

SOLUTIONS MANUAL



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DIANA KENDALL

SOCIOLOGY IN OUR TIMES THE ESSENTIALS



8TH EDITION



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CHAPTER 1

THE SOCIOLOGICAL PERSPECTIVE AND RESEARCH PROCESS

CHAPTER FOCUS QUESTION: *How do sociological theory and research add to our knowledge of human societies and social issues such as suicide?*

What's New in This Chapter:

Box 1.1 Sociology in Everyday life: How Much Do You Know About Suicide? (Updated)

Use this as a way to start class.

- Form small groups of 4-5 and talk about what you already know about suicide.
- Answer the questions as a group (p. 6). Then compare your answers to the key on page 7.
- What were you correct about?
- What was the most surprising answer that you got wrong?
- How do you think sociology helps us to understand suicide?

Box 1.2 Sociology in Global Perspective - Postmodern Problems in France: Worker Stress and Suicide Rates

- Use the “Reflect and Analyze” questions as a prompt. Ask students to write an essay that addresses these questions using what they have learned from Chapter 1.
- Students could work together to brainstorm ideas for the essay in class.

APPLIED ASA RECOMMENDATIONS IN THIS CHAPTER

6. Departments should design sequences to develop students' skills in empirical and theoretical analysis along with their knowledge about one or more specialty areas within sociology.
7. Departments should structure the curriculum to develop students' sociological literacy by ensuring that they take substantive courses at the heart of the discipline as well as across the breadth of the field.

BRIEF CHAPTER OUTLINE

Putting Social Life into Perspective

- Why Study Sociology?
- The Sociological Imagination

The Sociological Perspective and Research Process

- The Importance of a Global Sociological Imagination

The Development of Sociological Thinking

- Early Thinkers: A Concern with Social Order and Stability
- Differing Views on the Status Quo: Stability vs. Change
- The Beginnings of Sociology in the United States

Contemporary Theoretical Perspectives

- Functionalist Perspectives
- Conflict Perspectives
- Symbolic Interactionist Perspectives
- Postmodernism

Sociological Research Process

- The "Conventional" Research Model
- A Qualitative Research Model

Research Methods

- Survey Research
- Secondary Analysis of Existing Data
- Field Research
- Experiments

Ethical Issues in Sociological Research

QUESTIONS AND ISSUES - Use these to begin class

1. How do sociological theory and research add to our knowledge of human societies and social issues such as suicide?
2. What is the sociological imagination?
3. Why were early thinkers concerned with order and stability?
4. What are the assumptions behind each of the contemporary theoretical perspectives?
5. What are the main steps in the sociological research process?
6. Why is a code of ethics necessary for sociological research?

CHAPTER SUMMARY

- **Sociology** is the systematic study of human social interaction. Sociology enables us to see how the groups to which we belong and the society in which we live largely form behavior.

- A **society** is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.
- The **sociological imagination** helps us see the relationship between individual experiences and the larger society. It allows us to understand how seemingly personal troubles may be related to the larger social context of public issues.
- Sociological thinking emerged in the context of major social changes produced by **industrialization** and **urbanization** in the mid to the late eighteenth century Europe. Early social thinkers - including **Auguste Comte**, **Harriet Martineau**, **Herbert Spencer**, and **Emile Durkheim** - emphasized the idea of social order, social functions and stability; others - including **Karl Marx**, **Max Weber**, and **Georg Simmel** - emphasized conflict and social change.
- The development of sociology in the United States dates back to late 1890's and early twentieth century. Early American social thinkers include Robert Park, George Herbert Mead, Jane Adams, and W.E.B. Du Bois.
- Sociologists use theoretical perspectives to explain social life. **Theory** is a set of logically interrelated statements that attempts to describe, explain, and (occasionally) predict social events.
- Three theoretical perspectives which have influenced sociology until recently are: (1) **functionalist perspectives** which assume that society is a stable, orderly system; (2) **conflict perspectives** which assume that society is a continuous power struggle among competing groups, often based on class, race, ethnicity, or gender; and (3) **symbolic interactionist perspectives** which focus on how people make sense of their everyday social interactions.
- A fourth perspective, **postmodernism**, which emerged in the late twentieth century questions grand narratives that characterize modern thinking in societies that are postindustrial, consumer oriented and engage in global communication.
- Sociologists engage in research to systematically collect information for the purposes of testing existing theory or generating new ones.
- Many sociologists are involved with **quantitative research**, which focuses on data that can be measured numerically. Others engage in **qualitative research** to analyze underlying meanings of social relationships based on interpretive description rather than statistics.
- **Research methods** - systematic techniques for conducting research - include **surveys**, analyses of existing data, field studies and **experiments**. Analysis of human behavior and action raises important ethical issues for sociologists.
- The American Sociological Association (ASA) has set forth certain basic standards that sociologists much follow in conducting research. These standards address concerns such as; objectivity and integrity, participants right to privacy, protection and confidentiality, and full disclosure of research assistance.

KEY TERMS - defined at page number shown and in glossary

Anomie 12	Interview 32	Secondary Analysis 33
Conflict Perspectives 19	Latent Functions 18	Social Darwinism 11
Content Analysis 34	Low Income Countries 7	Social Facts 12
Control Group 34	Macrolevel Analysis 20	Society 4
Correlation 36	Manifest Functions 18	Sociological Imagination 5
Dependent Variable 28	Microlevel Analysis 21	Sociology 4
Ethnography 34	Middle-Income Countries 6	Survey 31
Experiment 34	Participant Observation 34	Symbolic Interactionist Perspectives 21
Experimental Group 34	Positivism 10	Theory 17
Functionalist Perspectives 17	Postmodern Perspectives 22	Urbanization 9
High Income Countries 6	Qualitative Research 27	Validity 29
Hypothesis 28	Quantitative Research 25	Variable 28
Independent Variable 28	Reliability 29	
Industrialization 8	Research Methods 31	

STUDENT LEARNING OBJECTIVES

Student learning objectives can be arranged hierarchically using *A Taxonomy for Learning, Teaching and Assessing* as a model. Learning develops and becomes more complex as students move from each level down to the next. Many of the early objectives must be mastered before moving to later ones.

The idea is simple but revolutionary: learning objectives put the focus on the student and learning rather than the teacher and teaching methods. - Wendy Cown

<p>Remember</p> <p>Retrieve relevant knowledge from long-term memory</p>	<ul style="list-style-type: none"> • Identify Auguste Comte, Harriet Martineau, and Herbert Spencer, and explain their unique contributions to early sociology. • Know the major assumptions of functionalism, conflict theory, and symbolic interactionism and identify the major contributors to each perspective. • Identify Robert Park, George H. Mead, and W.E. B. Du Bois and their contributions to American sociology. • Know the six steps in the conventional research process, which focuses on deduction and quantitative research.
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<p>Understand</p> <p>Construct meaning from instructional messages, including oral, written, and graphic communication</p>	<ul style="list-style-type: none"> • Understand the sociological imagination and explain its significance in interpreting people's actions. • Understand the emerging ideas embedded within postmodernism. • Know the ethical concerns in sociological research.
<p>Apply</p> <p>Carry out or use a procedure in a given situation</p>	<ul style="list-style-type: none"> • Discuss what C. Wright Mills meant by the sociological imagination and know the reasons why using it will help you to better understand the social world. • Understand problem formulation in conducting qualitative research.
<p>Analyze</p> <p>Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</p>	<ul style="list-style-type: none"> • Compare and contrast the field of sociology with other social sciences. • Compare Max Weber's and Karl Marx's perspectives on society and social conflict. • Know the difference between quantitative and qualitative research and give examples of each.
<p>Evaluate</p> <p>Make judgments based on criteria and standards</p>	<ul style="list-style-type: none"> • Explain the major types of research methods and indicate their strengths and weaknesses.
<p>Create</p> <p>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</p>	<ul style="list-style-type: none"> • Explain industrialization and urbanization as events that contributed to the development of sociological thinking.

Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). *A taxonomy for Learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.

Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay.

CHAPTER LECTURE OUTLINE

I. PUTTING SOCIAL LIFE INTO PERSPECTIVE

A. **Sociology** is the systematic study of human society and social interaction.

ASA Objective 7

B. Why Study Sociology?

ASA Objective 6

1. Sociology helps us see the dynamic connections between our own lives and the larger, recurring patterns of the society and world in which we live.
 - a. A **society** is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.
 - b. Sociological research often reveals the limitations of myths associated with commonsense knowledge that guides ordinary conduct in everyday life.

Learning Objective: Students should be able to understand the sociological imagination and explain its significance in interpreting people's actions

Learning Objective: Discuss what C. Wright Mills meant by the sociological imagination and how its use can enable us to develop a more accurate perspective of the world

C. The Sociological Imagination

ASA Objective 7

1. According to sociologist C. Wright Mills, the **sociological imagination** enables us to distinguish between personal troubles and public issues.
2. Developing our own sociological imagination requires that we take into account perspectives of people from diverse backgrounds.

D. The Importance of a Global Sociological Imagination

ASA Objective 7

1. The world's **high income countries** have developed industrialized, technologically advanced economies and relatively high levels of income.
2. **Low income countries** are those that are undergoing transformation from agrarian to industrial economies.
3. We must take into account other countries, as well as in the United States, because the future of this country is intertwined with that of other nations.

Learning Objective: Explain industrialization and urbanization as events that contributed to the development of the science of sociology

II. THE DEVELOPMENT OF SOCIOLOGICAL THINKING

- A. **Industrialization** and **urbanization** have significantly contributed to the development of sociological thinking.

ASA Objective 7

Learning Objective: Identify Auguste Comte, Harriet Martineau, and Herbert Spencer, and explain their unique contributions to early sociology.

- B. Some early social thinkers were concerned with social order and stability:

ASA Objective 6

1. Auguste Comte coined the term sociology and stressed the importance of **positivism** or the belief that the world can best be understood through scientific inquiry.
 2. Harriet Martineau's work, *Society in America* paid special attention to U.S. diversity based on race, class, and gender.
 3. Herbert Spencer employed an evolutionary perspective to explain stability and change in societies. He coined the term "survival of the fittest."
 4. According to Emile Durkheim, **social facts** are patterned ways of acting, thinking, and feeling that exist outside any one individual and promote social control over each person. **Anomie** is defined as a condition in which social control is ineffective as a result of a loss of shared values and purpose in the society.
- C. Other early theorists with differing views on the ideas of stability vs. change include:

ASA Objective 6

1. Karl Marx who believed that conflict, especially class conflict, is inevitable.
 - a. Class conflict reflects the struggle between members of the capitalist class, or bourgeoisie and the working class, or proletariat.
 - b. Exploitation of workers by capitalists produces workers' alienation—a feeling of powerlessness and estrangement from other people and from oneself.
2. Max Weber noted that economic interests are important in affecting human actions, as well as other factors such as prestige.
3. Georg Simmel noted that society could be seen as a web of patterned interactions that make up the "geometry of social life."

Learning Objective: Identify Robert Park, George H. Mead, and W.E.B. Du Bois and their contributions to American sociology.

- D. Sociology thrived in the United States as a result of the intellectual climate and the rapid rate of social change.

ASA Objective 7

1. The first U.S. department of sociology was at the University of Chicago. Robert Park and George Herbert Mead were influential early American sociologists. Mead founded the symbolic interaction perspective.
2. Jane Addams wrote *Hull-House Maps and Papers* that influenced other Chicago sociologists for the next forty years.

3. W.E.B. Du Bois founded the second U.S. department of sociology at Atlanta University and wrote *The Philadelphia Negro: A Social Study*, examining Philadelphia's African American community.

Learning Objective: Know the major assumptions of functionalism, conflict theory, and symbolic interactionism and identify the major contributors to each perspective.

III. CONTEMPORARY THEORETICAL PERSPECTIVES

- A. A **theory** is a set of logically interrelated statements that attempts to describe, explain, and (occasionally) predict social events.

ASA Objective 6

- B. Theories provide a framework or **perspective**—an overall approach, model, or viewpoint toward some subject—for examining various aspects of social life.

ASA Objective 6

1. **Functionalist perspectives** are based on the assumption that society is a stable, orderly system characterized by societal consensus.
 - a. Societies develop social structures, or institutions that persist because they play a major part in helping society survive. These institutions include: the family, education, government, religion, and economy.
 - b. Talcott Parsons stressed that all societies must provide for meeting social needs in order to survive. For example, a division of labor (distinct, specialized functions) between spouses is essential for family stability and social order.
 - c. Robert K. Merton distinguished between intended and unintended functions of social institutions.
 - i. **Manifest functions** are intended and/or easily recognized by the participants in a social unit.
 - ii. **Latent functions** are unintended functions and/or hidden and remain unacknowledged by participants.
 - iii. **Dysfunctions** are the undesirable consequences of any element of society.
2. According to **conflict perspectives**, groups in society are involved in a continuous power struggle for control of scarce resources.

Learning Objective: Compare Max Weber's and Karl Marx's perspectives on society and social conflict.

- a. Along with Karl Marx, Max Weber believed that economic conditions were important in producing inequality and conflict in society; however, Weber also suggested that power and prestige are other sources of inequality.

- b. Ralf Dahrendorf observed that conflict is inherent in all authority relationships.
 - c. C. Wright Mills believed that the most important decisions in the United States are made largely behind the scenes by the power elite, a small group composed of the top corporate, political, and military officials.
 - d. Feminist perspectives focus on patriarchy—a system in which men dominate women, and masculine views are more highly valued than those that are considered feminine.
3. Functionalist and conflict perspectives focus primarily on **macrolevel analysis**—an examination of whole societies, large-scale social structures, and social systems. On the other hand, symbolic interactionist approaches are based on a **microlevel analysis**—an examination of everyday interactions in small groups rather than large-scale social structures.
 4. **Symbolic interactionist perspectives** are based on the assumption that society is the sum of the meaning of the interactions of individuals and groups.
 - a. George Herbert Mead emphasized that a key feature distinguishing humans from other animals is the ability to communicate in *symbols*—anything that meaningfully represents something else.
 - b. Some symbolic interactionists focus on people’s behavior while others focus on each person’s interpretation or definition of a given situation.

Learning Objective: Understand the emerging ideas embedded within postmodernism.

5. **Postmodernist Perspectives** reject the grand narrative that characterize modern thinking and suggest boundaries should not be placed among disciplines. This approach focuses on information explosion and the rise of consumer society.

IV. THE SOCIOLOGICAL RESEARCH PROCESS

- A. Sociologists obtain their knowledge of human behavior through research, which results in a body of information that helps us move beyond guesswork and common sense in understanding society.

ASA Objective 6

- B. The Sociological Research Process

ASA Objective 6

Learning Objective: Know the difference between quantitative and qualitative research and give examples of each.

1. Research may be either quantitative or qualitative.

- a. **Quantitative research** is based on the goal of scientific objectivity and focuses on data that can be measured in numbers.
 - b. **Qualitative research** uses interpretive description (words) rather than statistics to analyze underlying meanings and patterns of social relationships.
2. Qualitative researchers do not always do an extensive literature search before beginning their investigation.

Learning Objective: Know the six steps in the conventional research process, which focuses on deduction and quantitative research.

3. The Conventional Research Model includes:
 - a. Selecting and defining the research problem;
 - b. Reviewing previous research;
 - c. Formulating the hypothesis (if applicable);
 - d. Developing the research design;
 - e. Collecting and analyzing the data; and
 - f. Drawing conclusions and reporting the findings.
4. **Validity**— is the extent to which a study or research instrument accurately measures what it is supposed to measure—and **reliability**— is the extent to which a study or research instrument yields consistent results.

Learning Objective: Understand problem formulation in conducting qualitative research.

5. Qualitative research differs from quantitative research in the following ways:
 - a. Researchers may not always do an extensive literature search before beginning their investigation.
 - b. They may plan to formulate a problem instead of creating a hypothesis.
 - c. This type of research can employ a collaborative approach in which the "subjects" are active participants in the design process, not just passive objects to be studied.
 - d. Researchers often gather data in natural settings, such as where the person lives or works, rather than in a laboratory or other research setting.

Learning Objective: Explain the major types of research methods and indicate their strengths and weaknesses.

V. RESEARCH METHODS

- A. **Surveys** are polls in which researchers gather facts or attempt to determine the relationship between facts.

ASA Objective 6

1. A questionnaire is a printed research instrument containing a series of items for the subjects' responses.
 2. An **interview** is a data-collection encounter in which an interviewer asks the respondent questions and records the answers.
- B. **Secondary analysis of existing** data researchers use existing material and analyze data originally collected by others.

ASA Objective 6

1. Existing data sources include public records, official reports of organizations or government agencies, surveys taken by other researchers, books, magazines, newspapers, radio, television, and personal documents.
 2. It also includes **content analysis**- the systematic examination of cultural artifacts or various forms of communication to extract thematic data and draw conclusions about social life.
- C. **Field research** is the study of social life in its natural setting: observing and interviewing people where they live, work, and play.

ASA Objective 6

1. In **participant observation**, researchers collect systematic observations while being part of the activities of the groups they are studying.
 2. **Ethnography** is a detailed study of the life and activities of a group of people by researchers who may live with that group over a period of years.
- D. **Experiments** are carefully designed situations in which the researcher studies the impact of certain variables on subjects' attitudes or behavior. This typically requires that subjects be divided into two groups:

ASA Objective 6

1. The experimental group contains the subjects who are exposed to an independent variable (the experimental condition) to study its effect on them.
2. The control group contains the subjects who are not exposed to the independent variable.
3. The experimental and control groups then are compared to see if they differ in relation to the dependent variable
4. The hypothesis about the relationship of the two variables is confirmed or rejected.

5. A **Correlation** exists when two variables are associated more frequently than could be expected by chance.

Learning Objective: Know the ethical concerns in sociological research.

VI. ETHICAL ISSUES IN SOCIOLOGICAL RESEARCH

- A. The American Sociological Association (ASA) sets forth certain basic standards that sociologists must follow in conducting research.

ASA Objective 7

1. Researchers must endeavor to maintain objectivity and integrity by disclosing their research findings.
2. Researchers must safeguard the participants' right to privacy and dignity while protecting them from harm.
3. Researchers must protect confidential information provided by participants.
4. Researchers must acknowledge research collaboration and assistance they receive from others and disclose all sources of financial support.

QUESTIONS FOR DISCUSSION

Those that are ***bold and italicized*** are suggested for use with WebTutor™

1. How do the perspectives of people from different cultures differ on social issues such as suicide? How does the psychological perspective view suicide? What is unique about the sociologist's perspective?
2. ***How do you think learning about sociology could help you be more successful as an employee, friend, spouse, parent, neighbor or citizen?***
3. Think of the last time you heard information from the media that later proved to be untrue. What was this information about? What are some strategies that we can use to more carefully assess the information we receive from the media?
4. What is the sociological imagination? What are examples of some *private troubles* that might be better understood as *public issues*?
5. Why is suicide often viewed as a personal trouble rather than a public issue? What are some examples of American values that tend to influence our notion that unemployment should be seen as a personal trouble?
6. ***As the population of the U.S. becomes more ethnically diverse social change is inevitable. What aspects of your life in the future will reflect these kinds of changes?***
7. What kinds of individual problems do you share in common with others who are similarly situated in regard to race, ethnicity, gender, class, or age? What kinds of collective actions might produce solutions for these problems?
8. Why do developed nations have a different rate of suicide at different ages in the life course?

9. Why did rapid industrialization and urbanization lead to the development of sociological thinking? Who were some of the earliest social thinkers?
10. What role did Auguste Comte play in the development of sociology? Why did Harriet Martineau receive little recognition in the field of sociology for many years?
11. What did Emile Durkheim mean by social facts? What are some examples of social facts that affect your life?
- 12. *In what ways are our evaluations of early theorists and their perspectives based on our contemporary insights pertaining to class, gender, race, ethnicity, and age?***
13. What is class conflict? Describe aspects of class conflict that exist in the United States today.
14. What was Karl Marx's view on gender and class divisions in society? Are his ideas still applicable to contemporary societies?
15. How did Marx's beliefs about social life differ from those of Max Weber? What similarities exist between the ideas of these two thinkers?
16. What did W.E.B. DuBois mean by double-consciousness? Does this conflict still exist today?
17. What are the basic assumptions of functionalist perspectives? Of conflict perspectives?
18. What are the manifest functions of colleges and universities? What latent functions do they also perform?
19. Is there validity to Ralf Dahrendorf's statement that people who are forced to conform to authority will feel resentment and demonstrate resistance? What are some recent examples of situations in which resentment and/or resistance to authority have occurred?
20. What are some of the most significant socially imposed definitions of race-ethnicity, gender, class, and age? Why is it important to keep these kinds of definitions in mind when we are examining the individual and small-group context of behavior?
- 21. *What are some of the pros and cons for taking either a macrolevel or microlevel analysis of society? What are the most significant contributions of the symbolic interactionist perspectives?***
22. What is a symbol? What are some examples of symbols at this college (or university)? How does knowledge about these symbols influence interaction?
23. What main features of the postmodernist approach set it apart from the other sociological perspectives?
24. Compare and contrast the research methods that sociologists use to analyze society. What kinds of research topics are most appropriate to which method?
25. What is a current social problem that you, your family and/or friends are facing? How would you use social research methods to frame a study to investigate this problem?

EXTENSION: Wadsworth’s Sociology Readings Collection

Joel Best, “Damned Lies and Statistics”

Yes, statistical reporting oftentimes needs work. There is a general distrust of statistical reporting probably because of the many ways this tool has been misused. Statistical reporting is an important part of our everyday lives. They are not going to go away. What is needed is a more critical eye. Joel Best argues for a critical approach to analyzing and using statistics. This critical approach simply means to ask important questions, search for hidden biases and explore other conflicting reports.

- Find some of the many ways that statistical findings are reported in everyday media
- Ask students to come up with some statistical data that would be useful to them right now, such as:
 - The graduation rate from your college/university
 - The final grade distribution for students who have taken this course in the past
 - The amount of school debt the average student in America, your state, your university graduates with

LECTURE IDEAS

Remember to stop talking every 12-15 minutes and do something different to refocus your students’ attention.

<p>Turning to Video</p> <p><i>These assignments are found at the end of each chapter.</i></p>	<p>How would sociologists study teenage violence?</p> <p>Watch the ABC video <i>Girls Behaving Badly: Violent Girls</i> (run time 8:29), available on CengageBrain.com.</p> <ul style="list-style-type: none"> • In 1999, Judge Cindy Lederman of Miami-Dade County Juvenile Court founded a program known as the Girls Advocacy Project, or GAP, which for seven years helped girls in Florida’s Miami-Dade County Juvenile Detention Center, filling gaps in both the juvenile justice system and the girls’ lives through educational group discussions and other support. • As you watch the video, think about the photographs, commentary, and questions you encountered in this photo essay. • After you’ve watched the video, consider these questions: What risk factors do violent girls have in common with runaway and throwaway youth, and in what ways are running away and acting violently similar—and different?
<p>Sociological Viewpoint</p>	<p>Contrast with the psychological viewpoint. Why do you think this perspective seems to be so prevalent and readily believed by people? Address American cultural beliefs and values about individualism and self-determination.</p> <p>In social psychology, there is the <u>Fundamental Attribution Error</u>. When</p>

	trying to explain behaviors in others, we tend to overemphasize dispositional attributes (personality) and underemphasize situational attributes such as social factors.
Peter Berger	Berger used the phrase “debunking motif” in relation to what sociology does. How would sociology tend to debunk some of the cultural myths and practices related to: <ul style="list-style-type: none"> • Family Roles • Capitalism • Social Class • Gender
Sociological Imagination	Elaborate on some of the mindsets of High vs. Low-Income cultures. Help students to realize in concrete ways that everyone else in the world doesn’t define reality in the same way.
Social Change	Explain to your class the dramatic social changes that took place as Western society moved into the Modern Age. Use this as background for your introduction of social theories and thinkers. Help students to understand some of the important concepts related to social evolution. Contrast agrarian with industrial society. Address other changes that occurred with this social transformation: <ul style="list-style-type: none"> • Urbanization • Industrialization • Rationalization • Bureaucratization • Gender Roles • Family Size
Positivism	Use your introduction of Comte’s science of sociology to explain how the scientific method differs from a religious or traditional approach to understanding. Contrast the “natural science model” with social research methods.
Marxism	Students today may be ignorant of the influence of Marx on world history. Introduce Socialism and Communism, and the powerful influence of Marx on the Twentieth Century: <ul style="list-style-type: none"> • National Socialists takeover of Weimar Germany • Spanish Civil War • Russian Revolution • Chinese Civil War • The Iron Curtain

	<ul style="list-style-type: none"> • Containment Policy • The Cold War • Korean War • Cuban Missile Crises • War in Vietnam
Contrast	Make a contrast between the central ideas of Durkheim and Marx: Order and Conflict. Explain the influence of the backgrounds of these two men. How do our personal backgrounds influence the way we perceive the world?
Weber	Use the central ideas expressed in <i>The Protestant Ethic and the Spirit of Capitalism</i> to explain his contradiction with Marx.
Simmel	Frame Simmel's ideas about social spheres with Tönnies ideas about Gemeinschaft and Gesellschaft society. Comparisons can also be made with Durkheim's mechanical and organic society.
W.E.B. Du Bois	Contrast Du Bois' ideas with those of Booker T. Washington and warn students about the dehumanizing effect of assuming that members of various minority groups all think alike (see similar comment in section on feminist theory in textbook).
Symbolic Interaction	Introduce related terms such as <i>Looking Glass Self</i> , <i>Definition of the Situation</i> and <i>Impression Management</i> . What do these ideas look like in practice in the average college classroom?
Statistics	Explain some of the statistical procedures that are commonly presented in the media. Ask students to bring in to class news articles that use statistical figures in their stories. Students can work in pairs to see if they can determine which research method/statistical procedure might have been used to produce the numbers reported. Help students to understand the difference between bad statistics and accurate use of numbers.

ACTIVE LEARNING: STUDENT ACTIVITIES

1. Ask some of the students in your class if they are willing to share their *Facebook* pages with the class. Talk with your class about the ways that each student's *Facebook* pages demonstrate their social capital and connections. Use this as a way to demonstrate the **Sociological Imagination, symbolic interactionism, qualitative research methods, ethnography and postmodernism.**
2. Use *YouTube* to play some film clips in class to demonstrate ideas from social theory
 - *Meerkat Manor* – Structural Functionalism
 - *Slumdog Millionaire* – Conflict Theory

- *Napoleon Dynamite* – Symbolic Interactionism
 - *The Matrix* – Postmodern Theories
3. Use an *Anticipatory Set* when you begin each class meeting. These are brief activities that help to focus students' attention, tap into prior knowledge and get them ready to learn from all that you have planned for the class meeting.
 - For this introduction to sociology, as class is starts, ask your class to write down answers to some introductory questions:
 - *What is Sociology?*
 - *What do you think you're going to learn in this class?*
 - *What other classes have you had that you think would be like this one?*

Once students have spent a few minutes thinking about this question, they will be more ready to learn during the rest of the class session.
 - After you have completed this chapter – at the next class meeting - start with the same activity using the same question. Students should have more extensive responses AFTER your session on Chapter 1.
 4. Instead of presenting a straightforward lecture, which often turns your students into passive recipients of information, actively involve them in the process of transforming information into knowledge. *Use the Chapter Review Questions* included in the textbook and in this manual as a tool to help students learn.
 - Divide your class into working groups, assign each group one of the chapter review questions and have them collectively put together an answer.
 - You can then break down your lecture into responses and clarifications to their answers.
 - You then become their guide to learning on their own and not the only source of knowledge.
 5. *What do sociologists actually do?* This is often a central questions that students have when taking an introduction course. Can you answer that question? Go to the [American Sociological Association](http://asanet.org) web site (asanet.org) and construct a resource handout that answers this question. Information in the following categories is available:
 - Jobs and Careers for Undergraduates
 - Careers for Master's Degree Recipients
 6. *Sociology as Science:* Explain the difference between commonsense knowledge and what we know to be true because of scientific research. The text uses the example of suicide throughout chapter 1. Bring in copies of the “How Much Do You Know About Suicide?” quiz from the chapter. Instead of having students take the quiz individually, have them do so in small groups. To prevent students from working as individuals – give each group a single quiz. This method gets students talking with each other about the subject matter and talking through ideas. They may be hesitant at first to enter into a discussion with you.
 5. *The Sociological Imagination:* Surf news sources on the internet in class and use some of these as a jumping off point for your presentation of C. Wright Mills ideas about the **Sociological Imagination**.

- Find stories that seem to relate news about personal problems such as family crime, employment, and education.
 - You may have to help your students work backwards – how do these stories reflect personal troubles? What are the social issues involved?
 - Challenge your class to engage in big picture thinking.
6. *Theoretical Thinking*: Introduce theoretical thinking by asking your students to come up with some of their own theories about “why things are the way they are.” You will need to help them to refine their thinking – a great way to introduce some of the key ideas of the thinkers in this chapter. Keep asking the question “why?” to their theoretical explanations. This will help push students into more general and abstract thinking. Provide an example to get everyone started:
- *Why is healthcare such a social problem?*
 - *Why do families come apart?*
 - *Why are some people better prepared for the future?*
7. *Social Facts*: Help students to understand the nature and power of social facts. Brainstorm with students and come up with a list of social facts. Next, address these questions:
- What did individuals do to create this social fact?
 - How does this fact affect the way that people behave and think?
 - How does this fact affect the way I behave and think?
 - What causes social facts to change?
8. *Bring to class copies of research articles from sociology journals*. Ask students to find the components of the research process as reflected in these articles. You might have a brief research article that you can project onto a screen in class. Have students work in small groups using their textbooks to identify the research process reflected in the article.
9. *Introduce students to research tools*. Take a field trip to the library. Meet with one of your reference librarians to learn about where to find social science information. If you have the appropriate equipment and in-class access to the Internet, walk students through the process of using InfoTrac® College Edition and other search devices.
10. Use one of the *Questions for Critical Thinking* at the end of the chapter to get class started.
- Write the question on the board and ask students to work individually or in groups to come up with ideas.
 - To get things started you might want to simply write a concept or term on the board such as “sociological imagination” “assisted suicide” or “Karl Marx.”
 - Have students come up all at once and write a very brief comment or question.
 - This helps foster class involvement, wakes them up about halfway through a two-hour meeting, and lets everyone hear from some class members who often remain silent.
11. The first week of class have students create an “*All About Me*” project. This assignment helps students to realize the taken for granted aspects of the social connections we all share.

- Provide a list of questions that help your students think about the ways that they are integrated into the social world. It always helps students when you provide an example of what you expect.
- Questions can be related to families, friends, jobs, roommates, etc.
- Some questions can help to emphasize race, ethnicity, class and gender.
- This assignment can be done on a sheet of paper or something more creative. I've had students use CD cases, food cans, origami, puzzles, and little booklets.
- These assignments help students to think outside the box.

INTERNET ACTIVITIES

These are great sources of information to students who are already surfing the Net.

- If you have access to technology, pull one or two of these websites up during class and integrate the information into your presentation.
- Students are always looking for “extra credit.” Why not ask students to write up a review of one of these web sites? Provide specifications so that your students know what you expect.
- Be sure to teach your students the proper ways to cite information from the Internet –using the most recent APA Publication Guidelines (www.apastyle.org/electref.html).

The Internet can be a basic repository of information about the social world. Not all of the information on the Internet is useful. There is a lot of junk out there. When having your students tour through the Internet there are a number of learning options that you can take:

- Have students copy information and/or pages and bring to class
- Provide students with questions or specific parameters then send them out to collect more precise information

For this chapter, have students access any of the following web sites (or any other that they find) and use information from the site to answer one of these discussion questions:

- Tour Through Cyber Society
www.trinity.edu/mkearl/index.html
- National Academy of Science Social & Behavioral Sciences
www7.nationalacademies.org/dbasse/
- The Dead Sociologist's Society
<http://media.pfeiffer.edu/lridener/DSS/DEADSOC.HTML>
 - a) Why did rapid industrialization and urbanization lead to the development of sociological thinking? Who were some of the earliest social thinkers?
 - b) What are some of the pros and cons for taking either a macrolevel or microlevel analysis of society? What are the most significant contributions of the symbolic interactionist perspectives?

- c) What was Karl Marx's view on gender and class divisions in society? Are his ideas still applicable to contemporary societies?
- d) What are the basic assumptions of functionalist perspectives? Of conflict perspectives?
- e) Compare and contrast the research methods that sociologists use to analyze society? What kinds of research topics are most appropriate to which method?

Send your students to the *World Database of Happiness*. Ask them to find scientific evidence related to the happiness of the social world. This site would be a good way to introduce the scientific method to your class. So often students' prior experience thinking empirically has been about the natural world. Use happiness as a phenomenon that scientists try and understand using the scientific method.

<http://www2.eur.nl/fsw/research/happiness/>

To learn more about Active Learning access the *Navigating the Bumpy Road to Student-Centered Instruction* website which contains a number of informative and useful links. This will help you to use more of the resources in this IRM effectively. Typically, your students will also understand sociology at a deeper level.

www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html

The World Lecture Hall provides links to pages created by faculty who are teaching courses such as Introduction to Sociology via the Internet. There are several lectures here from introduction to sociology courses as well as other specific topics such as religion and government. Use these to supplement some of your own presentations.

www.utexas.edu/world/lecture/

INFOTRAC® COLLEGE EDITION EXERCISES

1. For this first chapter, have students practice searching the InfoTrac® College Edition database.
 - Ask students to include a reference in an essay question or short paper.
 - Have students bring an article related to a discussion topic.
 - Use information to support an in-class debate
 - Assign students specific research methods and have them find journal articles that report on research using the assigned method.
2. What's sociology all about anyway? Have your students conduct an InfoTrac® College Edition search using the word **sociology**. Ask students to find a topic from the list that interests them. Students can then complete a "Reading Reflection" with questions such as:
 - What did you read that you agreed with?
 - What did you read that you have questions about?
 - What things do you want to remember from what you read?

3. Assign students to search the InfoTrac® College Edition database for articles on **suicide**. Here they will find articles divided into a number of categories. Dr. Kendall, in the spirit of Emile Durkheim, is trying to help the reader to use their sociological imagination and see suicide as a phenomenon beyond an individual psychological malady.
 - Ask your students to look under these subdivisions to find examples of sociological themes related to suicide:
 - Mass Suicide
 - Attempted Suicide
 - Assisted Suicide
 - Teen Suicide
 - Themes might include: characteristics, social stigma, media coverage, racial, ethnic and gender differences.
3. Send students to InfoTrac® College Edition to search for concepts related to **social research methodology**. Use this activity as a preliminary exploration to discover what social science research “looks like.” Use terms from the chapter vocabulary such as:
 - Ethnography
 - Participant Observation
 - Qualitative Research
 - Secondary Analysis

Make a list of article titles that use these various research methods.

VIDEO SUGGESTIONS

The Bridge (94 minutes)

Over the span of a year, cameras capture tormented souls trying to kill themselves by leaping from San Francisco's Golden Gate Bridge in this provocative documentary that underscores the landmark's rep as the world's most popular suicide destination. Through poignant interviews with family, friends and eyewitnesses, director Eric Steel's film reveals a common thread of depression, despair and chronic mental illness (www.thebridge-themovie.com/new/index.html.)

You can find this film at your local video store or try [Netflix](#).

Gosford Park (138 minutes)

This is a great film to demonstrate the stark class distinctions that have and continue to exist in other parts of the world. It will give students an understanding of the kind of world that Marx was addressing as he developed his grand theory. There are a number of excellent clips or you could assign the film for extra credit. Watch it yourself before your presentation about social theories. You can find this film at your local video store or try [Netflix](#).

Guns, Germs and Steel (180 minutes) – National Geographic Video

Showing clips from this video based on the bestselling book by the biologist Jared Diamond can help you explain social evolution (Spencer) and the impact of industrialization and urbanization on the development of world civilizations. Your university library may have this DVD in their collection or you can rent from [Netflix](#).

Baraka (93 minutes)

This is an incredible and stunning visual tour de force of cultures from around the world. It's a great way to introduce students to the whole concept of "big picture thinking." Show the whole thing for a huge impact or bits and pieces – save some for the next chapter on culture. The DVD is popularly available. After you view the film, you will want to buy a copy for yourself.

Les Miserables (159 minutes)

Show the whole film or just excerpts to capture the mood of the industrial revolution across Europe. Helps you show the historical context of thinkers like Comte, Marx and Spencer.

A Death of One's Own (87 minutes)

Films for the Humanities and Sciences

Addresses issues related to personal control and physician-assisted suicide. Bill Moyers hosts interviews with three families and their doctors.

Defining Life: Should One Help a Loved One Die? (26 min.)

Filmmakers Library

Examines issues related to assisted suicide.

Karl Marx and Marxism (52 minutes)

Films for the Humanities and Sciences

This program looks at the man, at the roots of his philosophy, at the causes and explanations of his philosophical development, and at its most direct outcome: the failed Soviet Union.

ADDITIONAL RESOURCES FOR INSTRUCTORS

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Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay.

Bryant-Serrano, Maria I. (1995). *Teaching Sociology in the Community College*. Washington, D.C.: American Sociological Association (see address above). McKinney, Kathleen, and James Sikora (eds.) 1990.

Charon, Joel. (2004). *Ten Questions: A Sociological Perspective*, 5th ed. Belmont CA.:Wadsworth.

Diamond, Jared. (1997). *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Co.

Durkheim, Emile. (1897). *Suicide*. 1951 ed. Trans. And ed. John A. Spaulding and George Simpson. New York: Free Press.

- George, P.G. (1994). *The effectiveness of cooperative learning strategies in multicultural university classrooms*. *Journal of Excellence in College Teaching*, 51, 21-30.
- Himmelfarb, Gertrude. (2004). *The Roads to Modernity: The British, French, and American Enlightenments*. New York: Alfred A. Knopf.
- Introductory Sociology Resource Manual* (3rd. ed.). Washington, D.C.: American Sociological Association (see address above).
- Marx, Karl, and Friederich Engels. (1848). *The Communist Manifesto*. 1955 ed. New York: Appleton-Century-Crofts.
- McGee, Reece (ed.). (1991). *Teaching the Mass Class* (2nd ed.). Washington, D.C.: American Sociological Association (see address above).
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- Mills, C. Wright. (1956). *The Power Elite*. New York: Oxford University Press.
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- Solomon, Robert and Jon Solomon. (1993). *Up The University: Re-Creating Higher Education in America*. Reading MA: Addison Wesley.
- Teaching Sociology*, a quarterly publication of the American Sociological Association, 1722 N. Street, N.W., Washington, DC 20036, phone (202) 833-3410.
- Turner, Jonathan, Leonard Beeghley, and Charles H. Powers. (1995). *The Emergence of Sociological Theory* (3rd ed.). Belmont, Cal.: Wadsworth.
- Weber, Max. (1905). *The Protestant Ethic and the Spirit of Capitalism*. 1958 ed. Trans. and ed. Talcott Parsons. New York: Scribner's.