from family, peers, school, and so on.

**significant others:** those individuals who are most important in our development, such as parents, friends, and teachers.

**generalized others:** the viewpoints, attitudes, and expectations of society as a whole or of a community of people whom we are aware of and who are important to us.

**preparatory stage:** in Mead's view, characterized by a child imitating the behavior of others, which prepares the child for learning social-role expectations.

**play stage:** in Mead's view, the point at which a child has acquired language and begins not only to imitate behavior but also to formulate role expectations.

**game stage:** in Mead's view, the point at which a child learns that there are rules that specify the proper and correct relationship among the players.

**id:** in Freudian theory, the drives and instincts every human being inherits but which, for the most part, remain unconscious.

**superego:** in Freudian theory, the part of the self that represents society's norms and moral values as learned primarily from our parents.

**ego:** in Freudian theory, the part of the self that tries not only to mediate in the eternal conflict between the id and the superego but also to find socially acceptable ways for the id's drives to be expressed.

**peers:** individuals who are social equals.

**primary socialization:** the process by which an individual masters the basic information and skills required of members of a society.

**adult socialization:** the process by which adults learn new statuses and roles.

**resocialization:** a process of exposure to ideas or values that in one way or another conflict with what was learned in childhood.

**total institutions:** environments such as prisons or mental hospitals, in which the participants are physically and socially isolated from the outside world.

## KEY THINKERS/RESEARCHERS

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**Harry Harlow:** illustrated the harmful effects of social isolation through his experiments with rhesus monkeys.

**Jean Piaget:** studied the stages of cognitive development that children go through in learning to think logically about the world.

**Lawrence Kohlberg:** maintained that moral thinking developed through five to six distinctive stages.

**Sigmund Freud:** argued that society's demand for civilized behavior constantly conflicted with the individual's basic instincts of sex and aggression.

**Stephen Jay Gould:** biologist who criticized sociobiology, offering instead explanations based on culture rather than on genetics and evolution.

**Ivan Pavlov:** through experiments with dogs, demonstrated that behavior could be conditioned.

**Edward O. Wilson:** coined the term *sociobiology* and was its major advocate as an explanation of human behavior.

**George Herbert Mead:** proposed a theory of socialization based on the development of the *me*; saw children's relations to rules as moving through three stages: preparatory, play, and game.

**Erik Erikson:** offered a theory of childhood development based on developmental problems rooted both in biological changes in the individual and in social expectations in the culture.

**Charles Horton Cooley:** offered a theory of childhood development based on the looking-glass self—a person's sense of other people's evaluation.

## LECTURE SUGGESTIONS

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**1. Deprivation and Development I.** If you can, arrange to show excerpts from Francois Truffaut's *The Wild Child* (the story of Jean-Marc Itard and Victor) or *The Miracle Worker* (with Patty Duke and Melissa Gilbert). These films dramatically illustrate both the negative consequences of deprivation of human contact and the beneficial effect of the social bond. Other examples abound. The text discusses Kingsley Davis' report on Anna. In the same article Davis relates the story of Isabelle, which is even more compelling in its illustration of the salutary effects of social attachments. If you pay attention to newspapers and magazines you can, unfortunately, find a number of local examples of child abuse and deprivation.

**2. Deprivation and Development II.** Many popularized scientific publications have taken the sociological insight about the importance of social attachments and developed it into a mystical notion of the necessity of "bonding" with an infant at birth. In order to have a psychologically healthy child, these "experts" suggest, bonding must occur immediately at birth. This of course is not true. Bonding at birth is for the benefit of the parents, not necessarily for the immediate benefit of the child. The experience of adopted children and parents is instructive here (as is the experience of Helen Keller). In many of the latter cases, bonding does not occur until later, yet it can still be successful (although, in truth, there are horror stories here as well). Many adoptive parents and adults who were adopted as children are quite willing to talk about their experiences. You may have some of these people in your class. If not, or if they are uncomfortable speaking out, check to see if there is a local network of adoptive families. Often members will be happy to speak about issues of bonding. Otherwise, there are a number of good books which you can find in the library and present to the students.

**3. Adult Development: Self-Actualization.** Describe the characteristics of self-actualizing people, according to Abraham Maslow. This can be used to talk about social development at this juncture, and later in the course to analyze the impact of institutions on individuals.

## STUDENT ACTIVITIES

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- 1. Sociobiology.** Ask students to find a biologically related pattern that is shaped by social behavior. For example: food, sex, pregnancy, birth, breast feeding, exercise, or tanning. How does culture direct our biological potentials and capacities? How do people learn what their chosen example means and how to behave?
- 2. The Looking-Glass Self.** To illustrate this concept to students in a dramatic but practical way, have students play the following simulation game. Divide the class into two roughly equal groups. Half the class gets labels pinned to their backs (or hung with string around their necks, but facing backwards). Obviously you need to make these labels up in advance. The labels should consist of various social characteristics and personality traits (e.g., intelligent, witty, boring, odd, hostile, athletic, conceited, mysterious, etc.). The people with labels are not allowed to see their own label. The goal is to see if they can guess their label based upon the nature of others' interactions with them. The half of the class without labels should be told that their task is to interact with each labeled person on the basis of the label, but being careful not to give away the actual label. After the people with labels have their labels in place, everyone stands up and moves around the room, interacting as at a cocktail party. Generally the people without labels should try to interact with the people who have labels, and vice versa. After an appropriate period of time (depending on the number of persons interacting), the "cocktail party" stops and each labeled person, without looking, states what they think their label is, and why. Then they get to see if they are correct. Debriefing and discussion should occur. How did the labeled people feel? Pay particular attention to those who were given negative labels. Do they feel resentment? Hostility? Emphasize that it was only an exercise, and not meant to be permanent. What about the people without labels? What labels were easy and what labels were difficult to convey? Can labels be categorized by difficulty? What can be learned from this exercise about the process of labeling?
- 3. The Looking-Glass Self II.** Each student should stand in front of a mirror and observe his or her appearance for at least 10 minutes. What do you see in the mirror? Write a description of your own appearance. Next, ask a partner to stand beside you and look at your appearance in the mirror for 10 minutes. What does your partner see? Have your partner write a brief description of you. Do your descriptions match? How do you feel about looking at the man or woman in the mirror?
- 4. Gender Role Socialization Playing the Opposite Sex Parent or Care Giver.** Stand in front of a mirror and role play your opposite sex parent or primary caregiver as a child, using characteristic gestures and language. Record your performance with a cell phone or camera and review. Write a response to your own performance. If the student is emotional or feels too weird about this, he or she can role play an opposite sex teacher or coach. Was it difficult? What insights can you gain about your own gender socialization and expectations from this experiment? Ask for a few volunteers to share their photos or clips. How can we draw out Mead's insights from our experience?
- 5. Adult Socialization.** Have students write a paragraph or essay about what they will be like when they become parents. Anticipatory socialization usually starts with social imagination about a role we hope to achieve some day. Some students may already be parents so let them write about how they want to be seen and remembered as parents. When students reject the parent role completely, ask them to write about what their relationships will be like with other people's children.
- 6. Media Socialization.** Have students write paragraphs or short papers and encourage them to include photographs or illustrations of their favorite characters from media. Who was your favorite character on television, movies, or video games as a child? Why did you relate to this character? Did he or she encourage you to behave in characteristic ways? Are these characters still part of your self? When does the media model matter most? What does this character tell us about the society that produced the game or program?

## VIDEO SUGGESTIONS

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### Genie Wiley – Secrets of the Wild Child (1994)

PBS NOVA documentary. Genie's story is one of the neglect and abuse victims in the textbook. This documentary illustrates all of the missing socialization experiences that human beings need to be healthy and normal. Students

can look for other neglect, abuse, and isolation cases to compare the outcomes of social isolation. Transcripts available online. Found at <http://youtu.be/jclyXQ20Z1o>.

### **My Fair Lady (1964)**

Based on a play by George Bernard Shaw. Rex Harrison as Prof. Henry Higgins attempts to resocialize cockney flower girl Eliza Doolittle and pass her off as a “lady” at a society ball.

### **The Wild Child (1970)**

Famous director Francois Truffaut portrays the wild boy of Aveyron, who was studied by Dr. Jean-Marc Itard. This is one of the cases of extreme childhood deprivation in the textbook.

## **INTERNET ACTIVITIES**

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### **NOVA | Social Robots**

<http://www.pbs.org/wgbh/nova/tech/social-robots.html>

Watch Social Robots, a PBS NOVA short documentary about robots being developed to take on social role tasks and activities working as nannies, cooks, cleaners, and caregivers for the elderly. Critics believe the use of robots will lead to more lonely lives and the potential for emotional neglect. Robot defenders see the machines as liberating social needs from relationships that can be difficult or impossible. What is your opinion? Can a robot ever fully replace a socialized human being in care-related work? What do you see as the possible strengths and limits of robot social roles?

### **Looking-Glass Self**

[http://changingminds.org/explanations/theories/looking-glass\\_self.htm](http://changingminds.org/explanations/theories/looking-glass_self.htm)

Provide a brief outline of the “looking-glass self.” What are the tenets of this theory? Keep a list or observation log of the messages people communicate to you in the course of one day. Are you getting similar reflections? How does the social mirror operate in our day-to-day lives?

### **Structure of Mind: Freud’s Id, Ego, & Superego**

<http://wilderdom.com/personality/L8-4StructureMindIdEgoSuperego.html>

Identify and discuss the three components of Freud’s theory of development. In what order do these components develop? What is their impact on one another? How does Freud appear in the movies, television, magazines, or in popular discussions of social life, dating, marriage, and roles? How did society construct Freud and his work through the lens of popular culture? Is Freud dead in the media today?

## **RESOURCES**

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Patricia A. Adler and Peter Adler, *Peer Power: Preadolescent Culture and Identity*. New Brunswick, NJ: Rutgers University Press, 1998.

Extensive observational research on the roles of the family and the peer group in socialization. There are a number of excellent discussion topics—for example, social isolation and bullying—which are very in-tune with today’s social events.

Greg J. Duncan and Jeane Brooks Gunn, eds., *Consequences of Growing Up Poor*. New York: Russell Sage Foundation, 1999.

Interdisciplinary essays about growing up in low income, high risk circumstances, and the range of ways children survive and grow.

Erik H. Erikson, *Childhood and Society*. New York: W.W. Norton, 1993.

Award-winning psychologist featured in the textbook chapter, accessible and compelling.

Ann Arnett Ferguson, *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press, 2001.

Ferguson spent three years observing children in an elementary school to understand how the boys who were called bad or beyond control constructed a sense of self identity in a process of judging, disputing, and accepting labels attached to them by authority figures.

Peter Gay, *Freud: A life for Our Time*. New York: W.W. Norton & Company, 1998.

A new edition of the 1988 classic. This biography follows Freud's life and education, and looks at him within the context of his time.

C.J. Pascoe, *Dude, You're a Fag: Masculinity and Sexuality in High School*. University of California Press, 2011.

Pascoe spent eighteen months in a working class, diverse high school studying how coming of age involves young males in a sexualized process of identity making that includes slurs, challenges, insults and the boys' ability to socially establish themselves. Highly recommended by scholars in masculinity studies.

Barrie Thorne, *Gender Play: Girls and Boys in School*. New Brunswick: Rutgers University Press, 1993.

Girls and boys in school participate in a common culture where gender is a socialized behavior. Thorne considers the tomboy as someone who crosses boundaries; she suggests ways to break down strict gender lines and discourages gender-based conflict. This book worked well in sociology and education classes where students submitted discussion questions on cards about gender behavior in school yards.

Sherry Turkle, *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books, 2012.

A social scientist studied over 200 cases to understand how technology has changed relationships.



## Chapter 5: Understanding Social Interaction

### LEARNING OBJECTIVES

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1. Understand why it is important to understand social interaction.
2. Know what the major types of social interaction are.
3. Understand the concept of role.
4. Explain the role norms play in social interaction.
5. Describe the main features of statuses.
6. Understand how the context of a situation influences social interaction.
7. Know the difference between role strain and role conflict.
8. Describe the role collective behavior plays in social interaction.

### CHAPTER OUTLINE

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#### I. Understanding Social Interaction

- A. Contexts
- B. Norms
- C. Ethnomethodology
- D. Dramaturgy

#### II. Types of Social Interaction

- A. Nonverbal Behavior
- B. Exchange
- C. Cooperation
- D. Conflict
- E. Competition

#### III. Elements of Social Interaction

- A. Statuses
- B. Roles
- C. Role Sets
- D. Role Strain
- E. Role Conflict
- F. Role Playing

#### IV. Collective Behavior

- A. Fads and Fashions
- B. Rumors
- C. Public Opinion
- D. Mass Hysteria and Panic

#### V. Summary

## KEY CONCEPTS

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**social action:** anything people are conscious of doing because of other people.

**social interaction:** two or more people taking one another into account.

**context:** the physical setting or place, social environment, and activities surrounding a social interaction—preceding it, happening simultaneously with it, and coming after it.

**norms:** specific rules of behavior, agreed upon and shared, that prescribe limits of acceptable behavior.

**ethnomethodology:** the study of the sets of rules or guidelines that individuals use to initiate behavior, respond to behavior, and modify behavior in social settings.

**dramaturgy:** an approach to studying social interaction which states that to create an impression, people play roles, and their performance is judged by others who are alert to any slips that might reveal the actor's true character.

**exchange interaction:** people doing something for each other with the express purpose of receiving a reward or return.

**cooperative interaction:** people acting together to promote common interests or achieve shared goals.

**competition:** a form of conflict in which individuals or groups confine their conflict within agreed-upon rules.

**statuses:** socially defined positions that people occupy.

**ascribed statuses:** statuses conferred upon us by virtue of birth or other significant factors not controlled by our own actions or decisions; people occupy them regardless of their intentions.

**achieved statuses:** statuses acquired as a result of an individual's actions.

**roles:** the culturally defined rules for proper behavior that are associated with every status.

**role set:** all the roles attached to a single status.

**role strain:** conflicting demands attached to a single role.

**role conflict:** occupying more than one status at a time and unable to enact the roles of one status without violating that of another status.

**collective behavior:** the relatively spontaneous social actions that occur when people respond to unstructured and ambiguous situations.

**fads:** social changes with a very short life span marked by a rapid spread and an abrupt drop in popularity.

**fashions:** the standards of dress or manners in a given society at a certain time.

**rumor:** information that is shared informally or spread quickly through a mass or a crowd.

**public opinion:** the beliefs held by a dispersed collectivity of individuals about a common problem, interest, focus, or activity.

**propaganda:** advertisements of a political nature, seeking to mobilize public support behind one specific party, candidate, or point of view.

**opinion leaders:** socially acknowledged experts whom the public turns to for advice.

**mass hysteria:** an occurrence when large numbers of people are overwhelmed with emotion and frenzied activity or become convinced that they have experienced something for which investigators can find no discernible evidence.

**panic:** an uncoordinated group flight from a perceived danger.

## KEY THINKERS/RESEARCHERS

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**Edward T. Hall:** a pioneer in studying the context of social interaction.

**Erving Goffman:** developed an approach that focused on how people try to create a favorable impression of themselves and the manner in which other judge their performances.

**Harold Garfinkel:** proposed that it was important to study the commonplace aspects of everyday life.

**Max Weber:** sociological theorist who emphasized sympathetic understanding (*verstehen*) in studying interaction.

## LECTURE SUGGESTIONS

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**1. The Context of Social Interaction.** Most professors find that students are often somewhat taken aback when they encounter us in other contexts: at the store, in leisure pursuits, in church, etc. Use your own experience as an example and discuss with students this phenomenon. When we've gotten to know someone in a particular context, it can often be difficult to know how to interact with them in a different context, i.e., different norms and language govern. Ask students for their reactions.

**2. Space as a Context for Social Interaction.** Draw on Edward Hall's work for examples of how different cultures use space differently. You may have people in the class who can speak to this issue based on their personal experiences. Or have students pair off and start a conversation about why they chose this college. Have student pairs change or increase distance between them every 1-2 minutes. When does it become impossible to maintain the conversation?

**3. Verbal and Nonverbal Interaction.** Erving Goffman's work is a rich source of material for examples of interactional behavior. In my experience, students have found concepts such as civil inattention (how people politely ignore strangers) and studied nonobservance (how we pretend not to notice obviously embarrassing aspects or behavior of another person) entertaining as well as educational. See especially *The Presentation of Self in Everyday Life*, *Interaction Ritual*, and *Stigma*.

## STUDENT ACTIVITIES

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**1. Norms and Social Interaction.** Ethnomethodologists tell us that we can best understand the significance of social rules by systematically violating them. Assign students, after appropriate ethical briefing, to violate some common norms (see examples in text) and then share their experiences with the class. Try to draw out gender, ethnicity, age, and/or social class differences. An outstanding discussion resource for this is Stephen G. Bloom's *Postville: A Clash of Culture in Heartland America*. This book is a participant observation and interview study of what happens to a small Iowa farming community when a Hassidic Jewish community moves there from New York and revives a failing meat packing industry. There is enough material in Bloom's book to illustrate a host of topics in an introductory class discussion and probable a class on diversity as well. In addition, check out [ABCNews.com](http://ABCNews.com) for their coverage.

**2. Gender and Nonverbal Interaction.** Divide the class into small groups that are homogeneous by sex. Have the groups talk about cues they employ to get the attention of members of the opposite sex and to flirt with them. Pair the groups up or in the class as a whole discuss gender differences in these cues and possible misinterpretations. Recently, there is an increased attention to the topic of violence directed at young women in junior high school and high school. Although the violent behavior clearly is male to female in origin and actualization, its pervasiveness has renewed the interest in nonverbal cues, especially in the area of sexual suggestiveness, which occur between males and females. Have the class engage in a role performance where they are developing a documentary video for high schools. In the video, they are reflecting back on their high school years with the knowledge they have today (sort of a *Peggy Sue Got Married* approach). What sort of advice would they give and what types of behavioral changes would they make?

**3. He Said/She Said Deal Breakers.** Have students recall their worst dating experiences. What went wrong on the date? How did both parties communicate or fail to communicate? Analyze the context of the relationship, setting,

expectations, interaction, deal breakers and ending. What would the perfect date be like? What are the minimum expectations students hold for calling a social interaction a date? Have students compose a manners guide to dating at their school. You can also have students recall deal breakers in friendship, workplace relationships, business dealings, and other social interactions.

**4. Heroes and Villains.** Ask students to select a professional athlete, politician, or famous criminal. Analyze the status and role sets of the person they chose using journalism, encyclopedias, or other research sources. How is master status related to ascribed and achieved statuses in the person's biography?

**5. Types of Social Interaction.** Have students keep a journal for a week in which they record the types of interactions in which they engage throughout the day. Then have them classify and count these interactions. Does one type predominate? What can they learn about their lives from this?

**6. Fads, Fashions, Collective Actions.** Collect political advertisements, fashion magazines, and popular fad items or photographs and descriptions. Students can analyze why these items and styles of representation work and how they show us the ideas and values of the society that produced them.

**7. Competition vs. Cooperation.** In class, play the Prisoner's Dilemma game (described in a wide variety of handbooks) to give students a feel for the choices involved in competition and cooperation.

**8. Status.** If students haven't previously done the Who Am I? exercise, have them do it now. When they are finished, have them code the statuses listed as ascribed or achieved, and have them identify their master status. Have a discussion of the relative importance of ascription and achievement in their lives.

**9. Status and Role Charts with Types of Social Interaction.** Students can be asked to give order or priority to their status list and then role list. Are some positions given less time and effort than others? How do students balance competing expectations? Do other people cooperate or compete with them in the social contexts that organize their lives? It helps to place status and roles in satellite charts similar to the ones in the book. How would students visually represent interactions and effects in their relationships? I usually have each student draw a box similar to a stage in Goffman's dramaturgy and place people in the setting, or use a ballgame X and O play diagram with additional letters as needed. This teaches the students to take responsibility and control of the social structure of their lives in a way similar to what managers do in the workplace.

**10. Role Strain and Role Conflict.** An easy and popular learning exercise is to have students write about and/or discuss role strain and role conflict in their lives. Work toward deriving some generalizations about roles, role conflict, and role strain in modern society. In many classes, the number of students who are parents along with the number of adult learners has increased. Ask them to share with the class the types of role dilemmas they face as students and parents. The educational arena is a ripe one for not only creating role strain situations, but also irresolvable role conflicts.

**11. Role Playing.** As per Berger's quote in the text, self-perception can be profoundly affected by the roles we play. Do some role-playing exercises in class. Especially good are those that involve role reversals or other situations in which students may be moved to an empathic understanding of another's attitudes, feelings, and behavior. Write out settings and situation on cards or pieces of paper and ask students to play the roles in the dramaturgical scene. One suggestion would be to have a male worker complain to his unsympathetic/unbelieving female boss about his being sexually harassed. Or it could be a male citizen filing a formal complaint with a female (or a male) police sergeant. Many role-playing exercises are described in material available from the ASA Teaching Resources Center.

**12. Charades – Non-verbal Gestures and Communication.** Have students select a piece of paper with a role or event written on it. Ask the student to role play what is written on the paper. Let the class guess what the student is performing. You can do one or two rounds. Charades can be adapted for specific topics, situations, or as an ice breaker. For examples of what to write: "You won the lottery!" "The Dean needs to see you." "I'm in love!" Make up appropriate events for your student population.

## INTERNET ACTIVITIES

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### Social Interaction Threats

<http://www.socialresearchmethods.net/kb/intsoc.php>

Identify and discuss four threats to social interaction.

### Male Restroom Etiquette

<http://www.youtube.com/watch?v=lzO1mCAVyMw>

*Male Restroom Etiquette* is the most popular Sims video ever uploaded to Youtube. Since 2009, the rules of social interaction in the context of the men's room has attracted thousands of hits: is it a social fad or enduring fashion? Students can also be asked to record their behavior in public places like cafeterias, busses, restrooms, and government and school offices and write about their social interaction experiences.

### Topics at a Glance

[http://www.ropercenter.uconn.edu/data\\_access/tag/topics\\_at\\_a\\_glance.html](http://www.ropercenter.uconn.edu/data_access/tag/topics_at_a_glance.html)

The Roper Center Public Opinion Archives holds the results of surveys about a wide range of topics in American society. Students can find reliable polling and survey data about politics and hot issues in social change such as gay marriage, U.S. presence in Afghanistan, and health care reform as well as personal behavior. Surveys and polls help to shape public opinion, a form of collective action. Students can work individually or in small groups to investigate recent polling data and report back to the class.

## RESOURCES

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Peter L. Berger and Thomas Luckmann, *The Social Construction of Reality*. Garden City, NY: Anchor Books, 1967.

A classic treatise that argues that social reality only exists to the extent and in the fashion that it is created through social interaction.

Stephen G. Bloom, *Postville: A Clash of Culture in Heartland America*. New York: Harcourt, Inc., 2000.

As noted above, this is a terrific source with which to examine the interaction of diverse cultures and to get a close-up picture of the evaluations of each group by the other.

William M. Keppart and William M. Zellner, *Extraordinary Groups: An Examination of Unconventional Life Styles*. 6th ed.

Erving Goffman, *Interaction Ritual: Studies in Face to Face Interaction*. Chicago: Aldine, 1967.

Erving Goffman, *The Presentation of Self in Everyday Life*. Garden City, NY: Doubleday, 1959.

In a highly readable and entertaining book, Goffman draws out his dramaturgical view of social interaction and how we all engage in impression management.

Edward T. Hall, *The Hidden Dimension*. New York: Doubleday, 1966.

A survey of the way different cultures use space and how this affects their patterns of interaction and communication.

Arlie Russell Hochschild, *The Managed Heart: Commercialization of Human Feeling*. University of California Press, 2003.

A new classic in sociology that defines emotion work as the deep acting we do to control our emotions in private. When emotions are part of commercial services and treated like commodities, Hochschild calls this emotional labor, in great demand in a commercialized world.

Ashley Mears, *Pricing Beauty: The Making of a Fashion Model*. University of California Press, 2011.

A former fashion model turned sociologist interviews models, designers, and people in the world of fashion, which she defines as cultural production where the right look is packaged as a commodity.

Allison J. Pugh, *Longing and Belonging: Parents, Children and Consumer Culture*. University of California Press, 2009.

Parents are constantly pushed to buy things for their children. Children in turn talk about the games and items they want all the time. Pugh observed and interviewed parents and children over the course of three years. She discovered that children want to belong to groups; consumption is about wanting to join with others in conversations and share experiences, not just blind following of fads or manipulation by marketers.

William H. Whyte, *City: Rediscovering the Center*. New York: Doubleday, 1988.

Fascinating study of how the physical layout of space in downtown areas structures social interaction.

## Chapter 6: Social Groups and Organizations

### LEARNING OBJECTIVES

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1. Distinguish between primary and secondary groups.
2. Explain the functions of groups.
3. Understand the role of reference groups.
4. Know the influence of group size.
5. Understand the characteristics of bureaucracy.
6. Know what Michel's concept of "the iron law of oligarchy" is.
7. Understand why social institutions are important.

### CHAPTER OUTLINE

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- I. **The Nature of Groups**
  - A. Primary and Secondary Groups
- II. **Functions of Groups**
  - A. Defining Boundaries
  - B. Choosing Leaders
  - C. Making Decisions
  - D. Setting Goals
  - E. Assigning Tasks
  - F. Controlling Members' Behavior
- III. **Reference Groups**
  - A. Small Groups
  - B. Large Groups: Associations
    1. Formal Structure
    2. Informal Structure
  - C. *Gemeinschaft* and *Gesellschaft*
  - D. Mechanical and Organic Solidarity
- IV. **Bureaucracy**
  - A. Weber's Model of Bureaucracy: An Ideal Type
  - B. Bureaucracy Today: The Reality
  - C. The Iron Law of Oligarchy
- V. **Institutions and Social Organization**
  - A. Social Institutions
  - B. Social Organization
- VI. **Summary**

## KEY CONCEPTS

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**social group:** a number of people who have a common identity, some feeling of unity, and certain common goals and shared norms.

**social aggregate:** people who temporarily happen to be in physical proximity to each another but share little else.

**primary groups:** groups in which members have an emotional investment in one another and in a situation, know one another intimately, and interact as total individuals rather than through specialized roles.

**secondary group:** a group that has relatively little intimacy, specific goals, is formally organized, and is impersonal.

**leader:** someone who occupies a central role or position of dominance and influence in a group.

**instrumental leadership:** a type of leadership in which the leader actively proposes tasks and plans to guide the group toward achieving its goals.

**expressive leadership:** a type of leadership in which the leader works to keep relations among group members harmonious and group morale high.

**reference group:** a group or social category that an individual uses to help define beliefs, attitudes, and values and to guide behavior.

**small group:** many kinds of social groups, such as families, peer groups, and work groups, that actually meet together and contain few enough members so that all member know one another.

**dyad:** the smallest possible group, it contains two members.

**triad:** a group consisting of three members.

**subgroups:** splinter groups within the larger group.

**associations:** purposefully created special-interest groups that have clearly defined goals and official ways of doing things.

**gemeinschaft:** a community in which relationships are intimate, cooperative, and personal.

**gesellschaft:** a society in which relationships are impersonal and independent.

**collective conscience:** a society's system of fundamental beliefs and values.

**social solidarity:** people's commitment and conformity to a society's collective conscience.

**mechanically integrated society:** a type of society where the collective conscience is strong and there is great commitment to it.

**organically integrated society:** a type of society where social solidarity depends on the cooperation of individuals in many positions who perform specialized tasks.

**bureaucracy:** a formal, rationally organized social structure with clearly defined patterns of activity in which, ideally, every series of actions is functionally related to the purposes of the organization.

**ideal type:** a simplified, exaggerated model of reality used to illustrate a concept.

**oligarchy:** the situation in which organizations that were originally idealistic and democratic eventually come to be dominated by a small self-serving group of people who have achieved positions of power and responsibility.

**social institutions:** the ordered social relationships that grow out of the values, norms, statuses, and roles that organize the activities that fulfill society's fundamentals needs.

**social organization:** the relatively stable pattern of social relationships among individuals and groups in society.



## KEY THINKERS/RESEARCHERS

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**Charles Horton Cooley:** developed the concepts of primary and secondary groups.

**Georg Simmel:** sociologist who pioneered the idea that group size affects interaction.

**Ferdinand Tönnies:** developed the concepts of *gemeinschaft* and *gesellschaft*.

**Émile Durkheim:** proposed the idea that different types of society were held together by different types of solidarity (mechanical and organic).

**Max Weber:** emphasized the importance of bureaucracy as a social development.

**Robert Michels:** originated the idea of the iron law of oligarchy.

## LECTURE SUGGESTIONS

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**1. Social Aggregate vs. Social Group.** An interesting exercise is to pose a number of situations to the class and have them decide whether the actors constitute an aggregate or a group. Working through a number of different examples forces students to think clearly about those qualities of social interaction that distinguish a group.

**2. Primary vs. Secondary Groups.** The text outlines a variety of characteristics of primary and secondary groups. Students are often intimidated by the prospect of trying to memorize this long list. Of course, they don't have to. The important thing is to understand the key distinguishing features, and then reason everything else out from there. One key that distinguishes primary from secondary groups is intimacy: primary groups have it and secondary groups typically do not. Lead the class through a reasoning process around the issue of intimacy. What are the preconditions for its existence (small size, durability, intrinsic valuation, etc.) and what are the results of its existence (inclusive knowledge, informality, spontaneity, etc.)? If students can reason this through, then they really understand the concept.

**3. Weber's Model of Bureaucracy.** Have students create a handout summarizing Weber's model. It should parallel closely the material in the text, but can include some additional information as well. This can be used as a study tool to (1) emphasize its importance, and (2) provide students with a handy tool they can use in other contexts. After sharing the handouts, model the process by analyzing a sample bureaucracy according to the criteria. Have them model their own college administration or an association they would like to join or investigate.

**4. Functions of Bureaucracy.** Bureaucracy may not be a dirty word to everyone; it may actually serve some useful and valuable functions. The subject of bureaucracy is an excellent one with which to further examine the ideas of manifest and latent function. Often only the dysfunctions of bureaucracies are discussed, and they are likely to be latent ones. Ask your students to speculate on the latent positive functions of bureaucracies as well as the manifest dysfunctional ones. Discuss these with the class, and see if you can elicit from them situations in which bureaucracy is desirable (e.g., law and the courts). On the other hand, bureaucracy is legendary for its dysfunctions.

## STUDENT ACTIVITIES

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**1. Characteristics of Groups.** Have students form small groups. Ask them to discover three things they all have in common. How can the group organize to get something related to their common needs done? Next, have them carry out the six major tasks or functions of groups. You can ask them to add a symbolic logo for a flag or tattoo to represent their group to the class.

**2. Reference Groups.** Have students make lists of their major reference groups based on their situation in society, then discuss similarities and differences, not only in who these groups are, but also in their level of abstraction and/or distance from the individual.

**3. Learning a New Organization.** All students have experienced a first day on a new job or in a new school. Ask students to write a description of how they learned a new status position in an organization. How did the

organization and groups in it direct their behavior? How did they learn its goals, norms, and the expectations of the new culture? Students can share and compare their experiences.

**4. Virtual Face of Bureacracy.** Critics of Weber’s classic bureaucracy claim the organizations made people feel alienated, faceless, and powerless at the mercy of an iron cage of rational organization. Today, state bureaucracies are relying more on Internet-based websites for registration and routine applications and services. While the new interfaces are efficient, many are even less personal. Are the virtual organization sites, called interfaces, superior than in-person sites? What are their strengths and weaknesses in relation to meeting human needs, collecting and providing information?

**5. Finding a Canoe, The Power of Weak Ties.** What is the best way to find a new job, an apartment, or a used canoe? The power of weak ties shows us that acquaintances who we talk with share information in a chain that is part of a network. Have each student define something that he or she would like to achieve, for example a part-time job, a used car, or a canoe. Have the students network for a week to see how many potential links or ties it takes to achieve what they are looking for. How does the Internet create or multiply potential ties that would not be met in person? The students only have to locate an available canoe; they do not have to purchase it. Report their experiences to the class.

## VIDEO SUGGESTIONS

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### The Office (U.S. TV series)

[http://en.wikipedia.org/wiki/The\\_Office\\_\(U.S.\\_TV\\_series\)](http://en.wikipedia.org/wiki/The_Office_(U.S._TV_series))

Compare clips of the series *The Office* (2005- ) from the United States and the United Kingdom. What similarities and differences can you find between the office managers, employees, and problems they encounter? Have your students write a “mockumentary” about school life or groups and clubs around school that spoofs the organizational culture and norms they encounter.

## RESOURCES

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Howard E. Aldrich and Martin Ruefs, *Organizations Evolving*, 2<sup>nd</sup> Edition. Thousand Oaks, CA: SAGE Publications, 2006.

An award-winning view of how organizations adapt to the social environments around them.

David Simon and Edward Burns, *The Corner*. New York: Broadway Books, 1997.

A new version of the classic *Talley’s Corner*. This book covers one year in the life of a group of people who struggle to survive the drug market that dominates their world.

Manual Castells, *The Rise of The Network Society: The Information Age Economy, Society and Culture*. New York: John Wiley, 2000.

Networks are the new morphology of global societies. Castells’ theories are used in a wide range of perspectives to understand social change.

Mark Granovetter, *Getting a Job: A Study of Contacts and Careers*. University of Chicago Press 1995.

The classic network ties study.

Jerry Jacobs, *The Revolving Door: Sex Segregation and Women’s Careers*. Stanford University Press, 1989.

This study explains why young women revolve out of male-dominated majors and fields and into ones dominated by women. Seeks to explain how gender is reproduced as segregation in occupational cultures.

Rosabeth Moss Kanter, *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth and Social Good*. New York: Crown Publishing Group, 2009.

Kanter interviewed hundreds of executives in corporations to discover that corporations which pay attention to community and human needs are more successful than organizations that ignore them.

Rosabeth Moss Kanter and Barry A. Stein, eds., *Life in Organizations: Workplaces as People Experience Them*. New York: Basic Books, 1979.

Slices of life from all levels and phases of contemporary bureaucracy.

George Ritzer, *The McDonaldization of Society*, 20<sup>th</sup> Anniversary 7th edition. SAGE Publications, 2012.

One of the most successful organizational models in the history of business is the fast food chain McDonalds. A classic critical study in how organization and societal values and practices shape one another.

## Chapter 7: Deviant Behavior and Social Control

### LEARNING OBJECTIVES

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1. Understand deviance as culturally relative.
2. Explain the functions and dysfunctions of deviance.
3. Distinguish between internal and external means of social control.
4. Differentiate among the various types of sanctions.
5. Describe and critique biological, psychological, and sociological theories of deviance.
6. Discuss the concept of anomie and its role in producing deviance.
7. Know how the Uniform Crime Reports and the National Crime Victimization Survey differ as sources of information about crime.
8. Describe the major features of the criminal justice system in the United States.

### CHAPTER OUTLINE

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#### I. Defining Normal and Deviant Behavior

- A. Making Moral Judgments
- B. The Functions of Deviance
- C. The Dysfunctions of Deviance

#### I. Mechanisms of Social Control

- A. Internal Means of Control
- B. External Means of Control: Sanctions
  1. Positive and Negative Sanctions
  2. Formal and Informal Sanctions
  3. A Typology of Sanctions

#### II. Theories of Crime and Deviance

- A. Biological Theories of Deviance
- B. Psychological Theories of Deviance
  1. Psychoanalytic Theory
  2. Behavioral Theories
  3. Crime as Individual Choice
- C. Sociological Theories of Deviance
  1. Anomie Theory
  2. Strain Theory
  3. Control Theory
  4. Techniques of Neutralization
  5. Cultural Transmission Theory
  6. Labeling Theory

#### III. The Importance of Law

- A. The Emergence of Laws
  1. Consensus Approach
  2. Conflict Approach

#### IV. Crime in the United States

- A. Crime Statistics

## V. Kinds of Crime in the United States

- A. Juvenile Crime
- B. Violent Crime
- C. Property Crime
- D. White-Collar Crime
- E. Victimless Crime
- F. Victims of Crime

## VI. Criminal Justice in the United States

- A. The Police
- B. The Courts
- C. Prisons
  - 1. Goals of Imprisonment
- D. A Shortage of Prisons
- E. Women in Prison
- F. The Funnel Effect
- G. Truth in Sentencing

## VII. Summary

### KEY CONCEPTS

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**moral code:** the symbolic system in terms of which behavior takes on the quality of being 'good' or 'bad,' 'right' or 'wrong.'

**deviant behavior:** behavior that fails to conform to the rules or norms of a group in question.

**external means of control:** other people's responses to a person's behavior—that is, rewards and punishments.

**sanctions:** rewards and penalties that a group's members use to regulate an individual's behavior.

**positive sanctions:** actions that encourage the individual to continue acting in a certain way.

**negative sanctions:** actions that discourage the repetition or continuation of the behavior.

**formal sanctions:** sanctions applied in a public ritual, as in the awarding of a prize or an announcement of expulsion, usually under the direct or indirect control of authorities.

**informal sanctions:** actions by group members that arise spontaneously with little or no formal direction.

**informal positive sanctions:** displays people use spontaneously to express their approval of another's behavior.

**informal negative sanctions:** spontaneous displays of disapproval or displeasure.

**formal positive sanctions:** public affairs, rituals, or ceremonies that express social approval of a person's behavior.

**formal negative sanctions:** actions that express institutionalized disapproval of a person's behavior.

**anomie:** the condition of normlessness in which values and norms have little impact and the culture no longer provides adequate guidelines for behavior.

**innovators:** individuals who accept the culturally validated goal of success but find deviant ways of going about reaching it.

**ritualists:** individuals who reject or deemphasize the importance of success once they realize they will never achieve it and instead concentrate on following and enforcing rules more precisely than was ever intended.

**retreatists:** people who pull back from society altogether and cease to pursue culturally legitimate goals.

**rebels:** people who reject both the goals of what to them is an unfair social order and the institutionalized means of achieving them.

**techniques of neutralization:** a process that enables us to justify illegal or deviant behavior.

**labeling theory:** theory under which the focus shifts from the deviant individual to the social process by which a person comes to be labeled as deviant and the consequences of such labeling for the individual.

**primary deviance:** the original behavior that leads to the application of a label to an individual.

**secondary deviance:** the behavior people develop as a result of having been labeled as deviant.

**legal code:** the body of formal rules adopted by a society's political authority.

**laws:** formal rules.

**consensus approach:** assumes that laws are merely a formal version of the norms and values of the people.

**conflict approach:** assumes that the elite use their power to enact and enforce laws that support their own economic interests and go against the interests of the lower classes.

**violent crime:** an unlawful event such as homicide, rape and assault that can result in injury to a person.

**property crime:** an unlawful act that is committed with the intent of gaining property but that does not involve the use or threat of force against an individual.

**felonies:** offenses punishable by a year or more in state prison.

**juvenile crime:** the breaking of criminal laws by individuals younger than age 18.

**recidivism:** repeated criminal behavior after punishment.

**white-collar crime:** the acts of individuals who, while occupying positions of social responsibility or high prestige, break the law in the course of their work for the purpose of illegal personal or organizational gain.

**victimless crimes:** acts that violate those laws meant to enforce the moral code.

**criminal justice system:** personnel and procedures for arrest, trial, and punishment to deal with violations of the law.

## KEY THINKERS/RESEARCHERS

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**Émile Durkheim:** argued that deviant behavior is an integral part of all healthy societies; developed the concept of anomie.

**Cesare Lombroso:** suggested that criminals are evolutionary throwbacks who can be identified by primitive physical features, particularly with regard to the head.

**Sigmund Freud:** argued that crime is produced by the unconscious impulses of the individual.

**James Q. Wilson and Richard Herrnstein:** argued that crime is the product of a rational choice by an individual as a result of weighing the costs and benefits of alternative courses of action.

**Edwin H. Sutherland:** developed the theory of differential association, emphasizing that people commit crime because they have learned "definitions" of behavior and law that are favorable to lawbreaking; coined the term *white-collar crime*.

**Travis Hirschi:** developed control theory, in which it is hypothesized that the strength of social bonds keeps most of us from becoming criminals.

**Clifford Shaw and Henry McKay:** used cultural transmission theory to explain why neighborhood crime rates persisted over decades even when the population of the neighborhood changed.

## LECTURE SUGGESTIONS

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- 1. Making Moral Judgments.** Tischler observes that some acts seem to be almost universally accepted as deviant, and that sociologists are willing to classify some human actions as absolutely deviant. What types of behavior allow us to say that some actions are deviant because they are anti-human, i.e., they prevent or inhibit human growth and development? A current event is the ongoing wars abroad. Have people at home accepted the war as “normal” despite its damage of human beings and the planet? Another area of great controversy is the responsibility of parents whose children are victims of incest. For an interesting perspective you can draw on Janis Tyler Johnson, *Mothers of Incest Survivors: Another Side of the Story*.
- 2. The Functions of Deviance.** Many students are not used to thinking of deviance as having positive functions for the social order. This is a point worth emphasizing, and there is a great deal of sociological literature from which to draw in illustrating this point. You may want to provide additional examples of each function of deviance, and then ask the class to provide more.
- 3. The Functions of Tabloid Journalism.** As a way of getting at the functions of deviance, bring in selected tabloid newspaper headlines, descriptions of TV talk show topics, or perhaps videotapes of the promotional commercials announcing the juicy topic of the day on a particular talk show. Ask students to speculate about the role of these newspapers and TV shows in fulfilling the functions of deviance.
- 4. Another Function of Deviance.** A function of deviance not explicitly mentioned in the text is the role of deviance in promoting social change. Tell students about the early civil rights, anti-war, feminist, environmental, etc. movements, and how the activists were painted as troublesome malcontents. Over time, however, the deviants of each movement wound up promoting social change that was functional for maintaining society.
- 5. Another Dysfunction of Deviance.** When deviance goes unpunished, it not only disrupts the social order, but it undermines internal social control, the “will to conform.” This dysfunction seems particularly salient in contemporary society. Ask students how often they have felt “Why should I do the right thing when no one else seems to?” About what issues have they felt this way?
- 6. Internal vs. External Means of Control.** Discuss the fact that, in contemporary American society, community as the basis for reinforcing internal social control has been severely undermined. The result of this is a greater reliance on external means of control. A good example is the increasingly elaborate electronic and video surveillance found in stores because customers (and employees) can no longer be trusted not to shoplift or steal because it would be wrong. Ask students to speculate about why this has happened and what the implications are for society and individuals of increasing reliance on external means of control.
- 7. Crime Statistics.** It is useful to discuss with students the problems with crime statistics so that they don’t simply take the statistics at face value. It is helpful to have examples as well, for instance, the mysterious improvement in crime rate figures just prior to a local election.
- 9. Juvenile Crime.** Invite a juvenile probation officer and/or juvenile offenders into class to discuss the background motivation and social milieu for their offenses. For many students, this would be a real eye-opener. A good resource is Robin Harr-Mirse and Meredith S. Wiley’s book on violence by children. If possible, begin your lecture-discussion with an examination of “normal violence”; that is, the type of interpersonal conflict taking place between siblings which most parents and probably most of your students regard as “normal.” Explore what factors have to be in place for this “normal” behavior to move out of bounds and become regarded as deviant.
- 10. White-Collar Crime vs. Street Crime.** To illustrate the point that the economic impact of white-collar crimes is far greater than that of street crimes, bring in current examples, such as the S&L crisis, BCCI, federal contractor fraud, price fixing, securities fraud, etc. There seem to be no shortage of examples. This could also be an assignment for students to search the media for reports of white-collar crime. It is also instructive for you or the students to note the punishments meted out to those found guilty of white-collar vs. street crimes. If you are looking for controversial comparisons, see Stuart Henry and Mark Lanier, *What is Crime*.

**11. The U.S. Criminal Justice System.** Since many students will not have had much contact with most of the criminal justice system, it is important to make them aware of how it actually works. There are a number of very good films on policing and prisons. You may also want to consider inviting guest speakers or a panel of people involved with the criminal justice system. In many locations, there are people who are, formally or informally, “professional court watchers.” If you can identify such a person or persons, invite them in to talk with the class about what they observe.

## STUDENT ACTIVITIES

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**1. Typology of Sanctions.** As an exercise, hand out a blank table for students to fill in types of sanctions. Ask students, working in small groups, to generate examples of each of the four types of sanctions relative to a particular environment, e.g., college, home, the workplace, a department store, etc. Another way to bring home the difficulty of linking sanctions to changes in behavior is to ask the class to indicate whether any of them have received a speeding ticket during the last year. From the sea of hands which inevitably will be displayed, ask for a couple of volunteers to share the details of their ticket, e.g., how fast they were traveling, where they were stopped, and the amount of the fine. With luck you will get some persons with fines approaching \$80 to \$100—better yet, you might have someone in class who was caught speeding through a construction zone where the normal fines were doubled. Now ask about the extent of hardship the fine posed on their income; how financially painful was the incident?

Now ask them about the extent to which the experience changed their behavior. Try to get them to elaborate regarding whether they permanently changed their driving habits or changed for a short period following the ticket or changed their behavior in construction zones. The point is to look at the relativity of change patterns and the overall difficulty of changing behavior through the use of negative sanctions. One last thing: You might also try examining the idea that “deviance is a label differentially applied,” e.g., did any of them attempt to “talk their way out of the ticket”? Did any of the officers give them a break and issue a warning or lower over-the-limit citation? Now that your discussion is underway and probably has provided considerable humor for the class, take a look at two remaining problems:

First, given those who volunteered just publicly admitted engaging in deviance—how do we regard them? How might things have been different if the topic had been drug use as opposed to speeding? What about drug selling as opposed to drug usage? What if the behavior had been a serious personal crime such as robbery or rape? (Be careful not to ask for volunteers to reveal details of personal crimes or victimizations.) Lastly, and this is the sensitive one, how did their gender, race, and/or minority group status affect their experience with the police, and how might that experience have been different had their ascribed status characteristics been different?

As the humor quickly dissipates, be cautious to consider the class composition in order not to unintentionally single out any persons (for example, racial or ethnic minority students, gender, etc.) causing them to be publicly uncomfortable. Actually, on most occasions, I find it is precisely my minority students who are most interested in sharing any negative encounters they have had. All in all, it makes for a thoughtful class session.

**2. Merton’s Typology of Modes of Adaptation.** A good discussion can almost always be generated around asking students to come up with examples of each mode of adaptation. Narrow the discussion down to an environment with which students are familiar, e.g., school or work. Ask students to think about the implications of having a majority of society in each of the categories. What things would be better, and what things would be worse?

**3. Criminal Activity Flow Chart.** Assign students, working in small groups (during or outside of class), to construct a flow chart illustrating the stages in the life history of a crime and criminal. Begin with the inputs into the commission of a crime, and then move through each stage of the legal and criminal justice system, illustrating the many branching possibilities at each stage.

**4. The Craigslist Scandal.** Have students search for articles about how a popular Internet bulletin board has been used to advertise prostitution and criminal activity. Have the state attorney generals controlled Craig? Is there still criminal activity on this site or others that you can identify? How can we regulate or control activity in virtual space? Is regulation necessary?



**5. Victimless Crimes.** Ask students to discuss, in small groups, whether or not they think these crimes are truly “victimless.” Are there other crimes they would remove from or add to the list? Why? A great video resource for this topic is *Saving Grace* (2000), where a gardening-proficient widow, faced with debts left by her husband, resorts to cultivating marijuana in her greenhouse. The film is a nice twist on what takes place when “respectable folk” engage in deviance. It also is a good source for examining audience reactions to deviance.

## VIDEO SUGGESTIONS

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Hollywood and television offer hundreds of stories about deviant individuals and criminals. *Rudolph the Red Nosed Reindeer* (1964) is a television classic that portrays how deviants who don't fit in are forced to go out on their own or find deviant subcultures to accept them as normal. This program has been broadcast every year since it premiered, making it one of the most successful holiday cartoons in history. What does this American pop culture classic tell us about our society?

## INTERNET ACTIVITIES

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### **Mexico's Drug War – Stories, Photos, Videos – Los Angeles Times**

<http://projects.latimes.com/mexico-drug-war/>

Interactive multimedia resource site with video clips, journalism stories, biographies of key players and the news reporter experts who follow them. An excellent resource for students to write papers about the drug wars and gang violence that spills over into the United States, the largest market on earth for illegal drugs that supplies the world with high power assault weapons.

### **Biological and Psychological Theories of Deviance**

<http://www.umsl.edu/~keelr/200/biotheor.html>

Outline and discuss the work of one of the leading proponents of biological or psychological theories of deviance. Compare these theories to social learning, cultural and environmental perspectives.

### **Sociology: Theories of Deviance**

<http://www.cliffsnotes.com/WileyCDA/CliffsReviewTopic/Theories-of-Deviance.topicArticleId-26957,articleId-26873.html>

Outline and discuss the tenets of Walter Reckless's Control Theory.

### **FBI – Uniform Crime Reports**

<http://www.fbi.gov/ucr/ucr.htm>

View crime data from a year represented in the tables presented. Compare crime statistics with those of five years ago and of 10 years ago. Is the reported crime rate in the United States going up or down? What explanations can you give for the trend you've identified?

### **National Institute of Justice: Criminal Justice Research, Development and Evaluation**

<http://nij.gov/>

The National Institute of Justice is the U.S. Office of Justice source for information and research about crime and the justice system in the United States. Students can use this site as resource for almost any paper or project concerning crime and justice with the latest statistics.

### **United Nations International Study on Firearm Regulation**

<http://www.uncjin.org/Statistics/firearms/index.htm>

A survey of countries around the globe about regulations concerning firearms. Students can do comparative studies of countries by region. Discuss the proliferation of weapons and the social problems guns create.

## RESOURCES

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Ted Conover, *Guarding Sing Sing*, New York: Vintage Books, Random House, 2000.

Eyewitness journalist account of a rookie guard at Sing Sing prison.

Kai Erikson, *Wayward Puritans: A Study in the Sociology of Deviance*. New York: John Wiley, 1966.

A classic work in which the author shows how the early Puritan settlers in America used deviance to maintain group solidarity.

Joseph Hallinan, *Going Up the River*, New York: Random House, 2001.

Chronicles America's prison boom as a growth industry for the country. Also compares the incarceration rates in America with the rest of the world. Interesting read.

Robin Harr-Mirse and Meredith S. Wiley, *Ghosts from the Nursery*, New York: The Atlantic Monthly Press, 1997.

Examines violent crime by children and links to abuse-neglect behaviors by parents during early socialization.

Stuart Henry and Mark Lanier, *What is Crime*, New York: Roman and Littlefield Publishers, 2001.

Controversies over the nature of crime and what can be done about crime.

Janis Tyler Johnson, *Mothers of Incest Survivors: Another Side of the Story*, Bloomington, IN: Indiana University Press, 1992.

A look at sexual abuse from a different perspective.

Russell Mokhiber, *Corporate Crime and Violence: Big Business Power and the Abuse of the Public Trust*. San Francisco: Sierra Club Books, 1988.

A catalog of crimes by multinational corporations that resulted in serious injury and death. This is an area that is often overlooked, even in discussions of white-collar crime.

Jeffrey Reiman, *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*, Third Edition. New York: Macmillan, 1990.

A critical look at the entire American criminal justice system.

Deborah Schurman-Kauflin, *The New Predator: Women Who Kill. Profiles of Female Serial Killers*, New York: Algora Publications, 2000.

Profiles female serial killers and compares and contrasts their behaviors with behaviors of male serial killers.

Jonathan Pincus, *Basic Instincts: What Makes Killers Kill*, New York: W.W. Norton & Company, 2001.

Dr. Samuel Walker, Cassia Spohn and Miriam DeLone, *The Color of Justice*, Cengage Learning, 2011.

This book reviews the patterns of ethnicity, race, gender and class in the current criminal justice system in the United States. Viewed as a valuable resource for faculty lecture material and student research.

## Chapter 8: Social Class in the United States

### LEARNING OBJECTIVES

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1. Explain the factors that affect one's chances of upward social mobility.
2. Describe the distribution of wealth and income in the United States.
3. Summarize the functionalist and conflict theory views of social stratification.
4. Describe the characteristics of each of the social classes in the United States.
5. Describe differences in the poverty rate among various groups in American society.
6. Compare poverty rates in the United States with those of other industrialized countries.
7. Describe some of the personal and social consequences of a person's position in the class structure.

### CHAPTER OUTLINE

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#### I. The American Class Structure

- A. The Upper Class
- B. The Upper-Middle Class
- C. The Middle-Middle Class
- D. The Lower-Middle Class
- E. The Lower Class
- F. Income Distribution

#### I. Poverty

- A. The Feminization of Poverty
- B. How Do We Count the Poor?
- C. Myths About the Poor
  1. Myth 1: People are poor because they are too lazy to work.
  2. Myth 2: Most poor people are minorities, and most minorities are poor.
  3. Myth 3: Most of the poor are single mothers with children.
  4. Myth 4: Most people in poverty live in the inner cities.
  5. Myth 5: Welfare programs for the poor are straining the federal budget.
- D. Government Assistance Programs
- E. The Changing Face of Poverty

#### II. Consequences of Social Stratification

#### III. Why Does Social Inequality Exist?

- A. The Functionalist Theory
  1. The Immorality of Social Stratification
  2. The Neglect of Talent and Merit
  3. Barriers to Free Competition
  4. Functionally Important Jobs
- B. Conflict Theory
  1. Karl Marx
  2. Max Weber
- C. Modern Conflict Theory
- D. The Need for Synthesis

#### IV. Summary

## KEY CONCEPTS

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**social class:** a category of people who share similar opportunities, similar economic and vocational positions, similar lifestyles, and similar attitudes and behaviors.

**class system of stratification:** a societal system that has several social classes and permits social mobility.

## KEY THINKERS/RESEARCHERS

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**Max Weber:** argued that social stratification was not just a matter of wealth but included prestige and political power as well.

**Karl Marx:** argued that class was based on ownership and that capitalism required a conflict between owners and workers.

**Kingsley Davis and Wilbert Moore:** developed the functionalist theory of stratification.

## LECTURE SUGGESTIONS

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**1. Gender and Social Mobility.** Point out to the class that nearly all of the research to date on social mobility has been done with male subjects. Ask the class to suggest why this may be so. Also ask them how they think this bias might distort the data. Finally, ask them to speculate on what we are likely to find when we include women equally in the research. The Ehrenreich book noted in Resources works well for a discussion of gender and social mobility.

**2. Marx's Theory of Inequality.** Most students are not likely to be familiar with the ideas of Marx, and therefore have to struggle with them a bit more. You may have to clarify some misconceptions and do a little pre-teaching to ensure their understanding of Marx and his ideas.

**3. Understanding Poverty I.** Most students who have no personal experience with poverty have bought into the myths about the poor perpetuated by grandstanding politicians and from sensationalized media. In fact, most of this evidence is anecdotal, and often wrong, at least in the aggregate. One source which really personalizes the experience and the face of poverty is Jonathan Kozol's *Rachel and Her Children*.

**4. Understanding Poverty II.** A wonderful resource for understanding poverty is Payne's *Poverty: A Framework for Understanding and Working with Students and Adults from Poverty*. On the one hand, this book will improve your sensitivity as an instructor to students from a background of poverty. On the other hand, it provides valuable material to share with your class, such as vignettes about real-life situations faced by poor people and a "quiz" to test knowledge of how to survive in poverty, the middle class, and the upper class.

**5. Characteristics of Poverty in the U.S. and the World.** Using the information in the text, construct a profile of a "typical" recipient of government assistance. Of course they are going to be middle class, and most likely over 65 years old. Read this profile to the class, and then discuss stereotypes of government aid recipients. Why do these stereotypes exist? Who benefits from their existence? How are they perpetuated? Tie this in to a discussion of worldwide comparisons. The text states that the United States does fairly well, in comparison with other capitalist industrial countries, in keeping down poverty among the elderly. Yet this country ranks appallingly low, in comparison, on child poverty. Ask students to try to explain why this is so. Is it likely to change, especially with the aging of the baby boomers?

## STUDENT ACTIVITIES

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**1. Expectations for Upward Social Mobility.** In small groups, have students discuss their own personal expectations for upward social mobility. Have them share information about the source of their aspirations, the strength and realism of their expectations, and possible barriers to their realization.

**2. Social Class in the Class.** Using information in the text, have each student place themselves in a social class (or more than one if they've had the experience of class mobility). If you think that the subject is too sensitive for the people in your class, you could pass out 3" x 5" cards and ask students to write their answers anonymously. The cards can then be collected and tallied, with the results written on the board or an overhead transparency. Ask the students to draw conclusions from the data about themselves, the university, the community, American society, etc. Ask what they think the new technology-made-possible members of the upper classes think about mobility and the advantages of class

**3. Understanding Social Classes.** Pair up the students in your class and randomly assign each pair one of the five social classes discussed in the text. Each dyad should write a biography of a "typical" member of their assigned social class. Have the students read and discuss their biographies in class. Later, have each student write about his or her reactions to the experience. Did putting themselves in the place of another alter their views? Why or why not? Discuss what "values" one needs to succeed in America, then see what happens when one has the values but still cannot succeed.

**4. Social Problems Related to Social Stratification.** Write a title or name for social problems related to social stratification, one per card, that you can find in articles or the news. Have students pick a card face down to research the answers. This can be done individually or in small groups. Students can present their research findings in class along with an outline of information and theory they discovered. They can also post their research on a class blog or website with photographs and video clips.

**5. Local Housing as Indicator of Social Class.** Have students do observations of local housing and conditions around different types of housing as part of social class environment. How visible is stratification?

**6. Federal Government Poverty Thresholds.** Every student should find the federal government poverty thresholds online to understand official standards for qualifying for this social status. Also look for eligibility for state and federal programs. Who is eligible? Who is left out? Are the working poor being ignored?

## VIDEO SUGGESTIONS

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### **BBC Panorama, *Poverty In America (2012)***

Outstanding investigative report on rising poverty during the Obama administration related to long term unemployment. Interviews with poor and homeless people across the United States. Longer segments available on YouTube. Found at [http://news.bbc.co.uk/panorama/hi/front\\_page/newsid\\_9694000/9694094.stm](http://news.bbc.co.uk/panorama/hi/front_page/newsid_9694000/9694094.stm).

## INTERNET ACTIVITIES

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### **NCCP | Measuring Poverty in the United States**

[http://www.nccp.org/publications/pub\\_825.html](http://www.nccp.org/publications/pub_825.html)

Study the National Center for Children in Poverty site. Respond to the following questions:

1. How does the U.S. measure poverty?
2. Why is the current poverty measure inadequate?
3. Are there alternative ways to measure poverty
4. How much does it really take to make ends meet?

### **Stanford Center on Poverty and Inequality**

<http://www.stanford.edu/group/scspi/>

The Stanford Center on Poverty and Inequality has the latest social science research information about poverty and stratification in the United States. Students can work with pages called "Test Your Poverty and Inequality IQ" or pick one of the "20 Facts About US Poverty and Inequality Everyone Should Know." These make good classroom lecture and presentation resources too. For example, the facts on incarceration by race ethnicity and education level

reveal that blacks with less than high school education have the highest incarceration rates in the country. Based on reading and research, discuss why this pattern grew so high so quickly since the 1980s.

### Lessons Learned

<http://hungerreport.org/2009/chapters/us-poverty/62-current-reform>

Outline and discuss efforts at U.S. poverty reduction.

## RESOURCES

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David Brooks, *Bobos in Paradise: The New Upper Class and How They Got There*.

Weds the bourgeoisie world of capitalist enterprise to the hippie world of bohemian counterculture.

William DeFazio, *Ordinary Poverty: A Little Food and Cold Storage*. Philadelphia: Temple University Press, 2007.

Barbara Ehrenreich, *Nickel and Dimed: On Not Getting By in America*, New York: Metropolitan Books, 2001.

An interesting view of mobility by a woman who has worked as a nurse, waitress, hotel maid, and Walmart associate. Confirms the idea that one cannot make it with a single working class job in today's economy.

Sharon Hays, *Flat Broke With Children: Women in the Age of Welfare Reform*. New York: Oxford University Press, 2004.

Hays interviewed poor women with children and the challenges they face after welfare reform limited eligibility for benefits.

Jonathan Kozol, *Rachel and Her Children*. New York: Fawacett Columbine, 1998.

Kozol examines families for whom the American Dream is shattered. He discusses what happens to those families without safety nets who are scattered through any American city.

Katherine S. Newman, *No Shame in My Game: The Working Poor in the Inner City*. New York: Vintage Books, Random House, 1999.

Newman looks at a population with all the right values and privileges for whom earning a decent living is all but impossible.

Frances Fox Piven, *Challenging Authority: How Ordinary People Change America*. Rowman and Littlefield, 2006.

An icon of the left looks at how working people resist their disadvantaged oppression through collective action. Piven popularized conflict-based theories of social protest related to class in the United States.

Thomas Shapiro, *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press, 2004.

Shapiro argues that wealth is passed from generation to generation and accrues to people who are already advantaged, while African American disadvantages remain challenges to improved social position.

Sudhir Venkatesh, *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. Penguin Books, 2008.

Venkatesh befriended and followed a gang leader on the south side of Chicago to discover how his world was organized. This highly praised but controversial sociologist brought back a first-hand account of how a crack-dealing gang operated on a daily basis, the social life of the poor, and the neighborhoods where they live.

William Julius Wilson, *More Than Just Race: Being Black and Poor in the Inner City*. New York: Norton, 2009.

Wilson's empirical structural analyses of race and class in the United States challenges conservative functionalist and culture of poverty theories with a hard hitting look at the effects of long-term entrenched poverty.

## Chapter 9: Global Stratification

### LEARNING OBJECTIVES

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1. Describe the caste, estate, and class systems of social stratification.
2. Describe the phenomenon of exponential growth.
3. Define the three major components of population change.
4. Contrast the Malthusian and Marxist theories of population.
5. Summarize the demographic transition model and explain why there might be a second demographic transition.
6. Discuss the determinants of fertility and family size.
7. Discuss the problems of overpopulation and possible solutions.
8. Discuss world health trends.
9. Understand the trends in global aging.

### CHAPTER OUTLINE

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#### I. Stratification Systems

- A. The Caste System
- B. The Estate System
- C. The Class System

#### II. Population Dynamics

- A. Fertility
- B. Mortality
- C. Migration

#### III. Theories of Population

- A. Malthus's Theory of Population Growth
- B. Marx's Theory of Population Growth
- C. Demographic Transition Theory
- D. A Second Demographic Transition

#### IV. Global Diversity

- A. World Health Trends
- B. The Health of Infants and Children in Developing Countries
  1. Child Killers
  2. Maternal Health
  3. Maternal Age
  4. Maternal Education
- C. HIV/AIDS
- D. Population Trends
  1. Child Marriage and Early Marriage
  2. Breastfeeding
  3. Infant and Child Mortality
  4. Gender Preferences
  5. Benefits and Costs of Children
  6. Contraception

7. Income Level
8. Education of Women
9. Urban or Rural Residence
10. Global Aging

## V. Summary

### KEY CONCEPTS

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**caste system:** a rigid form of stratification, based on ascribed characteristics such as skin color or family identity, that determines a person's prestige, occupation, residence, and social relationship.

**estate system:** a closed system of stratification in which a person's social position is defined by law, and membership is determined primarily by inheritance.

**demography:** the study of the size and composition of human populations as well as the causes and consequences of changes in these factors.

**fertility:** the actual number of births in a given population.

**fecundity:** the physiological ability to have children.

**crude birthrate:** the number of annual live births per 1,000 people in a given population.

**total fertility rate:** the average number of children that would be born to a woman over her lifetime.

**mortality:** the frequency of deaths in a population.

**crude death rate:** the annual number of deaths per 1,000 people in a given population.

**infant mortality rate:** measures the number of children who die within the first year of life per 1,000 live births.

**life expectancy:** the average number of years a person born in a particular year can expect to live.

**migration:** the movement of populations from one geographical area to another.

**emigration:** migration when a population leaves an area.

**immigration:** migration when a population enters an area.

**internal migration:** movement within a nation's boundary lines.

**preventative checks:** practices that would limit reproduction.

**positive checks:** events that limit reproduction either by causing the deaths of individuals before they reach reproductive age or by causing the deaths of large numbers of people, thereby lowering the overall population.

**demographic transition theory:** theory that societies pass through four stages of population change from high fertility and high mortality to relatively low fertility and low mortality.

**dependency ratio:** the number of people of nonworking age in a society for every 100 people of working age.

### LECTURE SUGGESTIONS

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**1. World Health Epidemics.** The AIDs crisis, plague, virus migration, and other challenges to development can be presented as forces in world history that shape societies.

**2. Resistance and Change in a Caste System.** Explore how "Hindus have never placidly accepted the caste system." Ask students to write about the progress of Dalit caste people in India since 1948. Is government guidance still necessary to insure fairness in opportunity and treatment to members of this former "out" caste?



**3. Everyday Life in an Estate System.** Except for romantic depictions of castle life, students probably know even less about the estate system of medieval Europe than they do about the caste system of India. Students can research life under the old regime when estates shaped society in Europe. Are there any traces or vestiges left of this system?

**4. The Politics of Blood Diamonds.** Small-scale warfare among armies and militias desperate for cash drive the exploitation of mineral resources and local people. Discuss the politics of blood diamonds. Where are the diamonds mined, and under what conditions? Where are the diamonds sold or traded? How does this trade support a deadly circle of dependency and death?

**5. Trafficking as a Global Social Problem.** Drugs, women, and contraband are trafficked throughout the world, but these problems have devastating impacts on societies in developing economies.

**6. Development and Pollution.** Pollution accompanies growth and development. Today, the world is facing long-term warming and new challenges such as the lack of potable drinking water and adequate sewerage in many developing countries. Select several cases to present the dilemmas created by pollution.

## STUDENT ACTIVITIES

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**1. Social Problems.** Divide students into groups and assign each group a particular region of the world, i.e., southern Africa, northern Africa and the Middle East, Latin America, Asia, or Oceania. Have each group research the two or three leading social problems in the world region being studied. Analyze the economic and social factors, practices, and values that contribute to the social problems. Finally, discuss the influence these factors exert on social/economic conditions in the region. Which problems are cross-cultural and which are strictly region-bound? Examples might include blood diamonds; trafficking in drugs, guns, or slaves; pollution; or slums.

**2. Position of Children.** Have students examine the position of children around the world. Do a cost/benefit analysis of children to the economic health of a region and relate this to regional birth and death rates. What other social factors are related to the position of children in the society? Include an examination of gender preferences of families and relate this to the position of women in the society.

**3. Motherhood.** Organize students into study groups and assign each group to present their findings about a country, region, or cross-region. Do evaluations of the conditions of motherhood, i.e., health, age at marriage, age at first birth, education, social position, economic condition, and cultural attitudes toward women. In what ways do these factors influence child mortality rates? How are these factors related to economic development?

**4. Health Issues.** Have groups select three major health issues and trace their impact across a) the developing world and b) the developed world. Examples might include HIV/AIDS, infectious and acute disease, and the importance of clean water and adequate diet. How do these health issues influence the economy and social structure of the society? Have students project what they see as the future implications of the health issue for the potential social and economic development of the region. Forecast the major causes for concern and hypothesize possible solutions with both short-term and long-term implications.

**5. The Position of Women.** Have students compare and contrast the expectations for women in Middle Eastern societies and the social constraints imposed by caste-organized cultures. How do those attitudes affect social, cultural, and economic development of in these societies? Which caste systems are evolving to include women as political leaders? Will caste survive social change?

**6. Population Trends.** Have students research and discuss the impact of population on the social, cultural, and economic development of a region. Ask them to explain how the estate system exerts an influence on development, and compare it to class and caste systems. Do similarities exist between these two factors? What relationships exist? Is one system more conducive to development? Why?

## VIDEO SUGGESTIONS

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### **Dave LaMattina and Chad Walker, *Brownstones to Red Dirt* (84 minutes), 2010**

Students in Bedford Stuyvesant, Brooklyn, become pen pals with children their age in Sierra Leone. Over the course of a year, the children learn about new worlds and seek to help one another as they live in different kinds of poverty in different kinds of societies. Found at [http://www.snagfilms.com/films/title/brownstones\\_to\\_red\\_dirt](http://www.snagfilms.com/films/title/brownstones_to_red_dirt).

### **National Geographic, *Blood Diamonds (Diamonds of War)* (56 minutes), 2003**

Blood diamonds are produced in African war zones to finance military operations under extremely exploitive conditions. Found at [http://www.snagfilms.com/films/title/blood\\_diamonds\\_diamonds\\_of\\_war](http://www.snagfilms.com/films/title/blood_diamonds_diamonds_of_war).

### **National Geographic, *China's Lost Girls* (43 minutes), 2003**

Examines why girls are missing in the Chinese population and the unintended effects in contemporary China. What are the ethics of using technology to select the birth gender of children? The missing girls in Asian populations also points to the decline of infanticide with the use of ultrasound and abortion. Found at [http://www.snagfilms.com/films/title/chinas\\_lost\\_girls](http://www.snagfilms.com/films/title/chinas_lost_girls).

## INTERNET ACTIVITIES

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### **Global Stratification**

<http://www.scn.org/cmp/modules/soc-glb.htm>

Outline and discuss the four main theories of global stratification. When sociologists theorize about the large scale “macro” level, how can we connect theory to everyday life and the effects of social change?

### **WHO | World Health Organization**

<http://www.who.int/en/>

The World Health Organization is a source of information about most of the issues listed in the textbook. It is a good resource for student projects and class discussions.

### **UNdata**

<http://data.un.org/>

Students can use the United Nations Data site to find information for their papers and research on a wide range of issues.

## RESOURCES

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Jagdish Baghwati, *In Defense of Globalization*. New York: Oxford University Press, 2007.

Baghwati defends development and globalization as good forces for poor societies, in contrast to many critics who emphasize dependency over real improvement.

Manual Castells, *End of Millennium: The Information Age*. Wiley Blackwell, 2010.

Castells theorizes large-scale social change as the global network society emerges from the end of the old industrial society model.

Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press, 2008.

Collier examines the 50 poorest countries and what contributes to their low status.

Philip McMichael, *Development and Social Change*. Pine Forge Press, 2007.

Surveys social change in a global perspective since 1950.

Amartya Sen, *Development as Freedom*. New York: Oxford University Press, 2001.

A Nobel-winning economist looks at human development as a human right.

*United Nations Statistical Yearbook*, available on line from the U.N. at <http://unstats.un.org/unsd/syb/>.

Economic, environmental, political, and social data on countries around the globe.

Emanuel Wallerstein, *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*. New York: Academic Press, 1974.

This classic book about the emergence of capitalism from the exhausted feudal estate system is summarized online at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>.

## Chapter 10: Racial and Ethnic Minorities

### LEARNING OBJECTIVES

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1. Describe the genetic, legal, and social approaches to defining race.
2. Explain the concept of ethnic group.
3. Know how the sociological concept of minority is used.
4. Understand the relationship between prejudice and discrimination.
5. Recognize the effect of institutionalized prejudice and discrimination.
6. Discuss the history of immigration to the United States.
7. Describe the characteristics of the major racial and ethnic groups in the United States.

### CHAPTER OUTLINE

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#### I. The Concept of Race

- A. Genetic Definitions
- B. Legal Definitions
- C. Social Definitions
  1. Multiracial Ancestry
  2. Interracial Marriage

#### II. The Concept of an Ethnic Group

#### III. The Concept of Minority

#### IV. Problems in Race and Ethnic Relations

- A. Prejudice
- B. Discrimination
  1. Unprejudiced Nondiscriminators
  2. Unprejudiced Discriminators
  3. Prejudiced Nondiscriminators
  4. Prejudiced Discriminators
- C. Institutional Prejudice and Discrimination

#### V. Patterns of Racial and Ethnic Relations

- A. Assimilation
- B. Pluralism
- C. Subjugation
- D. Segregation
- E. Expulsion
- F. Annihilation

#### VI. Racial and Ethnic Immigration to the United States

- A. Immigration Today Compared with the Past
- B. Illegal Immigration

#### VII. America's Ethnic Composition Today

- A. White Anglo-Saxon Protestants
- B. African Americans

- C. Hispanics (Latinos)
  - 1. Mexican Americans
  - 2. Puerto Ricans
  - 3. Cuban Americans
- D. Asian Americans
- E. Native Americans
- F. A Diverse Society

### VIII. Summary

## KEY CONCEPTS

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**race:** a category of people who are defined as similar because of a number of physical characteristics.

**ethnic group:** a group with a distinct cultural tradition that its own members identify with and that might or might not be recognized by others.

**minority:** a group of people who, because of physical or cultural characteristics, are singled out for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.

**prejudice:** an irrationally based negative, or occasionally positive, attitude toward certain groups and their members.

**discrimination:** differential treatment, usually unequal and injurious, accorded to individuals who are assumed to belong to a particular category or group.

**institutionalized prejudice and discrimination:** complex societal arrangements that restrict the life chances and choices of a specifically defined group in comparison with those of the dominant group.

**assimilation:** the process whereby groups with different cultures come to have a common culture.

**Anglo conformity:** the renunciation of ancestral cultures in favor of Anglo-American behavior and values.

**pluralism:** the development and coexistence of separate racial and ethnic group identities within a society.

**subjugation:** the subordination of one group and the assumption of a position of authority, power, and domination by the other.

**segregation:** a form of subjugation; the act, process, or state of being set apart.

**expulsion:** the process of forcing a group to leave the territory in which it lives.

**forced migration:** the relocation of a group through direct action.

**annihilation:** the deliberate extermination a racial or ethnic group.

## KEY THINKERS/RESEARCHERS

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**Johann Blumenbach:** eighteenth-century German physiologist who realized that racial categories did not reflect the actual divisions among human groups.

**Louis Wirth:** developed a definition of minority group that considers only race and ethnic status.

**Robert K. Merton:** showed that there are various ways in which prejudice and discrimination can interact with each other.

**Horace Kallen:** principally responsible for the development of the theory of cultural pluralism.

**Gerhard Lenski:** proposed that dominance of one group over another arises because people have a desire to control goods and services.

**Benjamin Franklin:** wondered in 1753 about the costs and benefits to the United States of German immigration and concluded Germans would “contribute greatly to the improvement of a country.”

**Hoover Commission:** stated that a program for Native Americans must include progressive measures for their complete integration as tax-paying members of the larger society.

## LECTURE SUGGESTIONS

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**1. The Concept of Race.** As noted in the text, race is an arbitrary biological concept, but one with real social implications. You may want to address the validity of racial classification data in social research and social policy. One technique is to collect the racial and ethnic classification systems from other countries in different regions of the globe. Our nearest neighbors have different racial/ethnic classification systems than the one we use in the United States. This illustrates that the categories are products of a society’s culture and history. For example, in Mexico *mestizo* is a mixed race category that people in the U.S. are not taught to recognize, so a person who was *mestizo* in Mexico would be known as Hispanic in the U.S.

**2. Social Definition of Race and Ethnicity.** Should cultural identification be on the basis of choice? That is, should people get to choose the cultural community and practices with which they feel most comfortable? The very idea of this, to say nothing of the actual possibility, is uniquely American due to 1) the history of diverse immigration to this country, 2) the pervasive ideology of free choice in this society, and 3) a history of a certain amount of cultural pluralism. Ask the students to find famous people who are from racially mixed backgrounds and what they say about their heritage. For example, Cher and Demi Moore are part Cherokee Native American, and Tiger Woods is Thai and African American. Discuss the importance of identity to individuals and groups in society.

**3. Minority Groups.** Define minority groups and contrast the definition with race and ethnicity. How does minority status identify social disadvantage or political and social domination? Draw a matrix of domination chart (Patricia Hill Collins), sometimes called an interconnectedness chart, showing how individuals may experience multiple bases of domination and social challenges.

**4. The Dream Act Versus Anti-Immigrant Legislation.** Outline the Dream Act that will help resident foreign nationals qualify to work and achieve citizenship. Contrast this with anti-immigrant legislation that seeks to negatively sanction or expel non-citizens from our society.

## STUDENT ACTIVITIES

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**1. Racial Attitudes and Experiences.** Ask students: how do you know that race is real? What experiences have you had that confirm that it is real or teach social rules about its meaning? Have students write a page about their experiences, and then share these observations and descriptions. How does race matter? In what contexts? Why?

**2. Prejudice.** Ask the class to discuss in small groups: Is prejudice inevitable? Is it human nature to irrationally prejudice, or is it actually a personal dysfunction? Under what conditions might prejudice be functional or dysfunctional, for the individual and for society?

**3. Prejudice and Discrimination.** As a way of understanding Merton’s typology in the text, students can describe a situation of prejudice or discrimination that they have witnessed or experienced in a social setting (school, work, neighborhood, etc.). Have students, working in small groups, write a personal statement and behavioral scenario for each of Merton’s four categories of people.

**4. Subjugation and Sports Mascots.** Many Native Americans have been highly critical of professional and amateur sports teams that use Native American names and “mascots,” e.g., Redskins, Warriors, Braves, Redmen, Indians. Representatives of these teams often respond to the criticisms by saying that they don’t mean the names in a pejorative way—in fact, the names are meant to honor Native Americans. Native Americans reply that we don’t “honor” African Americans with team names like the Negroes, Coloreds, etc., nor do we “honor” Hispanics with

team names like the Spics, Wetbacks, etc., and so on. Why are Native Americans uniquely singled out? Pose this issue to students and have them discuss it.

**5. Immigration Restrictions.** Students can debate immigration restrictions in the United States. Can restrictions be justified? Which ones? On what basis? Who in the class may know people who might not have been allowed in the country had the proposed restrictions been in place?

## VIDEO SUGGESTIONS

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### Heidi Ewing and Rachel Grady, *The Boys of Baraka*, 2005

"African-American boys have a very high chance of being incarcerated or killed before they reach adulthood. In Baltimore, one of the country's most poverty-stricken cities for inner-city residents, the Baraka School project was founded to break the cycle of violence through an innovative education program that literally removed young boys from low-performing public schools and unstable home environments." Winner of multiple awards. Found at <http://www.pbs.org/pov/boysofbaraka/>.

### Paul Saltzman, *Prom Night in Mississippi*, 2009 (91 minutes)

A small town in the Deep South maintained separate white and black high school proms until Morgan Freeman, a successful actor and hometown resident, offered to pay for the prom if the people would support an integrated event. The documentary interviews people about why they voluntarily maintained racial segregation into the 21<sup>st</sup> century. Found at [http://www.snagfilms.com/films/title/prom\\_night\\_in\\_mississippi](http://www.snagfilms.com/films/title/prom_night_in_mississippi).

### Eric Byler and Anna, *9500 Liberty*, 2010 (81 minutes)

Prince William County Virginia is the site of conflict over immigration and Hispanic and traditional culture in the communities. The documentary also shows the importance of the immigrants to the success of the local economy and what happens when they leave. Found at [http://www.snagfilms.com/films/title/9500\\_liberty](http://www.snagfilms.com/films/title/9500_liberty).

## INTERNET ACTIVITIES

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### Brown eyes and blue eyes (Children Session) – Jane Elliott

<http://youtu.be/8bWITZZN3DY>

How people learn the rules of race and ethnic classification in a society is a difficult subject. Many students do not have any experience questioning the status quo they grew up with. You can repeat Jane Elliott's Blue Eyes Brown Eyes Experiment with your class. Watch the Children's Session with Jane Elliott, a school teacher who created a live, interactive game to teach children about how we construct and sanction differences between groups. The experiment is now a classic that has been repeated with groups of all ages. After you play the game with the students, the whole class can review the clips of Elliott working with grade school children and in later workshops with adults.

### OMHD | Partnerships | MHResources

<http://www.cdc.gov/omhd/Partnerships/mhresources.htm>

Discuss the role of the CDC as one of the major operating components of the Department of Health and Human Services (HHS) as it relates to health disparities among minority groups in the United States.

### Eliminating Racial/Ethnic Disparities in Health Care: What are the Options?

[http://www.kff.org/minorityhealth/h08\\_7830.cfm](http://www.kff.org/minorityhealth/h08_7830.cfm)

Why are healthcare disparities of concern? Discuss options for eliminating healthcare disparities in the United States. Distinguish how class and culture may be part of ongoing problems in minority communities.

### RACE – Are We So Different? A Project of the American Anthropological Association

<http://www.understandingrace.org/home.html>

This interactive website contains learning modules about history, human variation, and lived experience. Each module contains educational and interactive quizzes, games, or videos. I assign this site in the first week of class because it is a wonderful resource supplement for the textbook or homework assignments. The history module timeline includes all of the major schools of theory about race; “Global Census” shows how different countries categorize or measure race; and a wonderful documentary called “A Girl Like Me” studies how African American girls interpret their perceived difference.

### United States Commission on Civil Rights

<http://www.usccr.gov/>

The USCCR carries reports on health care disparities, mortgage crisis inequalities, current court cases such as the Black Panthers Self Defense case, freedom of speech guidelines for campuses, and many other items. Students can read about the mission of the commission, research the historical importance of the office and the civil rights acts, and select reports to summarize or current issues and cases to present to the class.

## RESOURCES

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Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 2000.

The seminal theoretical work that defined the matrix of domination theory, explaining the intersection of minority statuses race, ethnicity, sex, gender, and age.

Arlene Davila, *Latinos, Inc.: The Marketing and Making of a People*. Berkeley, CA: University of California Press, 2001.

A critical look at how the construction of ethnic identity is related to marketing and public image, not just the history of ethnic relationships.

Michael Eric Dyson, *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*. New York: Perseus Books Group, 2006.

Dyson is one of the most popular and successful sociologists of the black experience in the United States. This book presents a critical study of racism and politics in the aftermath of a natural disaster.

Michael Eric Dyson, *Debating Race*, New York: Basic Civitas Books, 2007.

A tenured Professor of Sociology at Georgetown University presents his views on race and race theory.

Michael Eric Dyson, *Making Malcom: The Myth and Meaning of Malcom X*. New York: Oxford University Press, 1995.

Award-winning book about the social construction of a black social movement leader. This book is considered a classic work in contemporary African American studies.

David Levering Lewis, *W.E.B. DuBois: The Fight for Equality and the American Century 1919-1963*. New York: Henry Holt & Co., 2000.

This is the last in Lewis’ series on DuBois’ life, times, and influences.

Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth Century Europe*. Cambridge, MA: Harvard University Press, 2000.

Presents a history of ethnic cleansing in Europe and Russia. Looks at the roots of inter-group hostilities. Strong parallels with modern hate groups in the U.S.

Bandana Purkayastha, *Second-Generation South Asians Traverse a Transnational World*. New Brunswick: Rutgers University Press, 2005.

Takes on how immigrants from different South Asian immigrant groups are racialized in the United States with careful attention to race and class differences.



Marcelo Suarez-Orozco and Mariela Páez, *Latinos: Remaking America*. CA: University of California Press, 2002.

A survey used widely in Hispanic studies programs.

Mary Waters, *Black Identities: West Indian Immigrant Dreams and American Realities*. Harvard University Press, 2001.

An important book about how an immigrant ethnic group that values entrepreneurship, education, and success is challenged by assimilation to black culture in the United States.

Cornel West and Henry Louis Gates Jr, *The African-American Century: How Black Americans Have Shaped Our Century*. 2000.

Cornel West is one of the most prominent black scholars and philosophers in the United States. His first book *Race Matters* (1994) countered the structuralist argument that race was declining in importance. Most people believe that West won the debate.

Min Zhou, *Growing Up American: How Vietnamese Children Adapt to Life in the United States*. Russell Sage Foundation Press, 1998.

Zhou studied how children from different Asian heritage groups learn to be Asian in the United States.

Min Zhou, *Contemporary Asian America*. New York: New York University Press, 2000.

A prominent tenured professor at the University of California is considered the leading expert on Asian ethnic identity and experience in the United States.

## Chapter 11: Gender Stratification

### LEARNING OBJECTIVES

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1. Contrast the biological and sociological views of sex and gender.
2. Describe the concept of patriarchal ideology.
3. Understand the functionalist and conflict theory viewpoints on gender stratification.
4. Explain the process of gender-role socialization.
5. Describe gender differences in the world of work.
6. Be aware of the effect of changes in gender roles in U.S. society.

### CHAPTER OUTLINE

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- I. **Are the Sexes Separate and Unequal?**
  - A. Historical Views
  - B. Religious Views
  - C. Biological Views
    1. Animal Studies and Sociobiology
    2. Gender and Physiological Differences
    3. Responses to Stress
  - D. Gender and Sex
  - E. Sociological View: Cross-Cultural Evidence
- II. **What Produces Gender Inequality?**
  - A. The Functionalist Viewpoint
  - B. The Conflict Theory Viewpoint
- III. **Gender-Role Socialization**
  - A. Childhood Socialization
  - B. Adolescent Socialization
- IV. **Gender Inequality and Work**
  - A. Job Discrimination
- V. **Summary**

### KEY CONCEPTS

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**sex:** the physical and biological differences between men and women.

**gender:** the social, psychological, and cultural attributes of masculinity and femininity that are based on biological distinctions.

**patriarchal ideology:** the belief that men are superior to women and should control all important aspects of society.

**ethology:** the scientific study of animal behavior.

**gender-role socialization:** a lifelong process whereby people learn the values, attitudes, motivations, and behavior considered appropriate to each sex according to their culture.

## KEY THINKERS/RESEARCHERS

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**Auguste Comte:** the founder of sociology, he believed that women should not be allowed to work outside the home, to own property, or to exercise political power.

**Desmond Morris, Robin Fox, and Lionel Tiger:** writers who popularized the work of ethology and generalized from the behavior of nonhuman primates to that of humans.

**Susan Pinker:** states her belief that women, more so than men, are “wired” for empathy.

**Talcott Parsons and Robert Bales:** applied the functionalist idea about division of labor to sex roles in the modern family.

**Friedrich Engels:** colleague of Karl Marx; theorized that capitalism and private property were the sources of gender inequalities and the subordination of women.

**Erik Erikson:** psychologist who pointed out that U.S. society pressures adolescent boys to base their identity on achievement but pressures girls to base their identity on finding a husband.

**Deborah Tannen:** conducted research on the conversational style and content differences among females and males.

## LECTURE SUGGESTIONS

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**1. Patriarchal Ideology.** Patriarchal ideology can be summed up in two statements: boys are better; and girls are meant to be mothers. A portion of a lecture can be organized around these two phrases with students encouraged to find aspects of our culture that confirm the ideology and aspects that run counter to it. To demonstrate how pervasive the strains of this ideology can be in our culture, draw attention to the role of the mass media in helping to maintain patriarchy. You can combine this with an analytic activity such as the student content analysis of media.

**2. Gender as an Institution.** Outline the major debates about why dichotomous gender is reproduced in ways that maintains discrimination or sanctions against violating dichotomous sex or gender role expectations in the culture. Ask the students to relate theories to their experiences and observations about the salience of gender in specific contexts.

**3. Adolescent Gender-Role Socialization.** Popular music is an important source of group identification for adolescents. Bring in some examples of songs or music videos that contain gender stereotypes and discuss them with the class. What does it mean to feature these messages so prominently in our culture? Ask students to share their favorite songs and bands and discuss how these artists and their work express gender identities, roles, and expression.

**4. Language and Gender Stereotypes.** Lyrics to popular music and multimedia often degrade women and men in stereotypes of gendered behavior. Present a top 20 gendered words or phrase list from contemporary culture. Students can collect gender stereotypes from popular culture and media to analyze in class. Is the gender play of language and music harmless? Why do people celebrate extremes?

**5. Gender Content Analysis.** Collect magazines designed for men and magazines designed for women. How are members of the opposite sex portrayed in these mass media publications? Count the number of photographs or descriptions of the opposite sex in magazines like *Glamour* and *Cosmopolitan* or *GQ*, *Maxim*, *Men's Health*, and *Playboy*. Have the class create categories to place these marked items in. What are the dominant views or themes of the opposite sex in each publication? An alternative is to select publications that pretend to be gender-neutral such as *WIRED* and count the number of photographs and advertisements depicting men OR depicting women. What kinds of differences in images and messages can your class find? This is fun and I used it successfully to show that “gender-neutral” publications rarely embrace full gender equality.

**6. Gender and Workplace Cultures.** Many students have career goals or dreams of the type of job they would like to achieve. Ask students to individually research how gender is part of their future occupation. What is the gender distribution or percentage of men and women in work roles? What explanations are offered for gendered work

roles? Are these explanations fair or not? Are they part of cultural patterns “trailing” (Ridgeway) into new situations as people interact and establish order? What would it take to be a gender rebel and achieve success in a “non-traditional” occupation for your gender?

**7. Being Different: Gay, Lesbian, Bisexual or Transgendered Experience.** A speaker a local GLBTQ organization can talk about their experience growing up and answer questions that students have about their lives. Working with someone who is different or having an opportunity to hear them talk and dispel myths is a good way to confront stereotypes and learn the human side of sex-diverse experience.

## STUDENT ACTIVITIES

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**1. Patriarchal Ideology.** The textbook discusses Confucian teaching, Western philosophy, and sociology as sources of patriarchal ideology. Few people would agree to follow these older teachings to the letter as an orthodox gender code. Ask students to find passages from the major world religions and philosophers about the roles of men and women in society, sex, and parenting. Students can share and compare these passages accompanied by an analysis or note about what they meant when they were written, what they might mean today, or what the passages meant to people the history of specific societies.

**2. Biological vs. Sociological Explanations of Gender Differences.** The textbook carefully identifies health issues specific to men and specific to women. What impact do patterns related to sex, gender, and health have on society? Students can write papers or make presentations of their findings.

**3. Gender-Biased Perceptions of Behavior.** Bring to class a videotape of an infant whose sex is not readily apparent and is dressed in gender-neutral clothes. Play the tape for your students and tell them you want them to watch for cognitive and social development clues. During the discussion phase, student disagreement over the gender of the baby should immediately become obvious. Do some call it *he* and some call it *she*? Ask why they feel one way or the other. More significant than what the infant actually did will be the students’ gender-shaded perceptions of the baby.

**4. Gender-Biased Perceptions of Appearance and Sanctioning Children.** Show the class photographs of young children dressed in gender-inappropriate clothes, for example, a five-year-old boy dressed in a ballerina costume. Ask the students if they see anything wrong with this role playing. Should the parent intervene immediately and correct the child or just let the child play? In class this usually divides my classes into gender conservatives and those practicing non-judgment. One of Kate Bornstein’s exercises is similar but based on memory of experience. Ask your students to recall a time when as a child he or she experimented with some form of behavior related to the opposite gender. Did other people discover this role play transgression? Were you told it was inappropriate for your assigned gender?

**5. Gender Sensitization Experiences.** Ask students to write about an experience where gender was revealed to be an important part of the context in how people interacted and judged one another. Students have a wide range of gendered experiences in school, at work and at sports and cultural events. Relate these experiences to information in the textbook about society and our institutions.

## INTERNET ACTIVITIES

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### The Bugis’ Five Genders

<http://genderfork.com/2009/the-bugis-five-genders/>

This National Geographic documentary short follows a tribal people in Indonesia whose society is built around five gender roles. This illustrates gender as social and functional rather than related to reproduction alone. I use the five-gender system in lecture to discuss how religions explain sex gender differences, and how human societies exhibited a wide range of sex gender diversity among tribal people before conversion to patriarchal monotheism, especially under Judeo Christian authority, when two gender roles became the basis for institutional order. Other pages on the Genderfork site exhibit people with a range of gender expressions and identifications in contemporary culture.

**Gender and Society: A Matter of Nature or Nurture?**

<http://www.trinity.edu/~mkearl/gender.html>

Is gender in society a matter of nature or nurture? This site posts links to major research and resource collections about the history of women and women's culture. A good list to explore for lecture or student research projects.

**National Organization for Women (NOW)**

<http://www.now.org/>

Discuss the history of the National Organization for Women. Identify and discuss the primary issues this organization addresses.

**VIDEO SUGGESTIONS****National Geographic, *Five Genders***

This documentary clip presents a society based on five gender categories related to religious beliefs of the Bugis people of Indonesia. Found at <http://genderfork.com/2009/the-bugis-five-genders/>.

**RESOURCES**

Kate Bornstein, *Gender Outlaw: On Men, Women and the Rest of Us*. Vintage Press, 1995.

The most influential "transgender" activist of the late 20<sup>th</sup> century, Bornstein was a man who became a woman and identified as a lesbian. The trans and queer movements owe much of their critical perspectives to first-person narratives like Bornstein's.

Ann Crittenden, *The Price of Motherhood: Why the Most Important Job in the World Is Still the Least Valued*. New York: Metropolitan Books, Henry Holt and Company, 2001.

The author uses the most current social science research as well journalistic interviews to explore the value of mothers work and the rewards paid for mothering. In one section, she discusses the "mommy tax," which she sees as the price college educated women pay in lost income during the time they have a child.

Marjorie L. DeVault, *Feeding the Family: The Social Organization of Caring as Gendered Work*. Chicago: University of Chicago Press, 1991.

Cynthia Fuchs Epstein, *Deceptive Distinctions: Sex, Gender and the Social Order*. New Haven: Yale University Press, 1988.

Epstein successfully argues that many distinctions attributed to natural sex and gender are socially defined and sanctioned in ways that reproduce dichotomy and inequality.

David Greenburg, *The Social Construction of Homosexuality*. Chicago: University of Chicago Press, 1990.

Greenburg argues that homosexuality is only deviant because society defined it as deviant; same-sex love has always existed.

Arlie Hochschild, *The Second Shift: Working Parents and the Revolution at Home*. New York: Viking, 1989.

Do women still perform the second shift of housework after paid work? Ask your students if parents are changing their traditional role assumptions.

Michael Kimmel, *The Gendered Society* (4th ed.). New York: Oxford University Press, 2011.

The latest edition of Kimmel's influential book on masculinities and gender in American society (1st edition 2000).

Michael Kimmel, *Guyland: The Perilous World Where Boys Become Men*. New York: Harper, 2008.

A leader in masculinity studies looks at how boys grow up in our culture.

Judith Lorber, *Paradoxes of Gender*, New Haven: Yale University Press, 1995.

Lorber surveys most of the known range of theories about gender in this seminal work.

Kimberly Ayn Reed, *Managing Our Margins: Women Entrepreneurs in Suburbia*. New York: Routledge, 2001.

Reed argues that the recent increase in the number of women who own businesses depended on society's social acceptance of them in business roles; it was not a response to the need for flexible work arrangements that attend caregiving. With their own credit, women with employment experience and education pursued independent self-employment.

Cecilia Ridgeway, *Framed By Gender: How Gender Inequalities Persist in the Modern World*. Oxford University Press, 2011.

Ridgeway argues that people use the cultural frames or definitions of gender they are familiar with when they confront new situations and relationships, thus trailing or reproducing gender and inequalities in new contexts.

Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books, 2000.

Winner of the Robert Merton Award from the American Sociological Association, Fausto-Sterling presents a sweeping review of the available literature and knowledge about the social construction of sexuality.

Susan Weitzman, *Not To People Like Us: Hidden Abuse In Upscale Marriages*. New York: Basic Books, 2000.

This is a terrific book detailing emotional abuse, why women stay, the difficulty of studying subjects not "deemed worthy of research," and most importantly, the pervasiveness of gender-role socialization across classes.

Elizabeth Wurtzel, *Bitch: In Praise of Difficult Women*. New York: Anchor Books, 1998.

Wurtzel presents an interesting "feminist manifesto" in which she looks at "bad-girl heroines" across the cultural landscape of America. Many students have bad girl and bad boy heroes, but the differences between the two can be scary. Be brave and ask them to contribute content.

## Chapter 12: Marriage and Changing Family Arrangements

### LEARNING OBJECTIVES

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1. Explain the functions of the family.
2. Describe the major variations in family structure.
3. Define marriage and describe its relationship to the phenomenon of romantic love.
4. Describe the various rules governing marriage.
5. Explain the ways in which mate selection is not random.
6. Summarize recent changes in the family as an institution.
7. Explain the impact of changes in divorce and child custody laws.
8. Describe the various alternative family arrangements in contemporary American society.

### CHAPTER OUTLINE

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#### I. The Nature of Family Life

- A. Functions of the Family
  1. Regulating Sexual Behavior
  2. Patterning Reproduction
  3. Organizing Production and Consumption
  4. Socializing Children
  5. Providing Care and Protection
  6. Providing Social Status
- B. Family Structures

#### II. Defining Marriage

- A. Romantic Love
- B. Marriage Rules
- C. Marital Residence
- D. Mate Selection
  1. Age
  2. Race
  3. Religion
  4. Social Status

#### III. The Transformation of the Family

- A. The Decline of the Traditional Family
- B. Changes in the Marriage Rate
- C. Childless Couples
- D. Changes in Household Size
- E. Women in the Labor Force
- F. Family Violence
- G. Divorce
- H. Divorce Laws
- I. Child-Custody Laws
- J. Remarriage and Stepfamilies

**IV. Family Diversity**

- A. The Growing Single Population
- B. Single-Parent Families
- C. Gay and Lesbian Couples

**V. What Does The Future Hold?****VI. Summary****KEY CONCEPTS**

**incest taboo:** norm across all societies that forbids sexual intercourse among closely related individuals.

**nuclear family:** the most basic family form, made up of a married couple and their biological or adopted children.

**polygamous family:** nuclear families linked by multiple marriage bonds, with one central individual married to several spouses.

**polygynous family:** a family in which the central individual is a male and the multiple spouses are female.

**polyandrous family:** a family in which the central individual is a female and the multiple spouses are males.

**extended families:** include other relations and generations in addition to the nuclear family, so that along with married parents and their offspring, there might be the parents' parents, siblings of the parents, the siblings' spouses and children, and in-laws.

**patrilineal system:** a situation in which the generations are tied together through the males of a family; all members trace their kinship through the father's line.

**matrilineal system:** a situation in which the generations are tied together through the females of a family; all members trace their kinship through the mother's line.

**bilateral system:** a situation in which descent passes through both females and males of a family.

**patriarchal family:** a situation in which most family affairs are dominated by men.

**matriarchal family:** a situation in which most family affairs are dominated by women.

**marriage:** the socially recognized, legitimized, and supported union of individuals of opposite sexes.

**families of origin/orientation:** the two families that produced the two spouses.

**family of procreation:** the family created by marriage.

**endogamy:** rules that limit the social categories from within which one can choose a marriage partner.

**exogamy:** rules that require an individual to marry someone outside his or her culturally defined group.

**monogamous:** each person is allowed only one spouse at a time.

**multiple marriages:** the situation in which an individual may have more than one spouse (polygamy).

**marital residence rules:** norms that govern where a couple settles down.

**patrilocal residence:** a requirement that a new couple settles down near or within the husband's father's household.

**matrilocal residence:** a requirement that a new couple settles down near or within the wife's mother's household.

**bilocal residence:** a situation in which a new couple can choose to live with either the husband's or the wife's family of origin.

**neolocal residence:** a situation in which a new couple may choose to live virtually anywhere.

**homogamy:** the tendency of like to marry like.



**companionate marriage:** marriage based on romantic love.

**cohabitation:** unmarried couples living together out of wedlock.

## LECTURE SUGGESTIONS

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**1. Romantic Love and Marriage.** What is love? How is it connected to the social and legal contract based relationship we call marriage? Have students help you generate a list of the non-romantic functions of marriage. Are these important enough to warrant serious and careful (i.e., relatively non-emotional) analysis and implementation? Since marriage is a socially legitimated phenomenon, what non-love related interests does society have in people developing marriage partnerships?

**2. Transfer of Functions from the Family.** Have students help you draw up a list of functions that have been transferred out of the family to other institutions or commercial organizations over the past 30 years such as day care, therapy, or professional help. What are the positive and negative consequences of this transfer of functions?

**3. Same-Sex Couples and Households.** Have students do research using the United States Census data about same-sex couples. Sketch the main characteristics of their households on the board. Compare this information to what is known about opposite-sex married households. Discuss the controversies concerning gay marriage equality and adoption. Be careful to identify the source of any information because there are powerful conservative groups trying to construct same-sex households as unstable, immoral, and dangerous to children based on religious beliefs. Discuss findings.

**4. Working Parents.** Research shows that American households, while smaller, have more income earners in them than ever before, and those income earners are spending more time earning income. The group that has increased its hours of work the most is working parents with preschool-age children. In terms of childhood socialization, these are precisely the people who can least afford to work extra hours. On the other hand, the costs of starting and maintaining a household with children make it necessary to work more and more hours. What are the implications of this? What has to change?

**5. Family Violence.** Wherever you are, there must be some sort of support program for victims of family violence. Invite some knowledgeable staff members and/or clients of the agency or program to come in and give students information on the etiology of the problem and the *modus operandi* of abusers. Ask the class to discuss the causes of family abuse, especially gender socialization.

**6. Divorce.** Pose the following questions to the class and collectively work through the answers. Should we worry about having a high divorce rate? Does it suggest a social and cultural failure? Does society have a legitimate stake in the success of interpersonal relationships? If so, what can be done to protect that stake? Divorce is a topic that provides a good application of the distinction between ideal and real norms.

**7. Regulating Marriage and Divorce.** What interest does the state really have in regulating relations between consenting adults? Culturally, it seems important for humans to have rituals celebrating and formalizing certain relationships. But why make it part of the legal system (unless the individuals are minors, or there are minor children involved)? What would be the implications of doing away with marriage and divorce laws and procedures? (Anything requiring adjudication could be handled under existing civil statutes.) This is sure to be a discussion stimulus for your class.

## STUDENT ACTIVITIES

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**1. Constructing the Family in Media Today and Yesterday.** Collect a range of household and family arrangements from contemporary television and media. Compare today's story lines and characters with the "old-fashioned family shows" from the past: *Leave It to Beaver*, *Ozzie and Harriet*, *Father Knows Best*, *Good Times*, *My Two Dads*, *Different Strokes*, available on cable TV or even in video stores. What issues motivate writers and audiences of these programs today? What social changes can the class document using these programs as artifacts of their society and its history? Can we relate those changes to information in the textbook? You can divide the class into small groups assigned different decades of shows to review.

**2. Functions of the Family.** Write the six functions of the family on the board, an overhead transparency, or on a handout given to students. Working in small groups, have them try to come up with as many different ways of meeting each function as they are familiar with. Then have each group share with the class as a whole. This exercise should make students more aware of the variety of ways in which these functions can be carried out.

**3. Comparison of Family Structures.** Assign students to explore marriage and family practices from different countries, cultures, or religious communities. Compare their similarities and differences to the United States and to other cultures, or compare religious teachings, ceremonies, and beliefs. This can be adapted to almost any aspect of marriage and family studies.

**4. Mate Selection and Homogamy.** The American high school is one of the prime vehicles to create and reinforce homogamy. In small groups (where they will likely be more comfortable with the topic), ask students to discuss the dating practices of their high school. What were the norms of homogamy? How were people made aware of them? How were these norms enforced? What happened when the norms of homogamy were violated? This can be a sensitive topic depending on your class composition, geographic location, etc.

**5. Mate Selection.** As an exercise, ask students to write down the top ten things they look for in a mate. What are their ideals? What are their material and social expectations or hopes for a mate? What are their strategies for finding someone to love, or what strategies worked for them? (For example, networked through church, met someone at work, friend of a cousin, or someone a relative worked with.) What will they do to attract this special someone? Finally, ask them to name possible deal breakers that would cancel their interest in a relationship or turn them off.

## VIDEO SUGGESTIONS

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### **National Geographic, *Multiple Marriages***

A Muslim man in Togo marries a third wife in the custom and tradition of his village. A look at polygamy in a foreign culture; the site also has stories about polygyny. Found at [http://video.nationalgeographic.com/video/places/culture-places/beliefs-and-traditions/togo\\_multiplemarriage/](http://video.nationalgeographic.com/video/places/culture-places/beliefs-and-traditions/togo_multiplemarriage/).

### **Belinda Luscombe, Time Magazine Video, *Polygamy in America: Joe Darger and His Three Wives***

A story about a real fundamentalist Mormon family living in a “celestial marriage” of one man to sister wives raising eighteen children. Found at [http://www.time.com/time/video/player/0,32068,1754465091001\\_2120441,00.html](http://www.time.com/time/video/player/0,32068,1754465091001_2120441,00.html).

### **Belinda Luscombe, *Royal Weddings and American Marriages***

Outstanding story that connects Pew survey data about marriage in America to what marriage is really like today. Excellent discussion piece, a good place to start marriage topic. Found at [http://www.time.com/time/video/player/0,32068,1754465091001\\_2120441,00.html](http://www.time.com/time/video/player/0,32068,1754465091001_2120441,00.html).

## INTERNET ACTIVITIES

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### **CCIES at The Kinsey Institute**

<http://kinseyinstitute.org/ccies/>

This free encyclopedia includes articles about societies around the globe with descriptions of coming of age, courtship, marriage, and sex patterns. Authoritative resource with articles contributed by experts in each country. Assign individuals or small groups a country or region outside their own to report or present to the class.

### **Information on Divorce Rate and Statistics**

<http://www.divorcerate.org/>

What is the divorce rate in America? Discuss whether age at the time of marriage affects divorce rate. Compare the divorce rates of childless couples to the rate for couples with children.

### Divorce Rates in America and Other Western Countries

<http://www.divorceguide.com/free-divorce-advice/marriage-and-separation-advice/divorce-rates-in-america-and-other-western-countries.html>

Compare the divorce rate in America to that in other western countries. What accounts for the differences?

### People and Households – U.S. Census Bureau

<http://www.census.gov/hhes/samesex/>

The official information and resource page about the United States. Includes links to statistics and reports, including the data from the Hispanic heritage survey.

## RESOURCES

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Madelyn Cain, *The Childless Revolution: What It Means to Be Childless Today*. Cambridge, MA: Perseus Publishing, 2001.

Looks at the variety of decisions and situations which are related to the childless experience in the United States. Also has a good bibliography of related materials on gender, feminism, and the family.

Stephanie Coontz, *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books, 2000.

A revised edition of the 1993 original social history that challenged idealized constructions of the American family and debunked its myths. A great book for history, sociology, and gender studies. A following book was called *The Way We Really Are: Coming to Terms with America's Changing Families*, 1998.

Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. University of California Press, 2011.

Reports on interviews with 162 low-income women who are single mothers.

Garner, Abigail, *Families Like Mine: Children of Gay Parents Tell It Like It Is*. New York: Harper Perennial, 2005.

Based on interviews with 50 grown children of gay parents in their 20s and 30s who describe their real experiences growing up in a world that defined their families as different.

Kathleen Gerson, *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work and Family*. Oxford University Press, 2011.

A qualitative study of how people born after 1970—the children of the gender revolution—experience the family. Raises questions about changing interpretations of intimate relationships.

Arlie Hochschild, *The Second Shift: Working Families and the Revolution at Home*, Revised edition. Penguin Books, 2012.

A famous concept that captured the clash between cultural role expectations that women are the care givers and home makers at the same time they perform work outside the home. See her follow up, *The Time Bind*, that looks at how couples juggle work and home life.

Annette Lareau, *Unequal Childhoods: Class, Race and Family Life*. University of California Press, 2011.

Based on interviews with middle-class, working-class, and poor families, Lareau claims that middle-class families encourage a cultivated style of parenting in which they direct their children to pursue activities and personal growth, while working class and poor families adopt a natural growth stance where children grow in the social environment. The children of better-off families are life-long learners and more likely to be achievers in part because of these style differences in their parenting and upbringing.

Arlene S. Skolnick and Jerome H. Skolnick, eds., *Family in Transition*, 16th ed. Prentice Hall, 2011.

Updated and revised classic, a comprehensive reader on changes in the modern family and family life. Used for generations in sociology of the family classes in the United States.

## Chapter 13: Religion

### LEARNING OBJECTIVES

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1. Define the basic elements of religion.
2. Differentiate among the major types of religion.
3. Describe the functions of religion according to the functionalist perspective.
4. Explain the conflict theory perspective on religion.
5. Describe the basic types of religious organization.
6. Describe important aspects of contemporary American religion.
7. Describe the major religions in the United States.

### CHAPTER OUTLINE

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#### I. The Nature of Religion

- A. The Elements of Religion
  1. Ritual and Prayer
  2. Emotion
  3. Belief
  4. Organization

#### II. Magic

#### III. Major Types of Religions

- A. Supernaturalism
- B. Animism
- C. Theism
- D. Monotheism
- E. Abstract Ideals

#### IV. A Sociological Approach to Religion

- A. The Functionalist Perspective
  1. Satisfying Individual Need
  2. Social Cohesion
  3. Establishing Worldviews
  4. Adaptations to Society
- B. The Conflict Theory Perspective

#### V. Organization of Religious Life

- A. The Universal Church
- B. The Ecclesia
- C. The Denomination
- D. The Sect
- E. Millenarian Movements

#### VI. Aspects of American Religion

- A. Religious Diversity
- B. Widespread Belief
- C. Secularism
- D. Ecumenism

## VII. Major Religions in the United States

- A. Christianity
- B. Catholicism
- C. Judaism
- D. Islam
- E. Social Aspects of Religious Affiliation

## VIII. Summary

### KEY CONCEPTS

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**religion:** a system of beliefs, practices, and philosophical values shared by a group of people; defines the sacred, helps explain life, and offers salvation from the problems of human existence.

**profane:** all empirically observable things; things that are knowable through common, everyday experiences.

**sacred:** things that are awe inspiring and knowable only through extraordinary experiences.

**rituals:** patterns of behavior or practices that are related to the sacred.

**prayer:** a means for individuals to address or communicate with supernatural beings or forces.

**magic:** an active attempt to coerce spirits or to control supernatural forces; differs from other types of religious beliefs in that one god or gods are not worshipped.

**supernaturalism:** belief in the existence of nonpersonalized supernatural forces that can, and often do, influence human events.

**mana:** a diffuse, nonpersonalized force that acts through anything that lives or moves.

**religious taboo:** a sacred prohibition against touching, mentioning, or looking at certain objects, acts, or people.

**animism:** belief in inanimate, personalized spirits or ghosts of ancestors that take an interest in, and actively work to influence, human affairs.

**theism:** belief in divine beings—gods and goddesses—who shape human affairs.

**polytheism:** belief in a number of gods.

**monotheism:** belief in the existence of a single god.

**abstract ideals:** focus on the achievement of personal awareness and a higher state of consciousness through correct ways of thinking and behaving rather than by manipulating spirits or worshiping gods.

**totem:** an ordinary object such as a plant or animal that has become a sacred symbol to and of a particular group or clan who not only revere the totem but also identify with it.

**revitalization movements:** powerful religious movements that stress a return to the traditional religious values of the past.

**alienation:** the process by which people lose control over the social institutions they themselves invented.

**universal church:** includes all the members of a society within one united moral community.

**ecclesia:** a church that shares the same ethical system as the secular society and has come to represent and promote the interest of the society at large.

**denomination:** a religious group that tends to limit its membership to a particular class, ethnic group, or religious group, or, at least, to have its leadership positions dominated by members of such a group.

**sect:** a small group that adheres strictly to religious doctrine and often claims that they are the authentic version of the faith from which they split.

**millenarian movements:** typically prophesy the end of the world, the destruction of all evil people and their works, and the saving of the just.

**secularized:** a society that is less influenced by religion.

**ecumenism:** the trend among many religious communities to draw together and project a sense of unity and common direction.

## KEY THINKERS/RESEARCHERS

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**Max Weber:** proposed, in *The Protestant Ethic and the Spirit of Capitalism*, the idea that the ideology for Calvinism promoted the development of capitalism.

**Bronislaw Malinowski:** an anthropologist who explained the functional differences between religion and magic, with the former uniting a group of believers and the latter helping the individual who used magic.

**Marvin Harris:** argued that the Hindu belief in the sacredness of cows is a practical strategy for adapting to the environment in India and therefore quite rational.

**Karl Marx:** saw religion as a tool that the upper classes use to maintain control of society and to dominate the lower classes.

**Emile Durkheim:** the first sociologist to distinguish between the sacred and the profane and who discussed religion's role in promoting social cohesion.

## LECTURE SUGGESTIONS

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**1. The Nature of Religion.** A proliferation of faiths and spiritual practices from outside the Judeo-Christian traditions have entered American culture since the 1970s. Find the faith communities that appear to have grown in our society since the late 20<sup>th</sup> century. Present outlines of some of their beliefs and ideas about the sources of religious experience and society. Why do these new or non-traditional communities gain numbers and popularity while traditional denominations in the Western tradition struggled to survive? For examples, no one would have predicted the rise of Scientology, if you consider the organization a kind of spiritual community, or the popularity of different kinds of Buddhism outside Asian ethnic communities. Ask the students to hypothesize possible explanations.

**2. Rational or Non-rational?** In Western society, most aspects of our lives are dominated by rationality, and we demand rational explanations for phenomena. Yet in the area of religion, many Americans not only accept approaches that may seem "non-rational" to those who hold different views, but they vehemently oppose anyone who tries to apply their brand of "rationality" to thinking about and discussing religion. Ask students, using their best sociological imaginations, to try and explain this.

**3. The Elements of Religion.** Pose to the class the metaphor of football as America's secular religion. Then go through each of the elements and show how it is present, and how the profane has been transformed into the sacred (e.g., Super Bowl Sunday as our national holiday of obligation). Encourage students to come up with other examples. While you must be careful of student sensitivities about religion, the comparison is sociologically legitimate, and if done tastefully, can produce some higher order sociological thinking among students.

**4. Major Types of Religions.** Invite someone from a nontraditional religion in America (Hindu, Buddhist, Baha'i, Shinto, Islam, Native American, etc.) to talk to the class about their religious views. Ask the class to draw parallels with traditional religions.

**5. Types of Religions.** Many anthropological documentaries and some feature films show religious practices, even as an ancillary part of the presentation. If you can locate and show one or more of these to the class, you can make students' awareness of similarities and differences more acute. Some very good materials and video suggestions can be obtained from cultural anthropologists. Another resource would be the department of religion.

**6. Social Cohesion as a Function of Religion.** As Tischler notes in the text, Durkheim believed that when people worship supernatural entities, they are really worshipping their own society. Ask students what they think of this point. Can they envision a society with no religion? How would it be different?

**7. Sects, Cults, and Millenarian Movements.** There are a variety of good movies and books on this subject. Expose students to some of this material and then ask them to put themselves in the place of one of the members of a group studied. Can they see how the world looks to this imagined other? Can they understand why the (to outsiders, bizarre) behavior makes sense? Working on these questions should get students thinking more sociologically, rather than psychologically, about these groups.

## STUDENT ACTIVITIES

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**1. The Sacred and the Profane.** Ask students, working in small groups, to come up with a list of cultural objects or practices that have moved from the sacred to the profane or from the profane to the sacred. If students need prompting, mention Native American cultures (a rich source of examples: e.g., Thunderbird, Lakota, headdress, turquoise, peyote) or various subcultures. Students can also explore how activities are defined as “polluted” compared to elevating or sacred; for example, menstruation and sex.

**2. Magic.** The text cites Stark and Bainbridge to make the point that the respectability of magic has decreased in contemporary society. Ask students to discuss the extent to which this is true, and to compile a list of magical practices in modern society. If students need prompting, ask them to think about the phenomenon of “miracles,” both sacred and secular.

**3. Witches, Warlocks, Shamans and Pagans.** Ask students to adopt a religious group or religious figure from an alternative religious folk community. What is the practice of a contemporary witch, warlock, shaman, or spiritualist like today? Can they find any information about where they live or who they are? How does a person achieve that role? How do real people compare to the myths and constructions about them spread in the media or by other groups?

**4. Types of Religions.** Suggest that students visit religious services of a religion with which they are unfamiliar or less familiar, or to watch “the electronic church” on television. Ask them to write an observation-based description of the place or service. What are the primary messages being conveyed? How are these messages similar to, and different from, the religious messages with which they are more familiar?

**5. Functionalist vs. Conflict Theory Perspectives on Religion.** Divide the class into teams and have them debate the two perspectives. Encourage the debaters to research and use specific examples that the team members have generated. Then have each team compile a list of those specific points they debated. At the conclusion of the chapter-lecture, return to the list for a wrap-up discussion.

**6. Organization of Religious Life/Religions in the United States.** Conduct an anonymous survey of the class in which students indicate what, if any, religious organization they identify with. Compile the results and classify them according to the categories in the text (and any others that make sense in terms of the data). Discuss how representative students think the class is of the larger society. Why is it or why isn't it?

**7. Social Behavior and Group Identification.** What does identifying or belonging mean to a religious faith community mean to students. Surveys regularly try to measure voting, attitudes toward family, sex, and welfare issues. For many people, their faith community is associated with family and ethnic ties. Does religion influence student social behavior? If students are non-believers, atheists, agnostics, or pagans, how do they interpret their position in society?

**8. Organization of Religious Life/Religions in the United States.** Following the discussion of religion and the Internet in the text, develop a mini-project wherein students conduct research on the internet, looking at a) the frequency and availability of religious-related sites; b) the diversity of religious-related sites; that is, to what extent are “main-line” dominations represented relative to the smaller ones; and c) to what extent are non-mainstream religious experiences presented on the Internet? This means magic, satanic, and other new religious movements.

You need to carefully discuss this in advance along the lines of the text in order that you can cover these without applying the label of deviance to them or else you start the slippery slope upon which any denomination can deem another deviant.

## VIDEO SUGGESTIONS

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### **Lucy Walker, *Devil's Playground* (77 minutes), 2002**

The Amish allow their young people to have some freedom before joining the Amish Church and dedicating their lives to a religious community. To be Amish is to practice their religious rules. This is the story of the time when a young person has the freedom to choose in Rumspringa. Found at [http://www.snagfilms.com/films/title/devils\\_playground](http://www.snagfilms.com/films/title/devils_playground).

### **Antony Benjamin and Stephen Z. Friedman, *Leap of Faith*, (95 minutes) 2009**

The film follows four families through their conversion to Judaism. A fascinating American journey through conversion. Found at [http://www.snagfilms.com/films/title/leap\\_of\\_faith](http://www.snagfilms.com/films/title/leap_of_faith).

### **National Geographic, *Diwali Festival of Lights***

A documentary short about a Hindu celebration that celebrates sharing, family, and community. Found at <http://video.nationalgeographic.com/video/places/culture-places/beliefs-and-traditions/diwali-lights-festival/>.

### **Time Magazine, *In Controversial Mosque, Young Muslim Pray for Understanding***

A mosque built on the site of the World Trade Center attracts young students and Muslims who oppose violence, oppose extremism, and seek to build a positive community for Islam in America. Found at [http://www.time.com/time/video/player/0,32068,591015933001\\_2012328,00.html](http://www.time.com/time/video/player/0,32068,591015933001_2012328,00.html).

### **Time Magazine, *Vanishing Pastors on the Prairie***

Story about pastors who travel to serve several congregations miles apart due to a shortage of ministers in rural America. Changes in the farm economy reduced the local populations that supported the churches, while more young people stopped attending. Social problems like suicide go unaddressed by a traditional source of counseling and therapy, the clergy. Found at [http://www.time.com/time/video/player/0,32068,9487537001\\_1875945,00.html](http://www.time.com/time/video/player/0,32068,9487537001_1875945,00.html).

## INTERNET ACTIVITIES

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### **Comparative Religions – U.S. Religious Landscape Study**

<http://religions.pewforum.org/comparisons#>

The Pew Forum on Religion and Public Life is a rich resource site. Assign students topics or religious communities for research and presentation projects. Summarize the findings on religious affiliation, religious beliefs and practices, and social and political views on religion in America.

### **Alternative Religions Educational Network**

<http://www.aren.org/index.php>

The Alternative Religions Education Network was founded by Dr. Leo Martello, a past leader and founder of the Witches Anti-Defamation League and Witches Anti-Discrimination Lobby. The index of articles provides references to court cases and political action concerning alternative communities.

### **Religion and the Founding of the American Republic (Library of Congress Exhibition)**

<http://www.loc.gov/exhibits/religion/>

Outline and discuss the role of religion in the founding of the American Republic.



## RESOURCES

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Robert Bellah, *Religion in Human Evolution From the Paleolithic to the Axial Age*. Harvard University Press, 2011.

One of the most respected sociologists of religion presents a theory of how religion emerged or evolved from communal tribal practices to the beginning of highly stratified societies under aristocracy in 1st century BCE. Highly praised and recommended by people in the field.

Peter L. Berger, *The Sacred Canopy: Elements of a Sociological Theory of Religion*. New York: Doubleday, 1969.

The classic work in the social construction of meaning and religion.

Lorne L. Dawson, *Comprehending Cults: The Sociology of the New Religious Movements*, 2nd edition. Oxford University Press, 2006.

Mary Douglas, *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*. London: Routledge and Kegan Paul, 1966. Any edition.

Émile Durkheim, *Elementary Forms of Religious Life*. New York: Free Press, 1965 [1915]. Any edition.

Diana L. Eck, *A New Religious America: How A "Christian Country" Has Become the World's Most Religiously Diverse Nation*. New York: Harper Collins, 2001.

This is an excellent book detailing the changing landscape of religion in America. The book does a very nice job describing the experiences of American Hindus, Buddhists, and Muslims, groups which probably most of your students have limited contact.

Lester Kurtz, *Gods in the Global Village: The World's Religions in Sociological Perspective*. Pine Forge Press, 1995.

Ninian Smart, *The World's Religions*. Englewood Cliffs, NJ: Prentice Hall, 1989.

An examination of the major religions of the world, including the geographic areas in which each is dominant.

Rodney Stark and William Sims Bainbridge, *The Future of Religion: Secularization, Revival, and Cult Formation*. Berkeley: University of California Press, 1985.

An examination of current trends in religious belief and organization.

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, 1908, 1956. Any edition.

Robert Wuthnow, *After the Baby Boomers: How Twenty and Thirty Somethings are Shaping the Future of American Religion*. Princeton University Press, 2010.

Changing generations in society are also reshaping religion and expectations about what it is. Wuthnow carefully compiles data on people 21 to 45, so it is a good statistical resource. He also argues that young people searching for religion in their 20s and 30s are often on their own since most organizations organize activities around children, teenagers, and married adults.

## Chapter 14: Education

### LEARNING OBJECTIVES

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1. Describe the manifest and latent functions of education.
2. Explain the nature of education from the conflict theory view.
3. Explain the causes and effects of racial segregation in the public schools.
4. Identify issues related to students who speak English as a second language.
5. Discuss the extent to which high school dropouts are a social problem.
6. Discuss the issue of standardized testing.

### CHAPTER OUTLINE

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#### I. Education: A Functionalist View

- A. Socialization
- B. Cultural Transmission
- C. Academic Skills
- D. Innovation
- E. Child Care
- F. Postponing Job Hunting

#### II. The Conflict Theory View

- A. Social Control
- B. Screening and Allocation: Tracking
- C. The Credentialized Society

#### III. Issues in American Education

- A. Unequal Access to Education
- B. Students Who Speak English as a Second Language
- C. High School Dropouts
- D. Violence in the Schools
- E. Home Schooling
- F. Standardized Testing
- G. The Gifted

#### IV. Summary

### KEY CONCEPTS

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**cultural transmission:** goal of education in which major portions of society's knowledge are passed from one generation to the next.

**hidden curriculum:** the social attitudes and values taught in school that prepare children to accept the requirements of adult life and to fit into the social, political, and economic statuses the society provides.

**de jure segregation:** laws prohibiting one racial group from attending school with another.

**de facto segregation:** segregation resulting from residential patterns.

## KEY THINKERS/RESEARCHERS

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**James Coleman:** author of several books criticizing public education for shortchanging the poor, especially black and Hispanic children.

**Charles Murray:** questioned the value of encouraging large numbers of people to get a college or university degree.

**R. Rosenthal and L. Jacobson:** conducted a famous study on the effect teachers' expectations had on student performance.

**Herbert Spencer:** social Darwinist who argued that little could be done to help those at the bottom of the social class ladder and that a school curriculum should be judged on its practical value.

**Lester Frank Ward:** sociologist who maintained that the purpose of education was to equalize society.

## LECTURE SUGGESTIONS

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**1. The Purposes of Education.** Conduct an anonymous in-class survey in which each student is asked to write about why he or she is attending college. Collect and compile the surveys and share the data with the students. Ask students to categorize the various explanations, making their criteria explicit. Then ask them to normatively evaluate the reasons. Are these reasons appropriate? By what standards?

**2. Cultural Transmission: Bilingual Education.** Have part or all of your lecture translated into a foreign language. If you can do it yourself, all the better; if not, one of your colleagues who is fluent in another language will probably be willing to help you, especially when you tell them why you're asking. If you don't speak the language fluently, you'll have to have it marked phonetically so that you can say it out loud. Don't worry about having perfect pronunciation; it's not crucial to this exercise. Make English translations for half the students in your class, and copies of a literal transcription of your lecture in the foreign language for the other half. Shuffle the two types together and randomly pass the sheets out at the start of class. Without any further explanation, begin lecturing in your foreign language. The students who speak the language or who have the "crib notes" can follow along fairly easily, even if your pronunciation isn't perfect. The rest of the students, of course, are out of luck. Therefore, you will undoubtedly hear howls of protest: "This isn't fair." "How are we to know what you're talking about?" Explain to them that you've given them your own lecture notes, which is certainly more than you're required to do. If they don't understand them, it's their job to get some help translating them. Since many other students clearly do understand, you can't spend valuable class time going over the material again.

After a few more moments, call the experiment to a halt. Debrief the students, discussing the nature of the exercise, and assuring them that no student will be penalized as a result of this exercise. Sociologically, and in everyday life as well, the point is that people who aren't very familiar with English are penalized. Aren't they required, on a regular basis, to get translation help? Is it ethnocentric to say to them, "Too bad. Just learn English"? This exercise may generate more empathy for ESL (English as a second language) students and other non-English speakers.

**3. Social Control in Education.** Bring to class a copy of the *Bill of Rights*. As you move through each of the ten amendments, ask students to comment on the extent to which freedoms exist in elementary and secondary school. What will be discovered is that almost none of them do. Ask students for their reactions. Is it ironic that school supposedly prepares students for citizenship, but doesn't let them practice it?

**4. The Gifted.** What does it really mean to be "gifted?" There are a variety of problems with the determination of such a group of people. The text outlines issues associated with gender, race, class, and disability biases. What about the apparent existence of multiple intelligences? Are they all taken into account when determining "giftedness"? Many people assume that the way to deal with giftedness is to separate the "gifted" from everyone else. An alternative would be to have the "gifted" work with the less talented, and help them to progress. The gifted would learn, too, because you always learn something better by having to teach it to someone else. If you are interested in blending the issues of race with education with giftedness, Niles Corwin, in *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students*, presents a compelling look the challenges faced by the brightest inner city kids.

## STUDENT ACTIVITIES

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**1. Cultural Transmission in Education.** Robert Fulghum wrote a popular book a few years ago called *All I Really Need to Know I Learned in Kindergarten*. You may want to read to the students the section where he recounts the major messages learned in kindergarten that would also be valuable in adult life (e.g., “Don’t hit people. Don’t take things that aren’t yours. Share. Play fair.”). Ask students to list the messages they remember from elementary and secondary school, and compare it with Fulghum’s list. How do the two lists differ? Further, ask students to classify the messages on their list as positive or negative (“do” vs. “don’t”). Does one category clearly outweigh the other? Why?

**2. Violence and Safety Issues in Schools.** One of the most pressing concerns of today is safety in schools. Violence, bullying, and drugs place students at risk not just for poor performance and distraction, but for their lives. Have students make a top ten list of safety issues in public schools today. What kinds of policies and regulations are in place to reduce the risk of harm to students? Students can also collect case histories or be assigned cases to analyze so that the activity is focused rather than general. Can we change problems in schools without addressing problems in the local communities? Where should we start?

**3. What Was High School Really About?** Have students write about their best and worst high school experiences, then share and compare what they have in common. The social role of high school is larger than just curriculum or tests. How were student lives shaped by their high school careers?

**4. Social Work, Counseling, and Support Services: Disappearing?** Many public school systems are faced with limited budgets or cutbacks that mean services for students and extra-curricular programs receive limited funding or no funding at all. In some districts, funding for more gifted programs may be limited. In other systems, counseling and social workers may have been cut. Investigate the available services and activities in the local school system, or the school systems students came from. Have cuts been made? What were the school district’s priorities in funding? Are people still debating the lack of services or over-crowding of existing services? What impacts do your findings have on schools and the future of the society?

**5. Equal Access to Quality Education.** Given the existence of *de facto* segregation and the wide disparity in the funding of schools documented by critics like Kozol, how should equal opportunity for acquiring a quality education be ensured? Or is this goal unrealistic or unacceptable? Have students work in groups to generate solutions/recommendations. Encourage students to engage such dialogue with their local school board and the state legislature.

**6. Standardized Testing.** Illustrate the cultural bias in standardized testing by administering a test (as an exercise, of course) that is biased toward a particular group, e.g., an African American- or Hispanic-oriented IQ test. You ought to be able to find such a test in the literature or put one together yourself without too many problems. After giving students the results back, have them discuss their experiences with standardized tests.

## VIDEO SUGGESTIONS

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### **PBS, *Howard Gardner’s Multiple Intelligences***

Resource page designed for K-12 school teachers to integrate activities, stimulating materials such as music and art, and information about the Multiple Intelligences approach to learning. Multiple Intelligences is a culturally and socially rooted theory of how individuals learn. Found at [http://www.pbs.org/wnet/gperf/education/ed\\_mi\\_overview.html](http://www.pbs.org/wnet/gperf/education/ed_mi_overview.html).

### **National Gang Center Bulletin, *Responding to Gangs in the School Setting* (Nov. 2010)**

Contains links to planning tools for local schools. Found at <http://www.nationalgangcenter.gov/Content/Documents/Bulletin-5.pdf>.

## INTERNET ACTIVITIES

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### **Budget, Strategic Plan, Performance and Accountability Plans, and More**

<http://www.ed.gov/about/overview/focus/performance.html>

View the budget information for the U.S. Department of Education. Based on budget allocations, what appears to be most valued in American education? What is least valued? Comment on each of these.

### **Comparative Indicators of Education in the United States and Other G-8 Countries**

<http://nces.ed.gov/Pubsearch/pubsinfo.asp?pubid=2009039>

Describe how the education system in the United States compares with education systems in the other G-8 countries—Canada, France, Germany, Italy, Japan, the Russian Federation, and the United Kingdom.

### **The NCES Fast Facts Tool**

<http://nces.ed.gov/fastfacts/dailyarchive.asp>

The National Center for Education Statistics Fast Facts collects and archives the latest survey and statistical data on education from early childhood through adult. This is a good resource site for lectures, student papers, and research. Find your college and the high schools students graduated from. What is the range of sizes, graduation rates, and any other sociologically interesting data you can add?

### **Historically Black Colleges and Universities**

<http://www.univsource.com/hbcu.htm>

Choose two historically black colleges and universities in the United States. Compare their histories. What are the similarities and differences?

## RESOURCES

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Paul Attewell and Kathleen S. Newman, *Growing Gaps: Educational Inequalities Around the World*. Oxford University Press, 2010.

In both the developed and developing countries, education is the path to mobility, yet also the source of inequality and stratification. A recommended collection of essays that provides a comparison.

Stephen Brint, *Schools and Society*, 2nd Edition. Stanford Social Sciences Press, 2006.

Reviews and synthesizes the literature in the sociology of education in the U.S. with additional comparative information about schools in the developing world.

Niles Corwin, *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students*. New York: Harper Collins, 2000.

Corwin follows twelve high school seniors through their days and chronicles the obstacles they face, from bullets in the classroom to peers who undermine their abilities and plans. A very useful book.

Gardner, Howard. *Intelligence Reframed: Multiple Intelligence for the 21st Century*. New York: Basic Books, 1999.

A revised and updated book about Gardner's influential theory that individuals have different kinds or capacities for intelligence related to how they learn.

Christina Hoff Sommers, *The War Against Boys*. New York: Simon & Schuster, 2000.

Makes the case that it is boys rather than girls who are actually discriminated against in school. Sommers maintains that the pronouncements of a crisis for girls have ignored the relative lack of success of boys in schools compared with girls. She then examines the resulting harm, from self-concept to delinquency and crime.

Jonathan Kozol, *Fire in the Ashes: Twenty Five Years Among the Poorest Children in America*. New York: Crown Books, 2012.

Kozol revisits and reinterviews many of the people who were children in his earlier books. He discovers that a few individuals are successful college graduates, and asks how and why they succeeded. His answer is simple: the college graduates had access to better resources.

Jonathan Kozol, *Savage Inequalities: Children in America's Schools*. [1992] 2012.

A classic book based on observations and interviews with school children in poor schools, these stories raised consciousness and challenged assumptions in ways that changed minds. Similar to other classic first-hand accounts that led to social reform, readers can see the environment in which children are educated.

Guadalupe Valdes, *Con Respeto: Briding the Distance Between Culturally Diverse Families and Schools: An Ethnographic Portrait*. New York: Teachers University Press, 1996.

This is a classic ethnographic study of how family and cultural meanings clash with the institutional organization and social expectations of white-defined culture in schools. Mexican parents interpret respect for the teachers as quietly accepting authority and have a strong cultural etiquette for dealing with teachers, but teachers interpret their respect as silence or mental slowness. The clash between cultural interpretations place students at a disadvantage. This book is full of interesting observations for discussion or comparison in student essays or observations.

Michael D. Whitley, *Bright Minds, Poor Grades*. New York: The Berkeley Publishing Group, 2001.

Nice examination of the roots of behaviors of chronic underachievers.

## Chapter 15: Political and Economic Systems

### LEARNING OBJECTIVES

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1. Distinguish between authority and coercion.
2. Understand the basic functions of the state.
3. Know the basic features of capitalism.
4. Distinguish between capitalism, socialism, and democratic socialism.
5. Describe the basic features of political democracy.
6. Contrast the functionalist and conflict theory views of the state.
7. Describe the major features of the American political system.

### CHAPTER OUTLINE

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#### I. Politics, Power, and Authority

- A. Power
- B. Political Authority
  1. Legal-Rational Authority
  2. Traditional Authority
  3. Charismatic Authority

#### II. Government and the State

- A. Functions of the State
  1. Establishing Laws and Norms
  2. Providing Social Control
  3. Ensuring Economic Stability
  4. Setting Goals
  5. Protecting Against Outside Threats

#### III. Types of States

- A. Autocracy
- B. Totalitarianism
- C. Democracy

#### IV. Functionalist and Conflict Theory Views of the State

#### V. The Economy and the State

- A. Capitalism
  1. Private Property
  2. Freedom of Choice
  3. Freedom of Competition
  4. Freedom from Government Interference
- B. The Marxist Response to Capitalism
- C. Socialism
  1. Public Ownership of Production and Property
  2. Government Control of the Economy Without a Profit Motive
  3. Central Planning
- D. The Capitalist View of Socialism
  1. No Incentive to Increase Production
  2. Waste of Resources

- 3. Overregulation and Inflexibility
- 4. Corruption of Power
- E. Democratic Socialism

## VI. Political Change

- A. Institutionalized Political Change
- B. Rebellions
- C. Revolutions
  - 1. Political Revolutions
  - 2. Social Revolutions

## VII. The American Political System

- A. The Two-Party System
- B. Voting Behavior
- C. African Americans as a Political Force
- D. Hispanics as a Political Force
- E. The Role of the Media
- F. Special-Interest Groups
  - 1. Lobbyists
  - 2. Political Action Committees

## VIII. Summary

### KEY CONCEPTS

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**politics:** the process by which power is distributed and decisions are made.

**power:** the ability to carry out one person's or group's will, even in the presence of resistance or opposition from others.

**authority:** power that is regarded as legitimate by those over whom it is exercised, who also accept the authority's legitimacy in imposing sanctions or even in using force if necessary.

**coercion:** power that is regarded as illegitimate by those over whom it is exerted.

**legal-rational authority:** a form of authority derived from the understanding that specific individuals have clearly defined rights and duties to uphold and implement rules and procedures impersonally.

**traditional authority:** a form of authority rooted in the assumption that the customs of the past legitimate the present.

**charismatic authority:** a form of authority derived from a ruler's ability to inspire passion and devotion among followers.

**the state:** the institutionalized way of organizing power within territorial limits.

**autocracy:** a form of government in which the ultimate authority and rule of the government rests with one person, who is the chief source of laws and the major agent of social control.

**totalitarian government:** a form of government in which one group has virtually total control of the nation's social institutions.

**democracy:** a political system operating under the principles of constitutionalism, representative government, majority rule, civilian rule, and minority rights.

**constitutionalism:** a situation in which government power is limited by law.



**representative government:** a situation in which the authority to govern is achieved through, and legitimized by, popular elections.

**electorate:** the citizens eligible to vote.

**capitalism:** an economic system based on private ownership of the means of production and in which resource allocation depends largely on market forces.

**laissez-faire capitalism:** the view that government should stay out of business.

**mixed economy:** a combination of free-enterprise capitalism and governmental regulation of business, industry, and social welfare programs.

**socialism:** an economic system in which the government owns the sources of production—including factories, raw materials, and transportation and communication systems—are collectively owned.

**democratic socialism:** a convergence of capitalist and socialist economic theory in which the state assumes ownership of strategic industries and services but allows other enterprises to remain in private hands.

**rebellion:** an attempt—typically through armed force—to achieve rapid political change that is not possible within existing institutions.

**revolution:** an attempt to rapidly and dramatically change a society's previously existing structure.

**political revolution:** a relatively rapid transformation of state governmental structures without changes in social structure or stratification.

**social revolution:** a rapid and basic transformation of a society's state and class structures.

**lobbying:** attempts by special-interest groups to influence government policy.

**political action committees (PACs):** special-interest groups organized to raise and spend money to elect and defeat political candidates, ballot initiatives, and other legislation.

## KEY THINKERS/RESEARCHERS

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**Adam Smith:** regarded as the father of modern capitalism; discussed many of the basic premises of this system.

**Thomas Jefferson:** argued that a political system had to be taken out periodically, inspected, examined, and changed if necessary before passing it on to the next generation.

**Karl Marx:** a severe critic of capitalism who argued that it was based on alienation and exploitation.

**Max Weber:** developed the sociological definitions of power and authority.

## LECTURE SUGGESTIONS

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**1. Types of Authority.** Look at the last decade of warfare overseas, or the controversies in politics at home in the United States concerning social policy and leadership. Find examples of legal-rational, traditional, and charismatic leaders. How did different types of leaders seek to shape public opinion and direct our ideas toward the positions they supported?

**2. The Marxist Response to Capitalism.** How much of Marx's original theories are still relevant or valid to contemporary politics? Ask students to participate in finding the points of connection between Marx, Marxist criticisms of capitalism, conflict theory, and current events. Are some social patterns difficult to explain using Marx? What kinds of patterns fit his theory and vision of society? Which patterns call it into question?

**3. Democracy and Socialism.** There are a wide variety of theorists and activists in the United States who argue that, because of our long democratic traditions, *real* democratic socialism, i.e., a society that is fully democratic *and* fully socialist, has a good chance to be a viable reality here. Present a brief synopsis of the history of electoral socialism in Europe and the relationship of the European socialist experience to alternative movements in the United States.

Why didn't democratic socialism develop as an institutional political base in the United States? Does socialism have a future here, as some strongly argue?

**4. Functionalist vs. Conflict Theory Views of the State.** Pose various examples of government expenditures to the class; for example, in education, health care, or human services. Ask students to contrast functionalist and conflict theory explanations as a way of better understanding the theories as well as the role of the state in these areas. You may want assign case studies to small groups to keep the class in focus.

**5. The American Two-Party System Compared to EU Parliamentary Systems.** Bring in to class, through lectures, a guest speaker, or supplementary readings, information on the parliamentary system used by all but three of the world's industrial democracies. Develop a chart in class with your students in which you assess the pros and cons of the two types of systems. Pay particular attention to the issue of minority voices and positions and how they are heard.

## STUDENT ACTIVITIES

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**1. Authority vs. Coercion.** During the recent 99% Movement, police organizations in American cities were accused of violent and coercive tactics against demonstrators. Authorities appealed to demonstrators to recognize the costs of these events to city budgets and economies that were already weak. Participants in the demonstrations created alternative sources of authority and promoted their own interpretations of politics and the processes of democracy. Contrast and compare the Movement statements, stories, and analyses with the appeals of city administrations and police. What are the fault lines of democracy or major points of division in definitions of what the demonstrations and movement are doing?

**2. Plato vs. Aristotle on the Ideal Form of the State.** Divide the class into three teams: the Platonists, the Aristotelians, and the jury. Then stage a debate between the Platonists and the Aristotelians over the proper form of the state in contemporary American society. Remind students that this is not a historical debate; they are to address how Plato's or Aristotle's solution would be best for *today*. At the conclusion of the arguments, the jury deliberates. The jury can choose Plato's or Aristotle's argument or, having heard the other ideas debated, they can come up with some different ideas of their own.

**3. Democracy.** Hand out a list of the characteristics of democracy noted in the text. Ask students, in small groups, to evaluate the extent to which these features are viable in American society. Next, have them discuss the extent to which these features are absent from our economic system. Then ask them how they reconcile these conflicting conditions of democracy.

**4. Voting Behavior.** Which groups in American society are most likely to vote and thus be represented in government? What can we learn from surveys and polls about voting behavior? Are class biases in the voting system part of the institutions themselves? How have people tried to grow democratic participation?

## VIDEO SUGGESTIONS

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**Dante J. Pugliese, *Dr. Martin Luther King Jr.: A Man of Peace in a Time of Law*, 2007 (60 minutes)**

A summary of the times of Dr. King and the Civil Rights Movement that emphasizes King's complete commitment to nonviolence as a philosophy and practice. Found at [http://www.snagfilms.com/films/title/dr\\_martin\\_luther\\_king\\_jr\\_man\\_of\\_peace\\_in\\_a\\_time\\_of\\_war](http://www.snagfilms.com/films/title/dr_martin_luther_king_jr_man_of_peace_in_a_time_of_war).

**Kevin Breslin, *#whilewewatch 2012* (38 minutes)**

First-hand documentary footage of the Occupy Wall Street media revolution makers as they use all available social media to get their message out to the world. For students who have never seen a street demonstration or wondered what it would be like to be in a movement, this is a look at a street level rebellion. What is the 99% Movement? Found at [http://www.snagfilms.com/films/title/while\\_we\\_watch](http://www.snagfilms.com/films/title/while_we_watch).

## INTERNET ACTIVITIES

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### A Brief Analysis of Political/Economic Systems Around the World

<http://www.apatheticvoter.com/PoliticalEconomicSystem.htm>

Identify and discuss the political and economic systems in use around the world. What are their strengths and weaknesses?

### Democratic Socialists of America

<http://www.dsausa.org/dsa.html>

Currently there is only one socialist in the U.S. Congress, Sen. Bernie Saunders of Vermont, who usually votes with the Democrats. Ask students to read and comment on how DSA differs from our two parties.

### Eurostat Home

<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home>

Information gateway to government agency information from members of the European Union. Reports on current issues relevant to economy and society. Students can do comparative research on hot spots.

### The Roper center for Public Opinion Research

<http://www.ropercenter.uconn.edu/>

The Roper Center Public Opinion Archives include recent opinion polls about a wide range of social and political events and issues. Students can discover the latest polling data on issues of current interest or look through the archives of polling data to see how public opinion changes over time.

### United Nations Statistics Division

<http://unstats.un.org/unsd/syb/>

Articles on over 200 countries, including their government structure, downloadable for free from the UN site. Check facts and figures on countries of interest to students' research.

## RESOURCES

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Samuel Bowles and Richard Edwards, *Understanding Capitalism: Competition, Command, and Change in the U.S. Economy*. New York: Harper & Row, 1985.

Frances Fox Piven and Richard A. Cloward, *Why Americans Don't Vote*. New York: Pantheon, 1987.

A discussion of why so few Americans vote compared with other democracies. Also suggests what can be done about it.

Todd Gitlin, *The Sixties: Years of Hope, Days of Rage*. New York: Bantam, 1987.

The author of this highly acclaimed book was a national leader of the student movement in the 1960s. This book provides his sociological reflections and insights into the movement and the period.

Karl Marx, *Capital Volume I*. 1867. Any edition, available free on line from Google Books. Accessed at <http://books.google.com/books?id=afUtAAAAIAAJ&printsec=frontcover&dq=capital+marx>.

The classic statement of Marxist philosophy of capital and the labor theory of value.

Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1967.

Comparative historical study offers insights into the emergence of democracies.

Theda Skocpol and Morris P. Fiorina editors, *Civic Engagement in American Democracy*. Brookings Institution Press, 1999.

Essays about civic groups and organizations in the history of American society.

Adam Smith, *The Wealth of Nations*. 1776. Any edition.

The classic work.

Robin Wagner-Pacifici, *The Art of Surrender: Decomposing Sovereignty at Conflict's End*. The University of Chicago Press, 2005.

This is a book about the end of war, or the ceremonies and ways of marking the end of conflicts. Argues that that the end establishes the conditions for future conflicts.

Max Weber, Gunther Roth and Claus Wittig trans. *Economy and Society: An Outline of Interpretive Sociology Volumes I, II*. University of California Press, 1978.

The classic Weber work that covers centuries of social and political organization. I recommend Volume I, but you can find almost any form of historical polity described in this work.

Aristide R. Zolberg, *A Nation By Design: Immigration Policy in the Fashioning of America*. Harvard University Press, 2008.

Zolberg is both a political scientist and a professor of political sociology who provides an overview of the history of immigration and attempts to control it that have shaped the country.

Richard L. Zweigenhaft and G. William Domhoff, *Diversity in the Power Elite*. New Haven, CT: Yale University Press, 1998.

This is an interesting book that analyzes who makes it into the real power positions in America. They conclude that while minorities and women have increased their actual numbers, the main movers among the power remain males.

## Chapter 16: Health and Aging

### LEARNING OBJECTIVES

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1. Know what sociologists mean by the sick role.
2. Describe the basic characteristics of the U.S. healthcare system.
3. Understand the link between demographic factors and health.
4. Describe the three major models of illness prevention.
5. Describe the basic demographic features of the older population in the United States.

### CHAPTER OUTLINE

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#### I. The Experience of Illness

- A. Healthcare in the United States
- B. Gender and Health
- C. Race and Health
- D. Social Class and Health
- E. Age and Health
- F. Education and Health
- G. Women in Medicine

#### II. Contemporary Healthcare Issues

- A. Acquired Immunodeficiency Syndrome
- B. Health Insurance
- C. Preventing Illness

#### III. The Aging Population

- A. Composition of the Older Population
- B. Aging and the Sex Ratio
- C. Aging and Racial Minorities
- D. Aging and Marital Status
- E. Aging and Wealth
- F. Global Aging
- G. Future Trends

#### IV. Summary

### KEY CONCEPTS

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**sick role:** a shared set of cultural norms that legitimizes deviant behavior caused by illness and channels the individual into the healthcare system.

**medicalization:** the process by which nonmedical problems become defined and treated as medical problems, usually in terms of illness or disorder.

## LECTURE SUGGESTIONS

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- 1. Healthcare in the United States.** Tischler makes the point that “even with our large investment in healthcare, Americans are not the healthiest people in the world.” Reinforce this point by bringing to class comparative health statistics from other countries around the world. There are figures here that many students will find surprising. In discussing the figures, it is important to try to wean students away from the view that health and healthcare are about technology, when in fact comparative data show us that health is more influenced by socio-cultural factors.
- 2. The Debate over Healthcare in the United States.** What is the new healthcare reform bill going to actually do to restructure healthcare in your state and communities? Present an outline of how ObamaCare will work and how states will structure the new reforms in practice; be sure to emphasize how this changes the current system. Why do some people criticize the new reforms? What are the pros and cons of the changes as they are currently published according to supporters and critics?
- 3. Social Class and Health.** Tischler observes that “studies of life expectancy show that on every measure, social class influences longevity.” In light of this, isn’t the most effective strategy for improving and guaranteeing the health of the population to eradicate poverty and reduce or eliminate social class inequalities? Pose this question to the class. If you have a free or low-income health clinic in your community or nearby, try to get someone to come in to class and talk about the type and volume of both health and social problems they see. How do poor people find services in local communities? Are the working poor left out? Will ObamaCare change current access?
- 4. AIDS.** Watch ABC News, *Out of Control: The AIDS Epidemic in Black America* (2007). Discuss the challenges to overcoming silence on the spread of this crisis through communities already burdened by disproportionate numbers of people who are poor and uninsured.
- 5. Health Insurance.** Set up a panel with someone from the health insurance industry, a physician in private practice, and someone who administers Medicaid payments to discuss various problems in this area, or the healthcare reforms that must be implemented. Have students be prepared to ask questions and discuss possible sociological explanations for these problems.
- 6. The Health of Infants and Children in Developing Countries.** Ask students to pretend that they have been hired as consultants to a developing country on how to reduce the number of child deaths. Collectively work through the development of each recommendation, based on material in the text. Ask students how they would try to implement these recommendations, and who might oppose them.

## STUDENT ACTIVITIES

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- 1. The Experience of Illness.** In small groups, have students discuss the sick role. You might want to have them focus on deviance from the socially sanctioned sick role and how we deal with that deviance.
- 2. Gender and Health.** In the text, Tischler says, “While men have shorter life expectancies, women appear to be sick more often.” Divide the class by sex (this is, probably one of the few times it is appropriate) and have each group discuss among themselves examples and explanations of the characteristics of the *other* sex. When each group has drawn up a list, bring them together to discuss stereotypes, biases, and how these gender differences create different needs and demands on our healthcare system and society.
- 3. AIDS.** Give students a diagnostic survey to see how much they know about the facts of the current HIV/AIDS epidemic. Discuss the real facts and compare survey results. Poor people, colored minorities, and women are at greatest risk for infection today. There may be a general feeling that the government has done enough to address AIDS, but it is acknowledged by the CDC that people at risk lack education and information about STDs and AIDS. Ask students to design a social media campaign to reach the groups most at risk for infection. Their communications must be respectful and contain accurate information in packages that can attract people. Students can then present their campaigns in class or for school as an event.

**4. Health.** What is health? What is adequate care? Have students read the definition of health in the text and then try to think of ways it could be measured. Remind them not to restrict themselves to quantitative measures, but to think about qualitative and unobtrusive measures as well. Should health include well-being or only formal medical measures of disease? Is illness a social construction as well as a disease condition?

**5. Impact of an Aging Population.** The text provides data to show that the proportion of older Americans is beginning to grow rapidly. Have students brainstorm five positive and five negative social changes they see coming about in our society as a result of this demographic transformation. What services are available for the elderly in the communities the students come from?

## VIDEO SUGGESTIONS

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### **ABC News, *Out of Control: The AIDs Epidemic in Black America, 2007* (42 minutes)**

A great piece of documentary journalism about an epidemic that is devastating black communities in the United States while no one is willing to talk about the growing infection of women and young people. The silence over the disease is silence in the face of death. Found at [http://www.snagfilms.com/films/title/out\\_of\\_control\\_the\\_aids\\_epidemic\\_in\\_black\\_america](http://www.snagfilms.com/films/title/out_of_control_the_aids_epidemic_in_black_america).

### ***And the Band Played On* (1993)**

A classic for any coverage of AIDS.

## INTERNET ACTIVITIES

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### **AARP**

<http://www.aarp.org/>

AARP is a membership organization that advocates positive social change for people age 50 and over. Identify and discuss the information, advocacy, and services this organization provides. How are these different than those for younger populations? Some critics of AARP believe that the organization is not culturally or politically neutral, although it seeks to represent the interests of older people in general. Read through the site and comment on this criticism. Does it seem legitimate or not?

### **Health and Aging Policy Fellows**

<http://www.healthandagingpolicy.org/>

The Health and Aging Policy Fellows Program provides opportunities for professionals in healthcare and geriatrics to gain experience and skills in making a positive contribution to the development and implementation of health policies that affect older Americans. Provide a brief discussion of participant qualifications and program experiences. What are the major goals accomplished?

### **CDC – NCHHSTP**

<http://www.cdc.gov/nchhstp/Atlas/>

NCHHSTP Atlas is an interactive reference and information site dedicated to following HIV/AIDS, viral hepatitis, STDs, and tuberculosis. These epidemics are widespread among the poor in the United States. Students can explore the social geography of current patterns, where cases are concentrated, the latest statistics, and reports about their epidemiology. The Center for Disease Control also has links to major healthcare issues and epidemics facing our society today.

### **The Commonwealth Fund**

<http://www.commonwealthfund.org/Topics.aspx>

The Commonwealth Fund site provides profiles of healthcare systems, policy reform initiatives, and overviews of critical healthcare issues facing poor and vulnerable populations in developed countries around the globe. This is a good site to find information about the healthcare reforms, as well as comparative profiles of other systems. What

can we learn from the healthcare systems in other developed countries? How does the United States compare on score cards?

### Health and Health Care | RAND

<http://www.rand.org/topics/health-and-health-care.html>

The RAND Center provides a list of current reports, blog articles, and research briefs about healthcare for families and individuals across the life course. A highly regarded authoritative source for current statistics and social science research information.

### World Health Organization

<http://www.who.int/en/>

Find information and statistics about current health issues across the globe, including things rarely discussed in the U.S., such as clean water and sanitation.

## RESOURCES

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William C. Cockerham, *The New Blackwell Companion to Medical Sociology*. Wiley-Blackwell, 2009.

Highly recommended collection of articles and essays by scholars in the field.

Peter Conrad, *The Medicalization of American Society: On the Transformation of Human Conditions into Treatable Disorders*. Baltimore: Johns Hopkins University Press, 2007.

Many of the ailments and challenges that are part of being human over the life course, such as pregnancy, menopause, diet, and arthritis, have been transformed into medical conditions, leaving behind the culture that helped people cope with them as normal. We are now all subjects of scientific approaches to the human condition.

Anne Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*. New York: Farrar Straus and Giroux [2000], 2012.

Award-winning story of a young girl from Laos whose Hmong parents cannot understand the procedures in a county hospital in California and the poor outcome for the child. A new classic in medical anthropology and sociology of health and illness. Students understand culture and the frustrations of trying to find care in a system that seems hostile and formal to ordinary people.

Jeanne Guillemin, *Anthrax: The Investigation of a Deadly Outbreak*. Berkeley, CA: University of California, 1999.

Erving Goffman, *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*.

A classic work in sociology that discusses socialization to the sick role, attempts to resocialize patients, and the failure of institutions to achieve transformation of the individual. Although we no longer have huge asylums, this is still a relevant book for the discussion of socialization and resocialization to deviant roles.

Arlie Russell Hochschild, *The Unexpected Community: Portrait of an Old Age Subculture*. Berkeley: University of California Press, 1978.

A pioneering ethnographic study of 43 older people living in a single apartment building in San Francisco. Readable, insightful, and useful for presenting the point of view of older people.

Alan V. Horwitz, *The Creation of Mental Illness*. Chicago: University of Chicago Press, 2003.

Horwitz argues that there are a small number of mental illnesses, but a large number of cultural constructions of experience produced by living in society that are turned into medical problems or called illness. A classic restatement of sociology's critical perspectives on the social construction of what is sickness and health in a well-researched, up-to-date book.

Judith Walzer Leavitt, *Typhoid Mary: Captive in the Public's Health*. Boston: Beacon, 1996.

You can ask your class to research contemporary epidemics and social constructions surrounding them such as Ebola, AIDs, and influenza.



Barbara Katz Rothman, *Recreating Motherhood*. New Brunswick: Rutgers University Press, 2000.

Examines clashes between motherhood and technology that are reconstructing healthcare and our definitions of motherhood. Rothman argues that children are seen as commodities and women as their means of production, raising important ethical and social questions. Still a great book for discussion of the impact of technology on reproduction and health in society.

Paul Starr, *The Social Transformation of American Medicine*. New York: Basic Books, 1984.

One of the best social histories of the formation of professional medicine in the United States that explains what happened to alternative practitioners in the formation of controlled professions.