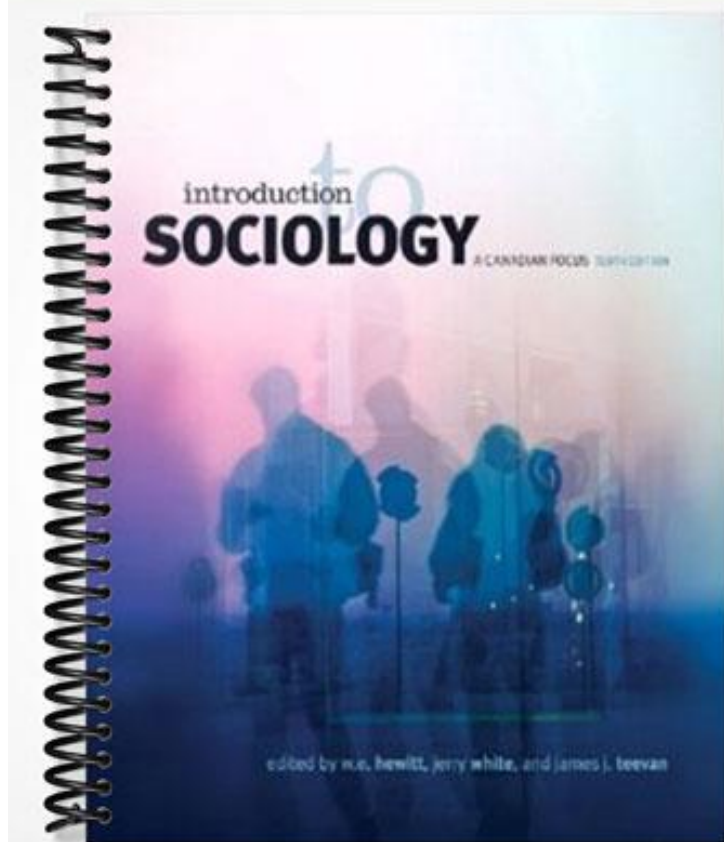


# SOLUTIONS MANUAL



# INSTRUCTOR'S MANUAL

*for*

**W. E. Hewitt, Jerry White, James J. Teevan, eds.**

# INTRODUCTION TO SOCIOLOGY

## A Canadian Focus

Ninth Edition

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Toronto

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## Table of Contents

Preface .....	iii
Introduction .....	iv
Chapter 1    What Is Sociology? .....	1
Chapter 2    Research Methods .....	4
Chapter 3    Culture .....	7
Chapter 4    Socialization .....	11
Chapter 5    Deviance .....	14
Chapter 6    Social Inequality .....	18
Chapter 7    Gender Relations .....	22
Chapter 8    Race and Ethnic Relations .....	26
Chapter 9    Aging .....	31
Chapter 10   Families .....	35
Chapter 11   Religion .....	40
Chapter 12   Media .....	44
Chapter 13   Education .....	48
Chapter 14   Organizations and Work .....	52
Chapter 15   Social Movements .....	55
Chapter 16   Demography and Urbanization .....	59
Chapter 17   Social Change .....	62

## PREFACE

This *Instructor's Manual* is designed to use with the Ninth Edition of *Introduction to Sociology: A Canadian Focus*, W.E. (Ted) Hewitt, Jerry White, and James J. Teevan (editors). It provides instructors with a range of aids that complement the text, and which will assist them in preparing lectures and course tests.

The *Introduction* provides general information about conducting the first classes of a new term, offers some helpful hints for handling large classes (now a fact of life in most universities and colleges), and suggests strategies for dealing with disruptive students and encouraging discussion in class. The chapters that follow correspond to those appearing in *Introduction to Sociology*. For each chapter the following are provided:

1. *Chapter outline*: a list of chapter headings and subheadings.
2. *Chapter summary*: a summary of the chapter (generally corresponding to that which appears at the end of each chapter in the text).
3. *Objectives*: a checklist of theories, concepts and research findings with which students should be familiar after reading the chapter.
4. *Important terms and concepts*: a list of key terms and concepts with which students should be familiar after reading the chapter. These are also found (along with definitions) in the *Glossary* at the end of each chapter in the text, and at the end of the book.
5. *Suggested issues for lectures, discussion, and class activity* a list of questions which can be used to generate lecture material or to stimulate class discussion and student involvement generally in the course.
6. *Suggested videos from NFB*: a list of up-to-date videos that may be useful for demonstrating concepts, theories, and research within a Canadian context. These are all National Film Board productions. Some may be available locally from your university/college library. All titles may be ordered directly from the NFB at 1-800-267-7710. Also check the NFB website at <http://www.nfb.ca>.

## INTRODUCTION

### GETTING THINGS GOING: IDEAS FOR THE FIRST WEEK OF CLASSES

#### Student introductions

Many first year university and college students come from small communities and few of them know each other. Here are some ways to help them become more comfortable at university/college, and more comfortable participating in class.

1. Ask students to introduce themselves to the two or three students sitting near them. They could share information such as where they are from, what other courses they are taking, whether they are living in residence or off-campus, etc.
2. Have students sitting near each other arrange to meet for coffee or lunch the following week. You could follow up a couple of weeks later to see how many groups managed to make the coffee/lunch date and could use this as an opportunity to point out the value of out-of-class study groups.
3. Distribute  $3 \times 5$  cards and ask students to write down what their biggest concern or fear is about university/college, this course, etc. If the class is very large, instructors can tell the class they will report on the common themes next class; or the cards could be collected, shuffled and redistributed for anonymity. If the class is large, students could just read for themselves the card they get and those of students sitting nearby; or if the class is small enough, the students could read out loud the concern written on their card. Everyone would probably not need to read since the instructor could ask "how many of you have cards with a similar concern on them?"
4. If the class is not too large, name chains are a good icebreaker. Each student says their name (and, if a very small class, they could say something about themselves) preceded by the names of the previous two or three people. A variation on this is for the students to use only their first names and think of an "appropriate" alliteration to go with it; e.g., marvellous Margaret, fabulous Freddy, windsurfing Wendy, daredevil Dan, etc. Again each student says their own name and those of the previous two or three students. Be sure to caution them that these names often stick for the rest of their university/college life.
5. Use paired interviews. Students pair off and interview each other about name, home town, why they are taking the course and what else they are taking. If the class is small (e.g. tutorial) the students could then introduce each other to the whole group.

#### Introducing yourself

Revealing some personal aspects about yourself and why you are interested in your discipline helps students to relate to you better and to the discipline you teach.

1. Give a bit of background information about yourself, e.g. do you have children, a favourite sport or hobby, etc. Tell them about your own first year experience.
2. Tell students why you are excited about your discipline, about your research, about the fact that you work in the summer, etc. Let them know that you are still learning and discovering things. Talk about how you got interested in the discipline as a student.

3. Discuss some practical applications of the field. What variety of work do graduates in your discipline do? What exciting answers have come from your discipline?
4. Tell students about famous people (e.g. Nobel prize winners) in your field and their discoveries.

### **Opinions from former students of the course**

Students like to know what other students think of the course and they relate well to their perspective.

1. If you solicit student comments at evaluations, you could read some of them to give students an idea about the course from the perspective of students in previous years; so much the better if some of them are funny or fabulous.
2. Invite a student from a previous year to speak to them. Tell them that they made it, what they did to be successful,
3. Ask the president of your University/College Student Council to come and say a few words and talk about upcoming events.

### **Demonstrations and cognitive exercises**

Demonstrations and cognitive exercises or games that deal with important principles in the course always generate enthusiasm for the discipline.

1. Demonstrate a principle in science, or many other disciplines, with some discussion; or leave the demonstration as a puzzle to be explained the next week or even much later in the course.
2. Ask some questions about everyday things related to the discipline. Show how common phenomena are related to your discipline.
3. Ask questions related to your discipline about which there are conflicting points of view. Try a small debate about a controversial topic in the discipline.
4. Give students a problem to solve, particularly one that can be solved a number of ways and discuss the various solutions. A variation is to get them to solve the problem in pairs or small groups and discuss their problem solving strategies.
5. Get them to draw a cognitive map of how they think your discipline fits into information they already have, perhaps into more everyday information. They could compare their maps with those of nearby classmates, or they could compare them with one you make.
6. Use a theatrical demonstration of some principle of the course.
7. Ask them about their assumptions regarding the discipline. Get them to question the assumptions. Tell them whether some of them will be discussed or challenged later in the course.
8. Use a survey to get at students preconceptions about your discipline. You could use these throughout the course. Or have a handout of the “right” answers to give them in the next class.
9. Ask students to write down what they think your discipline is all about. You could use the funniest ones as an opener for the next lecture.
10. Get students to guess about an illusion or paradox, etc., something to be answered later in the course.

11. Run a discussion about how your discipline differs from others, what defines it, e.g., How is biology different from the other sciences? Or generate a discussion about the connections between your discipline and others.

### **Information about how to be successful in the course at university or college**

Most instructors are aware of strategies that made them successful at university/college or know about where students can go to get help.

1. Be up front with them about how challenging the course is and tell them what skills they will need, e.g., writing skills, problem-solving skills. Tell them about services available at your university/college to help them acquire these skills.
2. Advise them about attending all classes, analyzing/clarifying notes, learning continuously, emphasis on “follow-up” and taking advantage of the available resources.
3. Are there tutoring services, do you have re-write policies for early reports, do you give workshops re particular skills, e.g. writing essays or research protocols?
4. Check out their expectations of the course with your own.
5. Let them know what part of the course is your job and what part is their job.
6. Tell them the skills that are needed for the discipline and how best to start developing these skills.
7. Discuss the difference between argument and opinion. Where is this important in their own work for the course?
8. Discuss note-taking skills. Do they need to come to class prepared in some particular way?
9. Tell them the rules regarding class behaviour: asking and answering questions, no ridicule of other student responses, rules about eating or reading the paper, etc.

### *Information/advice about university/college in general*

First year students have often complimented instructors who took time at the beginning of the year to give them advice or information about university/college in a general way and then sometimes tied some of the information to the particular course.

1. Give students information about the administrative offices/officers at their university/college. How does their course fit into a program? What are the crucial stages for making decisions about programs? Is it possible to shift from one program to another later on, etc.?
2. Where can students go for help or to complain? How can they appeal grades?
3. How do students get examples of tests? How helpful is this in your course?
4. How important is first year performance?
5. How does a university/college professor's job/education differ from a high school teacher's job/education.

**Source:** Education Development Office, University of Western Ontario.

## TEACHING LARGE CLASSES

Many students find large classes alienating and frustrating. One first-year student said to me, “It took me a month to get over the fact that there were more students in this one room than there were in my entire hometown, and where I knew everyone there, everyone in my class was a stranger.” Large, banked lectures theatres encourage passivity and dictation, rather than comprehension and critical enquiry.

The large class can be analyzed, good teaching can be modelled, and practical strategies can be identified. The following overview offers several practical suggestions for teaching large classes effectively.

### **Expect support and accept help**

All lecturers should expect a climate of support in their institution so that teaching large classes can become “exemplary.” This kind of support includes access to technical assistance and to appropriate hardware and software to support new media learning, as well as opportunities for reduced loads, teaching assistants, and a mentor who knows the ropes.

### **Cover less, uncover more**

Almost every lecturer has felt compelled to race to “cover” material. The important question to ask yourself is “why?” All of us have been guilty of trying to achieve too much in our lectures. It takes a particular kind of talent to use the lecture to: 1) motivate students; 2) transmit information not available elsewhere; and 3) teach some important concepts and principles. Ask yourself hard questions about the relationship between the lectures and the required texts and readings. How do they complement one another?

### **Do some planning**

Preparing a lecture involves defining the purpose and learning outcomes you expect. Next, identify the content you will use to reach those goals. Then use a “trunk and branch “or concept map” approach to determine how the pieces fit together. Ask whether you are using an inductive or deductive approach. Make sure you have concrete examples to illustrate the concept. Are you starting at the micro or macro level? Can you say why? Vary your approach—moving from the general to the specific, and from the specific to the general to suit the material and the learning needs of different students. Problem-based and case study approaches can be invaluable for engaging student participation. Always ask-is this necessary?

### **Be organized**

Students, particularly younger ones in first-year classes, look to you for control of the learning through clarity of both the structure and the presentation of your lectures. Prepare a skeletal outline of the topics or ideas to be covered and show this on an overhead periodically. This becomes a frame on which students can hang their notes. Further, this will keep your focus and pacing clear. Transitions become natural (e.g. “We will now look at the *second* theory”) because the student understands the context and the overall plan.



### **Break it down**

Research shows us that student attention starts to flag after 15-20 minutes of lecturing. Students will tend to recall only the material from the first 10 minutes of the class. Because of this, it is important not to attempt to lecture for the entire period. Divide your material into 15- to 20-minute sections. You can ask students, for example, to summarize major points with their neighbours. You can use this to stimulate some discussion. Students' energies are refocused and they are ready to move on. Or you can pose a question to the entire class and then solicit a few answers. By making the students less passive, you are engaging them more actively in the learning process and preparing them to be alert and more ready to work with you on the next topic.

### **Provide a variety of experiences**

It is appropriate to vary the type of instruction in large classes to encourage discussion, interaction and involvement. Do not attempt to lecture the entire period. Each lecture period could have some teacher talk, tasks for the student to do, and then more teacher talk and general discussion. Form groups of 3 or 4 to discuss a problem or work on a task for a few minutes. Have a question and answer period at the beginning or end of each class. Present a question, and have students write their responses on an index card. Collect them and use the information to start the next class. Call on a few students to read what they have written. Collect all cards to discover the level of understanding of the total class. Give feedback about this the next day. Don't leave students alone or in groups too long on open-ended tasks. Vary the tasks and be specific; ask for clear outcomes.

Becoming conscious of what is going on in the students' heads as we talk, being alert to feedback from students through their facial expressions, non-verbal behaviour, oral comments, and then adjusting one's strategies in reference to these cues—this “with-it-ness”—will help the lecturer with his or her own “reflection-in-action,” and help students to learn from the lecturer more effectively.

The problem of enhancing student learning is complex. When students regard lectures as a waste of time, it usually means they are learning in other ways. But with effort, there is no question that the large class can represent an effective learning environment.

**Source:** James McNinch. “Teaching large classes.” Excerpted from *TDC News*, (University of Regina), 4, 3 (Fall 1998).

## ENLIVENING THE LARGE CLASS LECTURE: SOME TIPS

- Use a simple, concrete image as a metaphor for more complex, abstract material.
- Don't overuse the blackboard—you may lose the class when your back is turned.
- Distribute “skeleton” handouts, which students can fill in during the class.
- Use handouts to “free up” class time.
- Assume a persona in the classroom and do “unusual” things.
- Get students to role play.
- Invite a guest lecturer.
- Use a combination of teaching styles.
- Use humour appropriately.

**Source:** Excerpted from “Enlivening the Large Class Lecture,” *Focus* (Dalhousie University), 6 (April 1992).

## USING DISCUSSION IN THE CLASSROOM

Many university/college lecturers find that in-class discussion is an interesting, stimulating and efficient teaching technique. Would it work in your course?

If presentation of new information is your *only* aim, discussion is not the way to do it—a traditional lecture presentation is much more efficient for this purpose, assuming the students are motivated. However some other educational objectives can be better met by incorporating discussions in your lectures:

1. Discussion is superior in helping students learn how to think, since it converts them from passive recipients to active participants. (Even students who don't speak up in the discussion are stimulated, since often they consider what they would say.)
2. Discussion allows the students to try problem-solving or coming to grips with an idea, with the advantage of receiving immediate feedback from their lecturer (and classmates), before “flying on their own.”
3. Discussion can help students learn content if it is used to draw out similarities and differences between ideas and facts.
4. Discussion is an excellent way to reveal students' attitudes on an issue, and to identify conflicts between different values.
5. Discussion dramatically increases student involvement in classes, and can be used effectively in a lecture to provide the change of pace needed to re-stimulate the students.
6. Discussion can motivate students to work harder, as students appreciate having their ideas and independence encouraged.
7. Discussion can be used to abstract generalities from concrete situations and examples.
8. Discussion provides the lecturer with immediate feedback concerning how effectively material presented during the lecture has been understood and received by the students.
9. Extensive use of discussions is essential in academic subjects in which various schools of thought exist and in which students need to understand the controversies and develop a reasonable position of their own. Discussions are usually considered