

**Introduction to Sociology
SOCY 1000**

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COURSE DESCRIPTION, OBJECTIVES, AND GOALS

Sociology is the study of the social world; people, groups, organizations, institutions, political bodies, economies and power. We will explore the laws of the social world; the norms and values that structure human action and the factors that cause these to vary across space and time. Students will learn the vocabulary of sociology, the theoretical frameworks of the discipline, and will gain a clearer understanding of how sociologists conduct research.

The course is divided into five parts: *An Introduction to the Sociological Perspective*, *The Building Blocks of Society*, *Social Inequality*, *Social Institutions*, and *Social Change*. This progression allows the student to develop an understanding of the discipline of sociology and the nuts and bolts of social research before moving on to more substantive areas of research. We will read the “Prologue” to Jared Diamond’s (2005) *Collapse* during the first week of the semester. Diamond examines the factors that lead human civilizations to fail. *Collapse* provides a compelling argument for the importance of understanding how society operates and for paying attention to the ways that seemingly disparate institutions and phenomena may be interrelated in ways that are crucially important to human survival. *The Building Blocks of Society* will introduce the student to new ways of understanding her surroundings and elements of the social world that the average student takes for granted. *Social Inequality* explores the dynamics of social stratification through examination of the various social structures that shape an individual’s access to resources such as education, jobs, income, wealth, status, healthy living, and respect. *Social Institutions* examines the large social structures of roles, rules, and routines that comprise the primary institutions of American life. Students will learn about the intended and unintended consequences of these institutions, their functions, dynamics of inequality within them, and how these larger institutions structure individual behaviors and interactions. In the last part of the course, we examine *Social Change* by returning to concerns raised in *Collapse* over the human use of natural resources and will present calls for a change in our social, economic, cultural, and political systems designed to produce more sustainable ways of living and producing in the 21st century and beyond. In this final section, we will discuss the role of community building in creating a good society. Bringing the semester’s discussion full circle helps students to place the course materials in a broader historical and global perspective.

Sociology will provide the student with a toolkit for critical thinking and questioning the world in which s/he lives and works. Students should leave this class with an ability to *read critically, write clearly, articulate clear arguments in their speech*, and use the tools of sociology to analytically observe the social world. I want students to gain a better understanding of how their own experiences are both the products and producers of larger social systems. The most practical goal in this course is for students to leave the course

able to read a news story or a novel, watch a movie or television program, and see the larger social, political, economic and cultural systems at play in whatever topic may be addressed. My second practical goal is for students to be able to express themselves clearly in writing. To this end, students will be asked to write brief analytical papers several times during the course.

I see learning as an active and interactive process in which I am a facilitator and a guide and students are the primary actors. My job is to present the material in an interesting manner, to help students to bridge concepts, and to bring knowledge of the wider literature in the area to bear on our discussions. In order to get the most out of this class students must keep up with the assigned readings, come to class regularly, ask questions, participate in class discussions, and have a sense of humor, an open mind, and an interest in learning from others.

INTRODUCTION TO PROFESSOR

Dr. Fry is Assistant Professor of Sociology in the Department of Sociology, Anthropology and Social Work. Dr. Fry received a Bachelor of Arts in Sociology and Gender and Women's Studies from Grinnell College in 1995, a Master of Arts in Sociology from The University of Memphis in 1997, and a Doctorate of Philosophy in Sociology from the University of Arizona in 2005. Her teaching and research interests include social inequality, public policy, and organizations. Professor Fry studies public policy and policy implementation in community organizations, and is interested in developing better theoretical frameworks for understanding the relationship between states and markets in the production of public goods. Dr. Fry is married and has two children who keep her very busy during her off hours.

COURSE FORMAT

Lecture/Discussion: Class will be devoted to lecture and discussion of the assigned reading. I come out of a small liberal arts college tradition of seminar courses. This means that my lectures tend to be interactive. If you have done the reading, you will find this to be a useful format as you are able to ask and answer questions effectively as we build the day's lecture/discussion together. I value your participation; questions and comments are always welcome and encouraged.

Discussion: I will use dyads, triads and larger discussion groups to allow for peer interaction, group analysis, and interactive discovery. Discussions will cover the readings, ask for you to bring personal experience to bear on your understanding of course material and will pull in current events pertaining to the issues covered in this course. I can spring such a discussion on you at any moment so please be prepared to engage.

Videos: We will watch several excellent videos designed to further explore or illustrate concepts covered in the readings. These videos are part of the course curriculum and their content will be covered on exams and may be drawn on in writing assignments.

Course Content: The topics covered in this course may challenge some of your taken-for-granted assumptions about women, men, sexuality, politics, values, and religion. I hope that everyone feels free to contribute their own insights to discussion of the material. Many of the topics may cover situations with which you have personal experience. Please feel

free to bring your personal experience into class discussion and be open to broadening your understanding of the piece your own experience may play in larger social, political, and economic structures.

COURSE POLICIES AND PROCEDURES

1. *Read this syllabus.* A syllabus is a contract. Make sure you understand course requirements, policies, assignments and your responsibilities as a student. Requirements are not up for re-negotiation at the end of the semester. Ask questions if you are confused about anything on the syllabus.
2. *Attendance:* Attendance above and beyond what is necessary to fulfill course requirements is not mandatory. You are responsible for all material covered in classes you miss, including lecture notes, assignments, discussions, videos, and schedule changes. **Regular attendance is highly recommended and guaranteed to positively affect your grade.**
3. *Help:* If you have questions or need help, please come and see me or e-mail me! Do not wait until the last week of the semester if you are having trouble. There is little either of us can do at that point.
4. *Cheating:* Plagiarism and any other form of cheating will not be tolerated. If you are unsure about what constitutes cheating, I'll be glad to clarify it for you. **If you plagiarize, or otherwise cheat, on any assignment, you will be turned in to the University Academic Honesty Committee (See p. 80 of the Tiger Cub Handbook for details).**
5. *Library Use:* The Department of Sociology expects students in all courses to use library privileges and materials in a responsible manner. Defacing, concealing, removing sections of, or stealing books, periodicals, or videos (including items placed on reserve) indicates lack of respect for the educational process and the rights of others in the university community. **Any student found to be engaging in these behaviors as they relate to materials used for this course will fail the class.**
6. *Late Papers or Exams:* **Papers will lose one letter grade for each day that they are late.** This policy is non-negotiable. You know what your schedule looks like; if you need to turn a paper in late then you need to accept the consequences of your tardiness. Papers are to be handed in to the Teaching Assistant during class, in person, on the day they are due. **Papers will not be accepted via e-mail.**
7. *Make-Ups:* No make-up exams will be given unless there is a certified emergency (e.g. death in the family, serious illness confirmed by a medical professional, etc.) or the student is participating in an off-campus, university-sponsored activity (e.g. athletics). These are the only valid excuses. If you have a conflict, you must notify me no later than the date the exam is given/due. If you fail to do so, you will receive no credit for the test. Students must complete missed work within one week of returning from excused absence. **WebCT quizzes will be available until**

the final day of classes (April 30th). NO MAKE UP TIME WILL BE EXTENDED AFTER APRIL 30th.

8. *Grading Disputes:* At one time or another, you may disagree with how we grade your exam or assignment. Unless the disagreement is about a mistake in our adding of points, grade disagreements must be submitted to the TA (for writing assignments) or Dr. Fry (WebCT and Final Exam questions) in writing after a 24-hour "waiting period." The written disagreement must include three things: (1) what you want us to re-examine (e.g. question number), (2) why you think it was graded incorrectly, and (3) the reason(s) why your answers should receive more points. We require you to wait one day before contesting a grade so you have time to consult the text/notes and re-read the question and answer.
9. *Class Etiquette:* Please respect other students and the professor by arriving on time and staying until the class is over. If circumstances require you to arrive late or leave early, please inform me beforehand and enter or exit as unobtrusively as possible. Please turn off all cell phones and pagers. Do not have conversations with other students during class unless asked to do so as part of our course activities.
10. *Course Schedule:* Although we will try to adhere to the course outline as described below, it may occasionally be necessary to deviate from this schedule. All changes will be announced in class. You are responsible for staying informed of any changes to the schedule
11. *Reasonable Accommodations:* Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by E-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).
12. *E-mail Communication:* I do not check my work e-mail over the weekend or on holidays. In addition, I do not monitor incoming e-mail throughout the day. I commit to respond to e-mail within 24 hours of receiving it during the week. Weekend e-mails will receive a reply no later than Tuesday morning. Generally, however, I prefer that you talk with me before or after class or during my office hours.
13. *WebCT™ Quizzes and Exams:* I recommend that you take all WebCT™ quizzes on campus computers where lab monitors are available to assist you should anything go wrong. I will not conduct make-up quizzes for individuals whose home connection is interrupted during the quiz. To avoid this problem, please plan to take your quizzes in one of the Haley Center computer labs well in advance of the cut-off time.

READING

The books listed below are required for this course and are available for purchase at the campus bookstore.

- (1) *Mapping the Social Landscape: Readings in Sociology, Fourth Edition*. 2005. Edited by Susan J. Ferguson. New York: McGraw-Hill.
- (2) *Tally's Corner*, by Elliot Liebow. 2003[1967]. Lanham: Rowman & Littlefield Publishers, INC.

COURSE REQUIREMENTS AND GRADING

1.) Lesson Quizzes: The course schedule is divided into substantive “lessons.” Each lesson will include readings, lecture, and discussion. Some will also incorporate videos. The Lesson quizzes are designed to help you keep up with readings and to help you strengthen your reading comprehension skills.

2.) Sociological Imagination Exercises: I want you to apply your developing sociological imagination to current events, documentaries, etc. More information on these assignments follows in the course schedule. **All assignments must be typed.**

3.) Worksheets/In-Class Exercises: You will meet once a week in a smaller discussion section with the TA. The discussion section offers an opportunity for you to process course materials in an environment more conducive to discussion and learning activities. We will also use the discussion sections to show videos that are part of the course curriculum. Assignments completed during discussion sections can only be made up if the student has a University excused absence.

Weekly Quizzes	10 points * 16	160 points
SI Exercises	20 points * 4	80 points
Lab (DS) Activities		60 points
Final Exam (Conceptual)	100(1)	100 points
Total		400 points

Final Grade

Points	Grade
360-400	A
320-359	B
280-319	C
240-279	D
Below 240	F

*Readings and assignments should be completed before you walk into class on the date indicated on the syllabus.

Date	Assignment
PART I: INTRODUCTION TO THE SOCIOLOGICAL PERSPECTIVE	
01/09/07	1 st Day of Class: Introductions and Syllabus Orientation
	<p style="text-align: center;"><u>Lesson 1: An Introduction to Sociology:</u> <u>An academic discipline and a way of seeing the world</u></p> <ul style="list-style-type: none"> • Students will understand the sociological imagination. • Students will be able to explain what makes sociology distinct from simple common sense. • Students will understand why sociology is, by definition, a discipline of tolerance. • Students will gain an understanding of the kinds of questions sociologists seek to answer. • Students will understand the necessity of a global perspective in sociology. • Students will be able to place sociology in a historical perspective and understand the questions that drove the development of the discipline. • Students will understand what it means to say that reality is socially constructed.
01/10/07	<p style="text-align: center;"><u>“An Inconvenient Truth”</u> <u>Food for Thought:</u> <u>Based on the definition of Sociology presented in class on Day 1, the “Prologue” to <i>Collapse</i> and “An Inconvenient Truth,” answer the question “Why study how society functions?”</u></p>
01/11/07	<p>Diamond, Jared. 2005. “Prologue” in <i>Collapse: How Societies Choose to Fail or Succeed</i>. New York: Penguin Books. Reading distributed on first day of class.</p>
January 14	<p>2:00 p.m. Susan Reverby will discuss how we’ve constructed the narrative around the Tuskegee Syphilis Experiment Shiloh Baptist Church (several members of the study are buried there) 7 Shiloh Rd., Highway 81 in Notasulga</p>
01/16/07	F: Reading #1 Mills, “The Promise”
01/17/07	“Exploring the Sociological Imagination”
01/18/07	F: Reading #2 Gaines, “Teenage Wasteland” Applying the sociological imagination to teen suicide.
Lesson #1 Assessment	<p>WebCt Quiz</p> <ul style="list-style-type: none"> • Why is “sociology” important to our success or failure as a society and as a civilization? • What is the Sociological Imagination? • How is sociology different from journalism?
	<p style="text-align: center;"><u>Lesson 2: Social Research and Research Ethics</u></p> <ul style="list-style-type: none"> • Students will be able to describe the key foci of each of the three

	<p>major theoretical frameworks in sociology.</p> <ul style="list-style-type: none"> • Students will be able to explain what makes Sociology a “science,” • Students will be acquainted with measurement tools and terms used in sociology and will, therefore, be better equipped to read research findings critically and understand their meaning. • Students will understand the connection between research questions and the methods used to answer them. • Students will be able to discuss ethical concerns that arise in research communities and will recognize how social factors can influence all kinds of research. • Students will know the history of the Tuskegee Syphilis Experiment and its influence on the protocol for research on human subjects.
01/23/07	F: Reading #4 Schwalbe, “Finding Out How the Social World Works”
01/24/07	Video: “Susceptible to Kindness”
01/25/07	F: Reading #5 Haney, Banks, Zimbardo, “Interpersonal Dynamics in a Simulated Prison” F: Reading #6 Bell Kaplan, “Not Our Kind of Girl”
Lesson #2 Assessments	<p>SI Exercise #1: Mini-Analysis of the Video “Susceptible to Kindness.” This one-page essay should include two substantive paragraphs (one for each of the following questions):</p> <ol style="list-style-type: none"> 1) How was the intersection of biography and history important to the perspective of the doctors and nurse who ran the Tuskegee Syphilis Experiment? 2) How was the intersection of biography and history important to the perspective of the men who participated as research subjects in the Tuskegee Syphilis Experiment? <p>The paper should contain a couple of sentences at the beginning and at the end that tie the two paragraphs into a coherent essay with a clear purpose that is supported by your answers to these two questions.</p> <p><u>Due in class 01/31/07.</u></p> <p>WebCT Quiz Lesson #2.</p>
PART II: BUILDING BLOCKS OF SOCIETY	
	<p>Lesson 3: Culture, Socialization & Resocialization</p> <ul style="list-style-type: none"> • Students will understand the multifaceted nature and functions of culture and cultural transmission. • Students will acquire the conceptual vocabulary necessary to study and analyze culture. • Students will recognize the political, economic, religious, and social roots of cultural variation. • Students will understand the role of socialization in maintaining social constructions of reality across generations. • Students will understand how it is that sociologists see the

	<p>individual as a product of society.</p> <ul style="list-style-type: none"> • The student’s understanding of socialization will become a tool for students to think critically about the possibility of variation and change in norms and practices. • Students will recognize the role of resocialization in total institutions as well as in other transitional experiences.
<p>January 29th is the 15th day of classes. This is the last day to withdraw with no grade. Please be sure to contact Dr. Fry if you choose to withdraw from the course.</p>	
01/30/07	<p>F: Reading #11 Lorber, “Night to His Day” Reading #14 Dyer, “Anybody’s Son Will Do”</p>
01/31/07	<p>“Socialization and Resocialization as Cultural Tools”</p>
02/01/07	<p>Reading #8 Anderson, “The Code of the Streets” F: Reading #9 Kaw, “‘Opening’ Faces: The Politics of Cosmetic Surgery”</p>
Lesson #3 Assessment	<p>WebCT Quiz</p>
	<p>Lesson 4: Groups and Social Structure</p> <ul style="list-style-type: none"> • Students will understand how larger social structures shape social interactions. • Students will recognize the theatrics involved in the presentation of self in any social setting. • Students will use sociological tools to better understand the factors that contribute to the varied social interactions that comprise their own lives. • Students will understand the functions of groups and organizations in society. • Students will understand that groups and organizations shape individual behavior.
02/06/07	<p>F: Reading #15 Adler and Adler, “Peer Power” Reading #16 Jankowski, “Gang Business”</p>
02/07/07	<p>Video: "Hate.Com"</p>
02/08/07	<p>F: Reading #17 Blee, “Becoming a Racist” Reading #18 Colvin, “Descent into Madness”</p>
Lesson #4 Assessment	<p>WebCT Quiz <u>Sociological Imagination Exercise #2</u> Write a one-page essay that provides a functional analysis of what the video refers to as “hate groups.” Using your understanding of groups, social structure, and functionalism,</p> <ol style="list-style-type: none"> 1.) Explain how hate groups are functional and how the internet has advanced their capacity to serve any or all of their functions. 2.) What elements of group dynamics are present and important? 3.) How are these groups dysfunctional? 4.) Based on your functionalist analysis of Hate.Com, make a brief statement as to whether or not the existence of such groups is a social problem.

	<p style="text-align: center;">Lesson 5: Deviance, Crime, and Social Control</p> <ul style="list-style-type: none"> • Students will develop an understanding of the complex, socially relative nature of deviance and crime. • Students will understand the links between values and definitions of deviance and crime. • Students will develop the ability to use data to think critically about crime and the criminal justice system in America.
02/13/07	F: Reading #19 Rosenhan, “On Being Sane in Insane Places” Reading #20 McLorg and Taub, “Anorexia Nervosa and Bulimia”
02/14/07	Reading and Understanding Statistical Data—Exercise Sociological Imagination Exercise on Hate.Com Due in Class
02/15/07	F: Reading #21 Bourgois, “In Search of Respect” Reading #22 Boswell and Spade, “Fraternities and Collegiate Rape Culture”
Lesson #5 Assessments	Data Analysis Worksheet Due at the End of Discussion Section WebCT™ Quiz
PART III: SOCIAL INEQUALITY	
	<p style="text-align: center;">Lesson 6: Class</p> <ul style="list-style-type: none"> • Students will develop a clear and accurate picture of the American class structure. • Applying the basic principles of stratification, students will be able to think critically about the implications of the persistent power elite for freedom, equality of opportunity, and democracy. • Students will understand the connection between extreme wealth and extreme poverty. • Students will be able to explain the factors that contribute to or determine one’s class status.
02/20/07	F: Reading #23 Davis, Moore, and Tumin, “Some Principles of Stratification” Reading #24 Domhoff, “Who Rules America?”
02/21/07	In-Class Video and Discussion Race: The Power of an Illusion “Episode 3: The House We Live In Scenes 7-12”
02/22/07	Reading #25 Oliver and Shapiro, “Black Wealth/White Wealth” Reading #26 Ehrenreich, “Nickel and Dimed”
Lesson #6: Assessment	WebCT™ quiz
	<p style="text-align: center;">Lesson 7: Gender</p> <ul style="list-style-type: none"> • Students will be able to recognize the ways that gender is socially constructed and will also recognize agents of gender socialization from family to school, work, and the media. • Students will be able to recognize the ways the gendered roles reinforce and reproduce gender inequality. • Students will develop the capacity to apply feminist theory as

	well as the classic sociological frameworks to understanding how gender operates in society.
02/27/07	F: Reading #27 Risman, "Gender as Structure"
February 28th is the 37th day of classes. The 28th is the last day to withdraw from a course with no grade penalty. Please notify Dr. Fry if you withdraw from the course.	
02/28/07	Reading #30 Sadker and Sadker, "Failing at Fairness" NPR Story on boys' performance in school—We will reconsider the Sadker and Sadker argument 10 years later. What are the consequences of gender inequality for society?
03/01/07	Reading #28 Williams, "The Glass Escalator"
Lesson #7 Assessment	WebCT quiz
	<p style="text-align: center;">Lesson 8: Race</p> <ul style="list-style-type: none"> • Students will understand the difference between race and ethnicity. • Students will be able to see race relations as a function of group dynamics, typification, and efforts to justify unearned privilege. • Students will be able to use sociological theories to explore issues of race, as they emerge in the political economy and culture of 21st century America and the world.
03/06/07	F: Reading #31 Omi and Winant, "Racial Formations in the United States" Reading #32 Lee and Bean, "Beyond Black and White: Remaking Race in America"
03/07/07	F: Reading #33 Rubin, "Is This a White Country, or What?" Reading #34 LeDuff, "At a Slaughterhouse, Some Things Never Die" The political economy of social and spatial segregation. Is there a role for public policy?
03/08/07	Assignment: Your ticket for class on this day is a copy of the Affirmative Action Policy (i.e. Federal Equal Employment Opportunity policies) and a completed Affirmative Action worksheet. Guest Speakers on Affirmative Action: Kelley Taylor (Employment at AU) and John Fletcher (Student Recruitment and Admissions)
Lesson #8 Assessments	<ul style="list-style-type: none"> • Sociological Imagination Exercise #3: Write a 1 page essay on race and the State in the U.S. This paper should respond to the following questions: <ol style="list-style-type: none"> 1.) How is the state active in the social construction of race (both historically and today)? 2.) Given the states role in the construction not just of race, but of racial inequality, does the state have a role to play in ameliorating racial inequality? 3.) Given an understanding of the role of the state and of affirmative action policy, its history and implementation, is affirmative action a useful policy response to racial inequalities? (Stick to the evidence and clear arguments rooted in the actual policy. Avoid personal narrative). Due in class 03/14/07

	<ul style="list-style-type: none"> • WebCT quiz
PART IV: SOCIAL INSTITUTIONS	
	<p style="text-align: center;">Lesson 9: Politics, Government, and Media</p> <ul style="list-style-type: none"> • Students will be able to see political systems as organizations and as power structures. • Students will understand the connections between power, money, and politics and will be able to recognize how these dynamics affect democracy. • Students will be able to use a sociological understanding of politics and government to recognize how political and economic structures shape war and peace at home and abroad. • Students will understand and be able to think critically about the relationship between government and the economy in the U.S. market system. • <i>Students will recognize the role of media in all of the above.</i>
03/13/07	F: Reading #35 Mills, "The Power Elite" Reading #36 Clawson, Neustadl and Weller, "Dollars and Votes"
03/14/07	Video: "Rich Media, Poor Democracy" Discussion of Politics, Government and Media
03/15/07	Reading #38 Marger, "The Mass Media as a Power Institution" Reading #40 Gitlin, "Media Unlimited"
Lesson 9: Assessment	WebCT™ quiz
03/19-03/23	<p style="text-align: center;">Lesson 10: Economy and Work</p> <ul style="list-style-type: none"> • Students will understand the structure and functions of capitalism as it operates in the U.S. today. • Students will explore multiple types of economic organization so that they may develop the capacity to think critically about both the U.S. and the global economy. • Students will be able to connect economic changes with changes in the U.S. stratification system and will understand race, ethnicity, class and gender in the context of the global economy of the early 21st century.
03/20/07	F: Reading #41 Marx and Engels, "Manifesto of the Communist Party"
03/21/07	"The Way We Live"
03/22/07	Reading #42 Wilson, "When Work Disappears" Reading #43 Leidner, "Over the Counter: McDonald's"
Lesson 10: Assessment	WebCT™ quiz Discussion Exercise
*****SPRING BREAK MARCH 24-APRIL 1*****	
	Lesson 11: Tally's Corner should be read in its entirety by April 2, 2007

	We will address the book thematically during the week of April 2-6, drawing on relevant material from other sections of the course.
04/03/07	The Economy and Work: The Impact of Macro-level Economic, Social, and Cultural Forces on Individuals and Groups
04/04/07	Family, Friends, and Networks: Social and Human Capital and the Roles that Bind
04/05/07	Implications for Public Policy, Community, and Self
Lesson 11: Assessments	WebCT quiz SI #4: Essay on Tally’s Corner—Details to guide this essay will be distributed in class. Due in Class 04/11/07.
	Lesson 12: Religion <ul style="list-style-type: none"> • Students will understand the functions of religion. • Students will be able to explain why economic and technological change might affect, and be affected by, religion in any given society. • Students will acquire another toolkit of terms and theories for understanding the role of religion in U.S. society and abroad. • Students will be able to use the sociological toolkit to understand the growth of fundamentalism in contemporary U.S. society.
04/10/07	F: Reading #44 Weber, “The Protestant Ethic and the Spirit of Capitalism” Reading #45 Chaves, “Abiding Faith”
Lesson #12 Assessment	In-class writing assignment as primer for discussion during lab sections. WebCT™ quiz
	Lesson 13: Health and Medicine <ul style="list-style-type: none"> • Students will understand how health is a social issue. • Students will understand how access to health and healthcare are shaped by economic, political, and cultural factors and will understand the connection between the stratification system and healthcare in the U.S. • Students will develop basic knowledge of various healthcare systems and will use the sociological tool kit to think critically about the advantages and disadvantages for each, and about any possible unintended consequences for these healthcare systems.
04/11/07	AIDS Pandemic: The Political Economy of Health and Illness Race, Class, Gender and Sexuality Contribute to a World Health Epidemic
04/12/07	F: Reading #47 Parsons, “The Social Structure of Medicine” Reading #48 McGeary, “Death Stalks a Continent” Reading #49 Karp, “Illness and Identity”
Lesson #13 Assessment	Discussion Exercise WebCT™ quiz
	Lesson 14: Education <ul style="list-style-type: none"> • Students will understand the role of schools in reproducing social inequality. • Students will develop the vocabulary and theoretical toolkit to

	<p>understand the social, political, economic, and cultural importance of issues in education today.</p> <ul style="list-style-type: none"> • Students will understand the connection between a nation's level of economic development and its schooling system. • Students will be acquainted with the serious problems that U.S. schools face today.
04/17/07	<p>Reading #51 Cookson and Hodges Persell, "Preparing for Power" F: Reading #52 Ferguson, "Bad Boys"</p>
Lesson #14 Assessment	WebCT™ quiz
	<p style="text-align: center;">Lesson 15: Family</p> <ul style="list-style-type: none"> • Students will be able to describe the diversity of family forms that have existed throughout history in the U.S. and beyond. • Students will develop an understanding of how the institution of family both affects and is affected by other major institutions. • Students will recognize the myriad social, cultural, economic, political and religious factors that shape individual experiences of family. • Students will recognize that one's position or role in the family institution determines one's experience of the institution.
04/18/07	<p>Education and Family: Socialization, Resources, and Social Reproduction</p>
04/19/07	<p>"Citizenship and Family Values" F: Reading #53 Stacey, "Gay and Lesbian Families Are Here" Reading #54 Crittenden, "The Mommy Tax"</p>
Lesson #15 Assessment	WebCT™ quiz
PART V: SOCIAL CHANGE	
04/24/07	<p>F: Reading #56 Ritzer, "The McDonaldization of Society" Reading #57 Kanagy and Kraybil, "How Will the Internet Change Society?"</p>
04/25/07	Discussion Sections will conduct Final Exam Review sessions.
04/26/07	<p>F: Reading #58 Derber, "The Wilding of America" Hawken, Paul, Amory Lovins, and L. Hunter Lovins. 1999. "Chapter 15: Once Upon a Planet." Pp. 309-322 in <i>Natural Capitalism: Creating the Next Industrial Revolution</i>. Reading #59 Etzioni, "Community Building" "From Individualism to Community"</p>
Lesson #16 and Part V: Assessments	Lesson #16 WebCT Quiz
<p>*****FINAL EXAM***** Saturday May 5 2:00-4:30p.m. Please bring a Blue Standard Scantron, and at least 2 #2 pencils.</p>	

