

INTRO SOCL 100 2021

WELCOME!

Dr. Anne Onyekwuluje

(On Yea Kool La j)

Virtual Office Hours: Tues. & Thurs. 11:00a.m.-12:00p.m.

(We can zoom by appointment). I want to hear from you!

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<https://wku.zoom.us/j/729-289-4972>

“Young people must take it upon themselves to ensure that they receive the highest education possible so that they can represent us well in the future as future leaders.” Nelson Mandela

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

~Martin Luther King, Jr.~

Face Masks

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030)(TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Diversity Statement

“It is both appropriate and urgent that all of us acknowledge and represent appropriately the global community in which we live. You are required, in your content-based assignments, to include, as appropriate to the assignment, topics, information, opinions and images of those who don’t look, act or think as you do. These sources will add breadth, depth and insight to your content. These sources might include all genders and abilities, a variety of ages, races and ethnicities, sexual orientation, various views and religious belief systems, and various socio-economic and educational backgrounds. The manner and extent to which your work reflects this

essential diversity will directly affect your job evaluations, especially in the areas of critical thinking, creative thinking and professionalism.”

This course will introduce you to Sociology as a scientific discipline by examining its history, the work of its early and contemporary contributors, essential concepts, research methods, theory and applications. I hope you will come to see how sociology can assist you in improving your understanding and quality of social life as we explore the following points:

- understand essential terminology and assumptions central to this science;
- understand how culture, socialization and social structure impact human behavior;
- apply the sociological perspective to a study of social class, race, and gender;
- understand how sociologists examine the primary institutions of any society including economy, political structures, family and the workforce; and
- encourage students to apply the sociological perspective to their own areas of study.

Syllabus statement of learning outcomes for course

Specifically, the Colonnade requirements are:

Upon completion of this course students should be able to:

- a. Explain the theoretical perspectives and research methodologies used in Sociology.
- b. Illustrate how an individual's race, class, and gender affect his/her experiences in the social world.
- c. Explain the role of social institutions such as the family, education, the economy, religion and the polity in shaping our experiences in society.

Generally, this course will help you attain these educational goals and objectives:

- The capacity for critical and logical thinking
- An appreciation of the complexity and variety in the world's cultures;
- An understanding of society and human behavior.
- Apply knowledge, theories and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Required Textbook

“Sociology” Richard T. Schaefer, **SCHAEFER IE SOCIO:BRF INTRO 13e 2019**, ISBN 978-1-25 9-91243-6; ISBN 978-1-260-15379-8. (Check out Amazon for better prices)

Personal Applications

Each chapter contains a number of questions to prompt students to consider the application of specific chapter material to their own lives. These questions can also help students generate their own discussions about sociology as a discipline.

Also, chapter readings can help generate self- discussions of key themes found in the chapters. Listen attentively to brief lectures for an overall view of the chapters. Take good notes as you read each chapter is a must! Participate in extra credit opportunities is paramount and will give you the best possible grade in the course. Thanks!

“Inspiration exists, but it has to find you working”
~Pablo Picasso~

Career Coaching is a good resource

The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including: resumes, cover letters, internship/job searches and interviewing. Plan to attend future Potter College of Arts & Letters Career Fairs, to speak with employers about job and internship opportunities. Jake Hamlin is the PCAL Career Coach.

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Writing Center Assistance

The Writing Center on the Bowling Green campus is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

Academic Misconduct

Academic Misconduct in any form is in violation of Western Kentucky University Student Disciplinary Regulations and will not be tolerated. This includes but is not limited to: coping or sharing answers on assignments, plagiarism, having someone else do your academic work.

Including – any dishonest manipulation to receive a grade or points not earned is an academic violation. Depending on the act, a student could receive an F grade in the course and could be suspended or expelled from the University.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

Title IX Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5396 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

Course Requirements

Read weekly assigned textbook chapters

Complete weekly lesson questions (*weekly lesson questions must be dated*) *You will lose points if not dated.*

Turn in weeks 1-5 lesson questions plus if applicable, any extra credit work on September 30, 2021, via Blackboard

Turn in weeks 6-10 lesson questions plus if applicable, any extra credit work on October 30, 2021, via Blackboard

Turn in weeks 11-15 lesson questions plus if applicable, any extra credit work on November 30, 2021, via Blackboard

Complete final exam (December 7, 2021, via Bb)

As an interactive guided learning platform, visit the brief course videos throughout the semester.

A group discussion board will be placed on Bb to capture independently student's questions, progress, engagement, and understanding of course material. Students are free to use the discussion board to ask me questions and to also connect with their classmates.

The final exam is required

Grading

| | | |
|---------------|-------------------------------------|-----------------------|
| Lessons 1-5 | answer total of 17 marked questions | 12.5 points/ (212.50) |
| Lessons 6-10 | answer total of 13 marked questions | 12.5 points/ (162.50) |
| Lessons 11-14 | answer total of 9 marked questions | 12.5 points/(112.50) |

Final exam 100 points

Total Point System **587.50 points**

Final grade scale

90-100%=A

80-89% = B

70-79% = C

60-69% = D

Below 59% points = F

The actual # of points earned (including any extra bonus points you earn) determines your final grade. To illustrate if you earned 480 points, your final grade would be 81% (B) that is 480 points earned divided by 587.50 total course points.

If you find yourself doing poorly in the course, please contact the instructor for strategies to improve. Also contact the learning center for assessment.

Knowledge is gained when a student **studies and applies** himself or herself to learn new facts.

The Learning Center

www.wku.edu/tlc

(270) 745-6254

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two-machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower.

Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

TLC @ DUC

Sunday 4:00 pm – 9:00 pm
Monday – Thursday 8:00 am – 9:00 pm
Friday 8:00 am – 4:00 pm

TLC @ FAC

Monday – Tuesday 1:00 pm – 7:00 pm
Wednesday – Thursday 9:00 am – 5:00 pm
Friday 2:00 pm – 4:00 pm

TLC @ Keen

Sunday – Thursday 6:00 pm – 11:00 pm **TLC @ McCormack**
Sunday – Thursday 6:00 pm – 11:00 pm

TLC @ PFT

Sunday – Thursday 6:00 pm – 11:00 pm
(PFT residents and their guests only)

To receive a final grade in the course, all lessons and the final exam must be completed, if not all completed, (a final grade of (F) will be posted.

- **No lessons or extra credit work will be accepted via email. No late work will be accepted. Do not ask.**
- **All work must be done independently by the student.**
- I **will not** grade similar work
- All work must be typed
- All **assigned lessons**, plus any extra credit work can be single or double spaced, one full page in length is **highly** recommended
- All work using outside sources, and **our textbook** must be cited
- Use the latest APA 7th edition for proper citation(s)
- No title page (for lessons) is needed, but make sure your name and date appear on the top of each lesson

See below a comprehensive scope of the entire course assignments

| Week | Assignments | Chapter Readings |
|------|-------------|---|
| 1 | Lesson 1 | One (Understanding Sociology) |
| 2 | Lesson 2 | Two (Sociological Research) |
| 3 | Lesson 3 | Three (Culture) |
| 4 | Lesson 4 | Four (Socialization and the Life Course) |

| | | |
|----|-----------|--|
| 5 | Lesson 5 | Five (Social Interaction, Groups, and Social Structure) |
| 6 | Lesson 6 | Eight (Stratification and Social Mobility in the United States) |
| 7 | Lesson 7 | Nine (Global Inequality) |
| 8 | Lesson 8 | Ten (Racial and Ethnic Inequality) |
| 9 | Lesson 9 | Eleven (Stratification by Gender and Sexuality) |
| 10 | Lesson 10 | Twelve (The Family and Household diversity) |
| 11 | Lesson 11 | Thirteen (Education only) |
| 12 | Lesson 12 | Fourteen (Government and the Economy) |
| 13 | Lesson 13 | Fifteen (Health, Population, and the Environment) |
| 14 | Lesson 14 | Sixteen (Social Change in the Global Community) |

Final Exam (Total of 10 questions); Worth 10 points each); (Date, December 7, 2021, via Bb)

For the lessons, **after reading** each assigned textbook chapter, when writing/typing your responses:

1. **Do not** restate each question
2. Answer the questions **fully**.
3. Some questions may have **several parts**.
4. Answers **can be single or double spaced on one full page if possible**
5. **Cite** your work when necessary

Lesson One, Chapter 1:

For this lesson to be submitted via Bb fully answer questions #1, #3, and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Explain how sociology is the Scientific Study of social behavior and human groups.
2. Define and explain how the sociological imagination is important in sociology. Also, give an example of the use of the sociological imagination.
3. Explain Émile Durkheim's study of suicide and describe how he related suicide rates to the extent to which people were integrated into the group life of a society. Also explain

which sociological perspective would view society as a living organism in which each part of the organism contributes to its survival and stability.

4. Briefly explain Marx's, *The Communist Manifesto*. Also, explain which sociological perspective would view society as a living organism in which each part of the organism contributes to its survival and stability.
5. According to the text what term do we use to describe the experience of being Black in White America; a division of an individual's identity into two or more social realities. To enhance your critical thinking, give an example or illustration.

If you have time read: Victoria Leto DeFrancisco's article *The Sounds of Silence: How Men Silence Women in Martial Relations*. This work is an example of research that takes a micro approach.

Lesson Two, Chapter 2:

For this lesson to be submitted via Bb fully answer questions #1, #2, and #3 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Explain what term you would use to describe a systematic, organized series of steps that ensures maximum objectivity and consistency in researching a problem. Also, which operational definition does the author of our textbook use in his research example to illustrate the scientific method. Explain why a review of the literature is important in research.
2. Define social scientists use of independent and dependent variables in their research. Sociological studies have indicated that people who are married are less likely to commit suicide than people who are divorced. In this example, briefly describe whether marital status is an independent or dependent variable.
3. Define valid and reliable measures in research. Give illustrations of these measures. Erving Goffman's pioneering exploration of how advertising portrays women as dependent upon men would most likely illustrate which theoretical perspective(s)?
4. List and explain at least four important factors in a research design.
5. To conduct a cross-cultural study of job discrimination against women, a sociologist interviews 75 women between the ages of 20 and 40 in an American city, and 75 women in the same age group in a Canadian city. This study would be classified as _____. Explain your answer. Also, describe sociologists approach to participant observation.

If you have time, study the deductive approach and inductive approach researchers use in gathering data.

Lesson Three, Chapter 3:

For this lesson to be submitted via Bb fully answer questions #2, #3 and #4 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define culture. Define society. Define cultural universals and cultural relativism.

2. A member of a new fundamentalist church believes that she has found the one true way to achieve salvation and members of other religions are pagans and will go directly to hell when they die. This individual is _____. Describe how you arrived at your answer.
3. Define material and non-material culture. Give examples of each. Also, in American society, we often formalize norms into _____. Think about this statement: A worker is frequently late, takes extended “coffee breaks,” and makes numerous mistakes while working on important tasks. As a result of poor performance, the worker is fired. What is this an example of?
4. Describe the work of Edward Sapir and Benjamin Whorf.
5. List and describe some of sociologist Robin Williams basic American values. Also, according to our text, tell me, in surveys of first-year college students over the last 40 years, which value has shown the strongest gain in popularity.

If you have time, explore cultural imperialism from a global perspective.

Lesson Four, Chapter 4:

For this lesson to be submitted via Bb fully answer questions #1, #2, #3 and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define socialization. A teacher plans a trip to the theater for a junior high school class. As part of the preparation, the teacher tells students how they should dress and how they will be expected to act inside the theater. Is this an example of socialization? Explain your answer.
2. In the nature versus nurture debate, which position do social scientists take? Explain that position. Explain Harry Harlow’s research with rhesus monkeys.
3. In forming a sense of ourselves, we imagine how we appear to others and how others perceive us, and finally we develop a feeling about ourselves as a result of these impressions. As described in our text, this sociological approach to the development of a self represents the views of which sociological perspective? Explain that perspective. Also, which sociologist studied this sociological approach?
4. In George H. Mead’s sociology, the child of about eight or nine years of age begins to consider several tasks and relationships simultaneously. At this point in development, children grasp not only their own social positions but also those of others around them. Explain the stage he is writing about and give an example.
5. Early in life, a person learns to slant his or her presentation of the self in order to create distinctive appearances and satisfy particular audiences. Describe this process and who is the key proponent of this work?

If you have time, study the 2018 case of the Turpin family in California (social isolation).

Lesson Five, Chapter 5:

For this lesson to be submitted via Bb fully answer questions #1, #3, #4, and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Sally and Veronica, a lesbian couple, argue about a new piece of gay-rights legislation. Is this an example of social interaction? Explain your answer.
2. William I. Thomas notes that people respond not only to the objective features of a person or situation but also to the meaning that the person or situation has for them. This view represents which sociological perspective? Which sociological perspective emphasizes that social roles contribute to a society's stability by enabling members to anticipate the behavior of others and to pattern their own actions accordingly?
3. Define and describe both ascribed and achieved statuses. Also, which sociological perspective(s) is (are) especially interested in ascribed statuses, because they often confer privileges or reflect a person's membership in a subordinate group?
4. A woman in her mid-30s has enrolled in a local community college to earn a degree in horticulture. The night before her first major course examination, she is asked by her boss to work several additional hours because they have just received a major order that needs to be processed immediately. Explain what role this student is experiencing.
5. Define social institution and give at least three examples of institutions. When we think about the roles of institutions, the patriotic behavior of U.S. citizens on January 20, 2009 to witness the Inauguration of President Barack Obama is a testament to the importance of which institutional role?

Lesson Six, Chapter 8:

For this lesson to be submitted via Bb fully answer questions #1 #2, and #3 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define social inequality. Define stratification. Some sociologists have suggested that in the southern U.S. in the pre-civil rights era, an African American individual was born into a status that would always be subordinate to the status of all of the White members of the community. This would be an example of what type of stratification system. A woman is born into a homeless, single-parent family. She is very talented and as an adult, becomes a wealthy, world-acclaimed pianist. This scenario most closely represents which type of stratification system? Explain your answers to each question.
2. Define capitalism. Describe Max Weber's position on class and Karl Marx's position on capitalism. Define and describe a status group.
3. The owner of a major league baseball team can fire employees for not winning a pennant, have the city build him a new ballpark, and prevent companies that compete against his own team from airing advertisements during the team's televised games. In Max Weber's view, this owner would most likely be considered to have which one: class, power or esteem. Explain your answer.
4. Which sociological perspective (theory) best describes Thorstein Veblen's views that persons at the top of the social hierarchy convert wealth into conspicuous consumption while the behavior of the lower classes is often subjected to ridicule. Explain your answer. Describe the objective method of assessing social class.
5. Define absolute poverty and relative poverty. Give illustrations of both types. A family lives in a remote area of Appalachia, where coal mines that once employed many workers

have been idle for years. There are no jobs in the area, the distant schools are poorly funded, and because of the remote location, there are no churches or medical facilities nearby. These poor, chronically unemployed people who barely survive from winter to winter are an example of what class.

If you have time, focus your attention on the food and housing insecurities among college students. Follow the work of Sara Goldrick-Rab and colleagues, *Hungry and Homeless in College*.

Lesson Seven, Chapter 9:

For this lesson to be submitted via Bb fully answer questions #3, #4, and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Briefly describe extreme inequality of resources in the world to the Industrial Revolution.
2. According to the text, explain how the legacy of colonialism, the advent of multinational corporations and modernization are forces that in part are responsible for the domination of the world marketplace by a few nations.
3. Describe the world systems analysis. Which American sociologist is the author of this work?
4. Name and describe a few core, semi-peripheral and peripheral nations in the world. Which sociological perspective would most likely compare the relationship between a colonial nation and the colonized people to the relationship between the dominant capitalist class and the proletariat class?
5. Which sociological perspective would be most likely to suggest that multinational corporations help create social stability within a society by creating jobs and global enterprise? About the patterns of intergenerational mobility in industrial nations, is it true or false that structural factors influence the opportunities for social mobility. Explain your answer.

Lesson Eight, Chapter 10:

For this lesson to be submitted via Bb fully answer questions #1 and #3 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define the terms racial and ethnic groups. Give several examples of each. Are women a minority group in the U.S.? Explain your answer. Identify and explain the five basic properties that sociologists use to describe minority groups.
2. William I. Thomas observed that people respond not only to the objective features of a situation or person, but also to the meaning that situation or person has for them. This observation reflects which sociological perspective? Tell me how you arrived at your answer.
3. Define discrimination, exploitation theory, labeling theory, stereotype, racism, prejudice, ethnocentrism, white privilege, affirmative action and institutional discrimination. Give examples or illustrations of each.
4. According to our text, explain how acts of racial profiling are initiated by law

enforcement officers.

5. Describe the contact hypothesis and its meaning. A farmer is called to help sandbag a levy that is about to flood his town. The farmer is stationed between two correctional center inmates who are required to assist in the flood-control efforts. As a result of this experience, the farmer has developed a newfound respect for inmates. This example would be consistent with which sociological perspective? Explain your response.

Watch the below **two clips** for extra credit (can earn up to 3 points) to be added to your final course grade. Write a **full** one-page synopsis of the two clips.

<https://youtu.be/DwbfMEOvmAA>

<https://www.youtube.com/watch?v=2EggVvHmWmg>

If you have time, study the impact of racism on one's health.

Lesson Nine, Chapter 11:

For this lesson to be submitted via Bb fully answer questions **#1, #4, and #5** (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define and describe gender roles and multiple masculinities. Which sociologist coined the multiple masculinities concept? Define and describe homophobia. Although it does not explicitly endorse traditional gender roles, which sociological perspective implies that dividing tasks between spouses is beneficial for the family unit?
2. Which perspective suggests that men may originally have become powerful in preindustrial times because their size, physical strength, and freedom from childbearing duties allowed them to dominate women physically, but in contemporary societies such considerations are not so important? Explain which sociological perspective has influenced the creation of the feminist perspective the most? Define queer theory.
3. Who argued that women's subjugation coincided with the rise of private property during industrialization? Educators are concerned about the reasons girls and young women are affected by the verbal dominance of males in classroom settings. Which sociological perspective would be most likely to address this issue?
4. Which term refers to the convergence of social forces that contributes to the subordinate status of poor non-White women? Which sociologist coined the term?
5. Define the ideology of sexism and sexual harassment. Define the glass ceiling and the "second shift." Give illustrations or examples of each. Who is Arlie Hochschild? A woman has a career as a stockbroker, and she is also responsible for maintaining the apartment, doing the shopping, and cooking for herself and her husband. How would you describe this sentence?

If you have time, study the impact of toxic masculinity on its various negative effects for women and men.

Lesson Ten, Chapter 12:

For this lesson to be submitted via Bb fully answer questions #1 and #4 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Give the text definition of family and then give your own. Describe nuclear and extended families. Who is George Murdock?
2. Define and give examples of monogamy, polygamy, polygyny, polyandry as forms of marriage.
3. Define and describe matrilineal, patrilineal, and bilateral patterns of descent. Which pattern is the most typical in the U.S.?
4. Define and describe the type of authority pattern that claims the adult members of the family are regarded as equals. Which sociological perspective notes the ways in which the family gratifies the needs of its members and contributes to the stability of society? Which sociological perspective would suggest that social change has influenced the family in that many traditional family activities, such as education, have been assumed by other social institutions? Which sociological perspective would be most likely to point out that policymakers have both a humanitarian and a financial stake in promoting adoption? Explain your responses.
5. Define and give an example of the concept *Machismo*. Define and give an example of the term familism. Define and give an example of homogamy.

If you have time, include a self-discussion of LGBTQ youth and research on the impact of family acceptance on well-being.

Lesson Eleven, Chapter 13:

For this lesson to be submitted via Bb fully answer questions #1 #4, and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define and illustrate the manifest function of education, latent function of education and the dysfunction of education.
2. Describe the text definition of bilingualism. Describe also what the critics of bilingualism in schools in the U.S. are saying. What are you saying about bilingualism? Explain your response.
3. What did sociologist Robin Williams say regarding better-educated people? Which sociological perspective views education as an instrument of elite domination? Explain your response.
4. Define and describe credentialism, school tracking, and the “correspondence principle.”
5. Define and describe the Federal Title IX policies at WKU.

If you have time, explore Randall Collin’s *The Credential Society*

Lesson Twelve, Chapter 14:

For this lesson to be submitted via Bb fully answer questions #2 and #4 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. What term do we use to refer to “who gets what, when, and how?” Which term was used

by Max Weber to refer to the ability to exercise one's will over others? After a dinner-table argument with his grown children, a man changes his position on the issue of immigrant refugees being granted asylum in the U.S. This would be an example of _____?

2. Define and give examples of traditional, rational-legal, and charismatic authority. Describe the form of government that is led by a single member of a royal family. What term for government, do we use to refer to a small group of individuals who rule? Define and give an example of totalitarianism. The United States utilizes which type of government? Explain your response.
3. Explain why a decline in political participation is dangerous to governments. Which sociological perspective would say material wealth allows donors to influence government policymakers in ways that tend to preserve their own wealth? Describe both a political system and an economic system. Define and illustrate an informal economy. Describe and give illustrations of capitalism, communism, and socialism. Which sociological perspective would be most likely to suggest that pure monopolies are not a basic element of the economy, although a few dominant enterprises restrict new ones from entering the marketplace to restrict competition?
4. Moses is working on a kibbutz in Israel where all the members have the same standard of living and they equally divide the profits from the citrus crop that is the primary source of income for the community. This kibbutz is an example of which type of economic system? Explain your response. Define and give detail as to why Émile Durkheim developed the concept anomie. Which sociological perspective suggested that we have masked the fact that alienation falls most heavily on the lower and working classes by making it appear endemic from the boardroom to the shop floor?
5. Describe and explain Robert Blauner's classic research. Define and illustrate microfinancing. Who are the essential workers in America? Explain your response.

If you have time, explore some of the new faces of the 116th Congress—Ilan Omar is one new face. The 117th Congress added some more women as well.

Lesson Thirteen, Chapter 15:

For this lesson to be submitted via Bb fully answer questions #1 and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Give your textbook definition of health. And describe your own definition of health. Which sociologist developed the concept of the sick role? What do critics of the functionalist view suggest about the sick role? Which sociological perspective suggests that the term "medicalization of society" refers to the growing role of medicine as a major institution of social control? Define and give an example of brain drain.
2. In examining health, illness, and medicine as a social institution, which sociological perspective generally focuses on microlevel study of the roles played by healthcare professionals and patients? Define morbidity rates. Describe the morbidity rates in the U.S. Describe the Tuskegee study. Describe holistic as a type of medicine.
3. Define and describe environmental justice. The industrialized nations of North America and Europe account for only 12 percent of the world's population, but are responsible for what percentage of the world's

consumption? Explain your response. Explain what the abbreviation NIMBY stands for. Explain what environmentalists mean, when they say that “the environment still needs protection AND government must take strong action to save the environment.”

4. List some characteristics of communities. Who is Thomas Robert Malthus? Explain his world population predictions. Explain if you agree or disagree with Malthus.
5. Explain which sociological perspective would likely maintain that capitalism devotes its resources to the financing of buildings and tools to further enrich the wealthy rather than to more equitably distribute food, housing, and other necessities of life? Explain which sociological perspective would likely argue that it is not large families and population growth that causes hunger and misery in developing nations, but rather it is the economic domination by developed states that result in unequal distribution of world resources?

If you have time, study the Flint water crisis.

Lesson Fourteen, Chapter 16:

For this lesson to be submitted via Bb fully answer questions #1 and #5 (worth 12.5 points each)

For the final exam, make sure you prepare answers to all of the below questions

1. Define social change. Define and describe the evolutionary theory of social change.
2. Define the “Black Lives Matter” and the “Defund the Police” movements in your own words. You must relate your responses to information found in your text on social movements.
3. Define the “Me Too” and the “Say Her Name” movements in your own words. Again, you must relate your responses to the information in the text on social movements.
4. Explain which sociological perspective criticizes the functionalist approach to social change for disregarding the crucial significance of change that is needed to correct social injustices and inequalities?
5. Explain why the Marxist view of social change is appealing to some. And, why his view may not be appealing to others?

The above schedule, requirements, and policies are subject to change due to extenuating circumstances

Choosing to remain in this class means you accept the terms of this syllabus. You are responsible for the information contained in this syllabus. This course is **highly** centered on individual reading from the required textbook. You must read your book chapters to answer each set of chapter questions. There will be no lecture notes on blackboard. I will offer short videos summarizing lessons 1-5, lessons 6-10 and finally lessons 11-14.

✚ If you have an emergency issue or a concern about anything, please email me independently to discuss. I will listen to you and make the best fair decision on your behalf. Make sure you have the proper documents to support your issue. Thanks!

✚ You can track your earned points on blackboard. You can also track any earned extra credit points on Bb. If extra credit points are added to Bb, please **ignore thinking** that the extra credit points will lower the value of your overall points or grade. Thanks!



Dates to remember for this course

Course starts on August 23, 2021

Course ends December 3, 2021

Final Exam December 7, 2021

Grades Due, December 14, 2021

Have a great semester!