

SYG 3000: The Individual In Society

Department of Global and Sociocultural Studies – Spring Semester 2023

Monday/Wednesday/Friday 12:00-12:50 PC 111

Instructor:

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Please message me using Canvas Inbox. This is the best way to get ahold of me for any questions.

Phone:

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For time sensitive/urgent issues (i.e. course deadlines). Please use Canvas/email first if possible.

Office Hours:

Mondays/Fridays 1:00-3:00 Green Library (GL) Cafe or Zoom

<https://www.wejoinin.com/sheets/mrxfq>

Course Description and Purpose

What is the individual? What is the individual's relationship to social organization and social relations? How is the individual constituted or made through social relations? What possibilities and choices are available for the individual within social systems that are unequal and hierarchical? These are the questions that this course explores. In the course, we will explore what it means to be social and why the study of it is conducted through the practices and terminology of science. Much of the way that we conceive of the relationship between the individual and society comes from Western notions of the self: an autonomous, isolated, able to make decisions for oneself and responsible for one's own actions. We will be examining how “the self” constructs itself out of cultural and social materials, and how society is constructed through the interactions of multiple individual selves.

Course Objectives

Upon completing this course, students will be able to:

CO 1 Analyze how macro-social forces have an impact on the individual.

CO 2 Describe how the concept of the “individual” developed in Western societies.

CO 3 Describe and analyze how various classical sociological theories conceived of the individual.

CO 4 Identify the social forces and social relations that shape the “individual” in our society.

CO 5 Explain how one's position (gendered, racial, age, class) within unequal societies allow for different kinds of expression of individuality.

Course Communication

Communication in this course will take place via the Canvas Inbox and Announcements. Check out the Canvas Conversations Tutorial or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

To contact me please attempt to use the course website, then email, then phone/text only if necessary.

Course Website

The first order of business in this class will be making sure you have access to the course website on Canvas. Class information, announcements, readings, assignments, grades, materials from class lectures and feedback for your work will all appear on the Canvas website. The website is where you will submit your work. Let me know right away if you have trouble accessing it.

Textbook

The main textbook for the class will be **Sociological You** by Thompson and Whitworth (ebook).

Like the Canvas website, the ebook is crucial to everything in the class. You will need to access it during class to follow along in the lecture. Completing chapter tasks & quizzes in the book will count for grades.

Let me know right away if you have trouble accessing it.

Course Organization, Policies, Assignments and Grading

Each week will be a mix of going over a selection of readings, which will also serve as preparation for the quizzes and chapter tests, class discussions and small group discussions.

Your grades for the course will be determined by the following criteria and weights:

Attendance at class lectures	10%
Chapter content completion certificates	45%
Chapter Tests	45%
Extra Credit Assignments	Up to 10%

Overall final class grades will be assigned on the following scale:

A = 93+	A- = 90-92	B+ = 87-89
B = 84-86	B- = 80-83	C+ = 77-79
C = 70-76	D = 60-69	F < 60

Attendance

Attendance at all class meetings is mandatory and will constitute your attendance grade. Attendance will be taken using the FIU Check-In system and App. [FIU Check-In Student Guide](#)

Excused Absences

In cases of illness or emergency, or for authorized university events or activities, absences can be marked as excused with proper documentation. If something comes up, please talk to me or write me a message!

Chapter Completion Certificates

The interactive ebook textbook has 15 chapters we will be going through together; one for each week of the course. If you complete a chapter, which all include a couple of exercises and short quizzes, you will get a certificate you can download or screenshot and then upload to the Canvas site to get credit.

Exercises and quizzes need to be completed correctly to get credit, but the ebook site will allow you to repeat them until all answers are correct.

Chapter certificates are due by the end of Friday of the week we go over the Chapter. On-time certificate uploads will earn 3 points. Late submissions can earn 2 points.

We will be going over the ebook content and exercises together during lecture and also some interactive activities that are contained in them. That is the best way to earn your points for chapter completion.

Chapter Tests

At the end of each chapter there will be a short content test. It will generally be about 10 questions in multiple choice, true-false and/or fill in the blank format. The tests will be based on readings but also incorporate lectures and the exercises, videos, etc. Tests will be available after lecture on Friday and through the weekend and will be timed. All tests will be taken through the Canvas course website.

On time tests are worth up to 3 points. Late tests can earn up to 2 points. Part of Friday lecture will be on chapter test review specifically and lecture attendance is the best way to prepare for the tests.

Extra Credit Assignments

Each chapter has built-in extra credit assignments (called “gamification”). Completing these tasks will earn “badges” that build up to “bonuses” (up to 3 for each chapter). These bonuses unlock additional study materials for the chapter: a study guide with answers; a video reviewing chapter content and a practice exam. They will all be useful for the chapter tests, but the practice exams in particular will help.

If you complete any “bonuses” and upload a screenshot to the extra credit assignment for that chapter, with your name visible, you will receive extra credit points towards your overall grade in the class. You can earn 0.1% per badge required to earn the bonus, which means up to up to 0.7% per chapter towards your final grade (as the bonuses require 3, 2 & 2 badges). This can mean up to 10% overall for the class.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the [Student Conduct and Honor Code](#) procedures and sanctions as outlined in the [FIU Regulation 2501](#) and the [Student Handbook](#).

Panthers Care and Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you, for the classmate's wellbeing or yours; you are encouraged to share your concerns with FIU's Panthers Care website: <http://PanthersCare.fiu.edu/>.

Counseling and Psychological Services ([CAPS](#)) offers free and confidential help for anxiety, depression, stress and other concerns life brings. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or [visit the online self-help portal](#).

Accessibility and Accommodations

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190. If you need additional information or assistance visit FIU's [Disability Resource Center page](#). For more information on [Canvas visit the accessibility page](#).

Key Dates

Monday, January 9	First Day of Lecture
Monday, March 20	Last Day to Drop with DR Grade
Saturday, April 29	Final Chapter Test Due/End of Course

Week 1: Introduction – Understanding Sociology

Reading:

Thompson and Whitworth Chapter 1: Introduction – Understanding Sociology

Monday, January 9

- Introduce Class, syllabus, policies, Canvas course website, Sociological You e-textbook

Wednesday, January 11

- **1.1 Sociological Perspective**
- 1.1.1: Compare Comte's means of studying society with the methods of studying natural science.
- Quiz 1.1.1
- 1.1.2: Compare and contrast the three sociological theories or views of society.
- Quiz 1.1.2
- 1.1.3: Apply the three main sociological theories to a contemporary social issue.
- Quiz 1.1.3
- 1.1.4: Define verstehen and compare and contrast how Weber's perspective differs from the three main sociological theories.
- Quiz 1.1.4
- 1.1.5: Summarize the feminist, queer, and postmodern theories.
- Quiz 1.1.5
- **1.2 Social Structures**
- 1.2.1: Explain characteristics of social structures.
- Quiz 1.2.1
- 1.2.2: Describe how Martineau, Addams, Du Bois, and Merton recognized social structures in their research, writings, or practice of sociology.
- Quiz 1.2.2
- 1.2.3: Identify social structures within a contemporary social issue.
- Quiz 1.2.3

Friday, January 13:

- **1.3 Social Problems**
- 1.3.1: Identify the role of sociology in understanding social problems.
- Quiz 1.3.1
- 1.3.2: Describe the social problems associated with a social inequality.
- Quiz 1.3.2
- **1.4 Sociological Imagination**
- 1.4.1: Explain the relationship between the sociological imagination and Durkheim's anomie.
- Quiz 1.4.1
- 1.4.2: Apply the sociological imagination to Durkheim's research on suicide.
- Quiz 1.4.2
- **1.5 Social Change**
- 1.5.1: Evaluate the consequences of globalization in the context of social change.
- Quiz 1.5.1
- 1.5.2: Explain how sociology can be applied to social change.
- Quiz 1.5.2

Sunday, January 15: CHAPTER 1 TEST DUE

Week 2: Sociological Inquiry

Reading:

Thompson and Whitworth Chapter 2: Sociological Inquiry

Monday, January 16

- **Introduction**
- **Sociological Perspective**
- 2 Learning Objectives | 2 Quizzes
- 2.1.1: Explain the importance of sequencing and addressing all of the steps within the scientific method.
- Quiz 2.1.1
- 2.1.2: List in order the eight steps of the scientific method.
- Quiz 2.1.2
- **Social Structures**
- 4 Learning Objectives | 4 Quizzes
- 2.2.1: Describe the advantages and disadvantages of the quantitative methods.
- Quiz 2.2.1
- 2.2.2: Summarize the advantages and disadvantages of the qualitative methods.
- Quiz 2.2.2
- 2.2.3: Contrast the quantitative and qualitative research methods.
- Quiz 2.2.3
- 2.2.4: Apply sociological research to the advancement of sustainability.
- Quiz 2.2.4

Wednesday, January 18

- **Social Problems**
- 2 Learning Objectives | 2 Quizzes
- 2.3.1: Examine the importance of choosing the right research method.
- Quiz 2.3.1
- 2.3.2: Describe potential problems with sociological research and how to address them.
- Quiz 2.3.2
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 2.4.1: Illustrate the sociological imagination with case studies.
- Quiz 2.4.1
- 2.4.2: Explain the role of empathy in sociological research.
- Quiz 2.4.2

Friday, January 20:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes

- 2.5.1: Evaluate the theoretical changes that have impacted sociological research.
- Quiz 2.5.1
- 2.5.2: Demonstrate how technology has changed the research process.
- Quiz 2.5.2
- **Review for Chapter 2 Test**

Sunday, January 22: CHAPTER 2 TEST DUE

Week 3: Culture

Reading:

Thompson and Whitworth Chapter 3: Culture

Monday, January 23

- **Introduction**
- **Sociological Perspective**
- 2 Learning Objectives | 2 Quizzes
- 3.1.1: Discuss the types of culture.
- Quiz 3.1.1
- 3.1.2: Analyze the culture of your college or university.
- Quiz 3.1.2
- **Social Structures**
- 3 Learning Objectives | 3 Quizzes
- 3.2.1: Explain how symbols and language are key elements of culture and help form social structure.
- Quiz 3.2.1
- 3.2.2: Describe how beliefs and values are key elements of culture that help form social structure.
- Quiz 3.2.2
- 3.2.3: Discuss how norms are key elements of culture that help form social structure.
- Quiz 3.2.3

Wednesday, January 25

- **Social Problems**
- 3 Learning Objectives | 3 Quizzes
- 3.3.1: Explain the problems associated with dominant ideology and cultural imperialism.
- Quiz 3.3.1
- 3.3.2: Identify the social factors that distinguish a subculture group.
- Quiz 3.3.2
- 3.3.3: Describe the behaviors associated with countercultures.
- Quiz 3.3.3
- **Sociological Imagination**

- 3 Learning Objectives | 3 Quizzes
- 3.4.1: Apply the sociological imagination to cultural universals.
- Quiz 3.4.1
- 3.4.2: Illustrate the relationship between the sociological imagination and ethnocentrism.
- Quiz 3.4.2
- 3.4.3: Link the sociological imagination to cultural relativism.
- Quiz 3.4.3

Friday, January 27:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 3.5.1: Evaluate how cultural diffusion, cultural lag, and cultural leveling are catalysts for social change within culture and technology.
- Quiz 3.5.1
- 3.5.2: Demonstrate how popular culture and high culture change over time.
- Quiz 3.5.2
- **Review for Chapter 3 Test**

Sunday, January 29: CHAPTER 3 TEST DUE

Week 4: Socialization

Reading:

Thompson and Whitworth Chapter 4: Socialization

Monday, January 30

- **Introduction**
- **Sociological Perspective**
- 3 Learning Objectives | 3 Quizzes
- 4.1.1: Summarize both sides of the nature versus nurture debate.
- Quiz 4.1.1
- 4.1.2: Apply Mead's socialized self to a personal encounter or situation.
- Quiz 4.1.2
- 4.1.3: Compare and contrast Cooley's perspective of the socialized self with Mead's socialized self.
- Quiz 4.1.3
- **Social Structures**
- 4 Learning Objectives | 4 Quizzes
- 4.2.1: Analyze the influence family and peers have had on your life as agents of socialization.
- Quiz 4.2.1
- 4.2.2: Identify specific characteristics related to school and work as agents of socialization.
- Quiz 4.2.2
- 4.2.3: Evaluate how media has impacted you as an agent of socialization.

- Quiz 4.2.3
- 4.2.4: Analyze how religion and government impact all members of society as agents of socialization.
- Quiz 4.2.4

Wednesday, February 1

- **Social Problems**
- 3 Learning Objectives | 3 Quizzes
- 4.3.1: Identify instances in which socialization within the family can manifest as a social problem.
- Quiz 4.3.1
- 4.3.2: Describe problems associated with excessive media consumption by children and teens.
- Quiz 4.3.2
- 4.3.3: Analyze problems that can occur when socialization goes wrong in religion and the military.
- Quiz 4.3.3
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 4.4.1: Explain the connection between the sociological imagination and socialization.
- Quiz 4.4.1
- 4.4.2: Apply the sociological imagination to personal space in a public place.
- Quiz 4.4.2

Friday, February 3:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 4.4.1: Explain the connection between the sociological imagination and socialization.
- Quiz 4.4.1
- 4.4.2: Apply the sociological imagination to personal space in a public place.
- Quiz 4.4.2
- **Review for Chapter 4 Test**

Sunday, February 5: CHAPTER 4 TEST DUE

Week 5: Social Interaction

Reading:

Thompson and Whitworth Chapter 5: Social Interaction

Monday, February 6

- **Introduction**
- **Sociological Perspective**

- 4 Learning Objectives | 4 Quizzes
- 5.1.1: Explain the three processes involved in social interaction.
- Quiz 5.1.1
- 5.1.2: Apply findings from ethnomethodology to your own social interactions.
- Quiz 5.1.2
- 5.1.3: Apply findings from dramaturgy to your own social interactions.
- Quiz 5.1.3
- 5.1.4: Apply findings from the social exchange theory to your own social interactions.
- Quiz 5.1.4
- **Social Structures**
- 3 Learning Objectives | 3 Quizzes
- 5.2.1: Explain how your ascribed, achieved, and master statuses influence your social interactions.
- Quiz 5.2.1
- 5.2.2: Discuss how social roles influence your social interactions.
- Quiz 5.2.2
- 5.2.3: Apply the stages of the role exit to a personal experience.
- Quiz 5.2.3

Wednesday, February 8

- **Social Problems**
- 2 Learning Objectives | 2 Quizzes
- 5.3.1: Describe patterns of behavior within institutions.
- Quiz 5.3.1
- 5.3.2: Examine the problems with social groups and networks.
- Quiz 5.3.2
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 5.4.1: Apply the sociological imagination to emotional interactions.
- Quiz 5.4.1
- 5.4.2: Examine street harassment through the lens of the sociological imagination.
- Quiz 5.4.2

Friday, February 10:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 5.5.1: Evaluate the impact of technology on social interaction.
- Quiz 5.5.1
- 5.5.2: Demonstrate the role of perception in social interaction.
- Quiz 5.5.2
- **Review for Chapter 5 Test**

Sunday, February 12: CHAPTER 5 TEST DUE

Week 6: Groups and Organizations

Reading:

Thompson and Whitworth Chapter 6: Groups and Organizations

Monday, February 13

- **Introduction**
- **Sociological Perspective**
- 4 Learning Objectives | 4 Quizzes
- 6.1.1: Compare and contrast social groups, aggregates, and categories.
- Quiz 6.1.1
- 6.1.2: Define and provide examples of primary, secondary, in-group, out-group, and reference groups.
- Quiz 6.1.2
- 6.1.3: Compare and contrast examples of conformity and nonconformity.
- Quiz 6.1.3
- 6.1.4: Evaluate a historical and contemporary situation in which groupthink has occurred.
- Quiz 6.1.4
- **Social Structures**
- 2 Learning Objectives | 2 Quizzes
- 6.2.1: Explain the differences between normative, coercive, and utilitarian types of formal organizations.
- Quiz 6.2.1
- 6.2.2: Identify characteristics and examples of contemporary bureaucracies.
- Quiz 6.2.2

Wednesday, February 15

- **Social Problems**
- 3 Learning Objectives | 3 Quizzes
- 6.3.1: Describe problems associated with the Peter Principle, the spoils system, oligarchy and inflexibility in bureaucracies.
- Quiz 6.3.1
- 6.3.2: Explain the key elements and unintended consequences of McDonaldization.
- Quiz 6.3.2
- L.O. 6.3.3: Identify the different types of leadership roles, leadership styles and their impact on groups.
- Quiz 6.3.3
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 6.4.1: Analyze the impact of nepotism and social capital on women and minorities in groups and organizations.

- Quiz 6.4.1
- 6.4.2: Understand the personal and public nature of social pressure on LGBTQ+ issues.
- Quiz 6.4.2

Friday, February 17:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 6.5.1: Evaluate the impact of technology on employee behavior in the workplace.
- Quiz 6.5.1
- 6.5.2: Examine how technology will change where or if we work.
- Quiz 6.5.2
- **Review for Chapter 6 Test**

Sunday, February 19: CHAPTER 6 TEST DUE

Week 7: Crime and Deviance

Reading:

Thompson and Whitworth Chapter 7: Crime and Deviance

Monday, February 20

- **Introduction**
- **Sociological Perspective**
- 5 Learning Objectives | 5 Quizzes
- 7.1.1: Explain how deviance is socially constructed.
- Quiz 7.1.1
- 7.1.2: Apply the labeling theory to the three types of deviance.
- Quiz 7.1.2
- 7.1.3: Develop an argument that supports crime being a learned behavior.
- Quiz 7.1.3
- 7.1.4: Describe how the agents of social control impact the process described by the social control theory.
- Quiz 7.1.4
- 7.1.5: Summarize the limitations and weaknesses of the three micro level theories of deviance.
- Quiz 7.1.5
- **Social Structures**
- 2 Learning Objectives | 2 Quizzes
- 7.2.1: Create examples for each of Merton's modes of adaptation for the structural strain model.
- Quiz 7.2.1
- 7.2.2: Illustrate how the dominant class can limit the economic success of lower classes.
- Quiz 7.2.2

Wednesday, February 22

- **Social Problems**
- 4 Learning Objectives | 4 Quizzes
- 7.3.1: Explain the criminal justice system and different types of crime.
- Quiz 7.3.1
- 7.3.2: Examine the issues associated with policing, police misconduct and police brutality.
- Quiz 7.3.2
- 7.3.3: Describe the role of the prosecution, the defense and the courts in the American justice system.
- Quiz 7.3.3
- 7.3.4: Analyze the demographic makeup of prisoners in the United States penal system.
- Quiz 7.3.4
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 7.4.1: Examine the incidents of capital punishment around the world.
- Quiz 7.4.1
- 7.4.2: Apply the sociological imagination to the private trouble and public issue of capital punishment.
- Quiz 7.4.2

Friday, February 24:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 7.5.1: Analyze deviance by way of the products sold around the globe.
- Quiz 7.5.1
- 7.5.2: Predict the changing nature of deviance and privacy in the future.
- Quiz 7.5.2
- **Review for Chapter 7 Test**

Sunday, February 26: CHAPTER 7 TEST DUE

SPRING BREAK WEEK February 27-March 3

Week 8: Social Stratification

Reading:

Thompson and Whitworth Chapter 8: Social Stratification

Monday, March 6

- **Introduction**
- **Sociological Perspective**
- 1 Learning Objective | 1 Quiz

- 8.1.1: Discuss how social class is determined and how it impacts the process of individuals and groups interacting within society.
- Quiz 8.1.1
- **Social Structures**
- 2 Learning Objectives | 2 Quizzes
- 8.2.1: Identify the four social systems of stratification.
- Quiz 8.2.1
- 8.2.2: Describe the characteristics of each of the social classes in the U.S.
- Quiz 8.2.2

Wednesday, March 8

- **Social Problems**
- 3 Learning Objectives | 3 Quizzes
- 8.3.1: Examine the types of poverty and its cyclical nature.
- Quiz 8.3.1
- 8.3.2: Compare and contrast the modernization and dependency theories in relation to global poverty.
- Quiz 8.3.2
- 8.3.3: Describe the issues associated with economic, race, gender and educational stratification in society.
- Quiz 8.3.3
- **Sociological Imagination**
- 3 Learning Objectives | 3 Quizzes
- 8.4.1: Apply the sociological imagination to social mobility and an individual's life chances.
- Quiz 8.4.1
- L.O. 8.4.2: Examine the various forms of social mobility in a system of stratification.
- Quiz 8.4.2
- 8.4.3: Analyze the experience of women in the system of stratification.
- Quiz 8.4.3

Friday, March 10:

- **Social Change**
- 1 Learning Objective | 1 Quiz
- 8.5.1: Analyze social policies designed to create change in the system of stratification.
- Quiz 8.5.1
- **Review for Chapter 8 Test**

Sunday, March 12: CHAPTER 8 TEST DUE

Week 9: Sex and Gender

Reading:

Thompson and Whitworth Chapter 9: Sex and Gender

Monday, March 13

- **Introduction**
- **Sociological Perspective**
- 2 Learning Objectives | 2 Quizzes
- 9.1.1: Discuss how masculinity and femininity are learned traits and behaviors.
- Quiz 9.1.1
- 9.1.2: Explain how gender is socially constructed.
- Quiz 9.1.2
- **Social Structures**
- 4 Learning Objectives | 4 Quizzes
- 9.2.1: Discuss the structural impact of media and the family on gender socialization.
- Quiz 9.2.1
- 9.2.2: Examine gender stratification in the workplace.
- Quiz 9.2.2
- 9.2.3: Analyze gender stratification in religion and politics.
- Quiz 9.2.3
- 9.2.4: Summarize gender stratification in education and the military.
- Quiz 9.2.4

Wednesday, March 15

- **Social Problems**
- 2 Learning Objectives | 2 Quizzes
- 9.3.1: Identify a social problem experienced by women around the world.
- Quiz 9.3.1
- 9.3.2: Analyze the efforts to protect women from violence around the world.
- Quiz 9.3.2
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 9.4.1: Examine the importance of the sociological imagination in understanding research on sexuality.
- Quiz 9.4.1
- 9.4.2: Explain the importance of the sociological imagination in understanding sexual identity and social acceptance.
- Quiz 9.4.2

Friday, March 17:

- **Social Change**
- 1 Learning Objective | 1 Quiz
- 9.5.1: Summarize the social movements that have influenced sex and gender in the 21st century.
- Quiz 9.5.1
- **Review for Chapter 9 Test**

Sunday, March 19: CHAPTER 9 TEST DUE

Week 10: Midterm Exam Week - Race and Ethnicity

Reading:

Thompson and Whitworth Chapter 10: Race and Ethnicity

Monday, March 20

- **Introduction**
- **Sociological Perspective**
- 5 Learning Objectives | 5 Quizzes
- 10.1.1: Examine the social construction of race.
- Quiz 10.1.1
- 10.1.2: Define and provide examples of stereotypes and prejudices.
- Quiz 10.1.2
- 10.1.3: Define and provide examples of discrimination.
- Quiz 10.1.3
- 10.1.4: Define and provide examples of racism.
- Quiz 10.1.4
- 10.1.5: Compare and contrast pluralism and assimilation.
- Quiz 10.1.5
- **Social Structures**
- 3 Learning Objectives | 3 Quizzes
- 10.2.1: Explain the majority and minority groups as structural categories.
- Quiz 10.2.1
- 10.2.2: Analyze how issues of race and ethnicity impact the family, education, and health care.
- Quiz 10.2.2
- 10.2.3: Explain how media influences our perceptions of race and ethnicity.
- Quiz 10.2.3

Wednesday, March 22

- **Social Problems**
- 4 Learning Objectives | 4 Quizzes
- 10.3.1: Identify social problems associated with racial profiling as a form of institutional discrimination.
- Quiz 10.3.1
- 10.3.2: Describe the social problems associated with internal colonialism.
- Quiz 10.3.2
- 10.3.3: Analyze issues related to the various forms of population transfer.
- Quiz 10.3.3
- 10.3.4: Analyze the impact of genocide on racial and ethnic groups.
- Quiz 10.3.4

- **Sociological Imagination**
- 3 Learning Objectives | 3 Quizzes
- 10.4.1: Apply the sociological imagination to hate crimes.
- Quiz 10.4.1
- 10.4.2: Examine the glass ceiling and affirmative action using the sociological imagination.
- Quiz 10.4.2
- 10.4.3: Apply the sociological imagination to the split-labor market.
- Quiz 10.4.3

Friday, March 24:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 10.5.1: Predict the consequences of amalgamation.
- Quiz 10.5.1
- 10.5.2: Evaluate the consequences of contact between racial and ethnic groups.
- Quiz 10.5.2
- **Review for Chapter 10 Test**

Sunday, March 26: CHAPTER 10 TEST DUE

Week 11: Economics and Politics

Reading:

Thompson and Whitworth Chapter 11: Economics and Politics

Monday, March 27

- **Introduction**
- **Sociological Perspective**
- 3 Learning Objectives | 3 Quizzes
- 11.1.1: Analyze the intersection of economics and politics as it relates to political participation.
- Quiz 11.1.1
- 11.1.2: Examine the political lives of women in the U.S. and around the globe.
- Quiz 11.1.2
- 11.1.3: Explain how politics and economics are related to issues pertaining to climate change.
- Quiz 11.1.3
- **Social Structures**
- 3 Learning Objectives | 3 Quizzes
- 11.2.1: Explain economic and political systems.
- Quiz 11.2.1
- 11.2.2: Describe the three models of power within governments.
- Quiz 11.2.2
- 11.2.3: Describe how lobbying is a structural component within the political and economic systems.

- Quiz 11.2.3

Wednesday, March 29

- **Social Problems**
- 4 Learning Objectives | 4 Quizzes
- 11.3.1: Examine the role of redistricting in the political process.
- Quiz 11.3.1
- 11.3.2: Analyze the issues associated with early voting restrictions.
- Quiz 11.3.2
- 11.3.3: Identify recent changes to the college student voter experience.
- Quiz 11.3.3
- 11.3.4: Evaluate the impact of voter identification laws.
- Quiz 11.3.4
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 11.4.1: Analyze the public nature of job loss.
- Quiz 11.4.1
- 11.4.2: Analyze the private nature of job loss.
- Quiz 11.4.2

Friday, March 31:

- **Social Change**
- 1 Learning Objective | 1 Quiz
- 11.5.1: Evaluate the role of money in the political process.
- Quiz 11.5.1
- **Review for Chapter 11 Test**

Sunday, April 2: CHAPTER 11 TEST DUE

Week 12: Religion and Education

Reading:

Thompson and Whitworth Chapter 12: Religion and Education

Monday, April 3

- **Introduction**
- **Sociological Perspective**
- 4 Learning Objectives | 4 Quizzes
- 12.1.1: Define religion from a sociological perspective.
- Quiz 12.1.1
- 12.1.2: Describe trends in individuals' religious beliefs and practices.
- Quiz 12.1.2
- 12.1.3: Discuss religious beliefs and practices among Muslims.

- Quiz 12.1.3
- 12.1.4: Apply your knowledge of sociology to your personal religious beliefs and practices.
- Quiz 12.1.4
- **Social Structures**
- 4 Learning Objectives | 4 Quizzes
- 12.2.1: Discuss the societal functions of religion.
- Quiz 12.2.1
- 12.2.2: Provide specific examples of how government impacts the structural elements of religion.
- Quiz 12.2.2
- 12.2.3: Examine the structural elements of religion in relation to gender and sexuality.
- Quiz 12.2.3
- 12.2.4: Examine how religion and sustainability are connected.
- Quiz 12.2.4

Wednesday, April 5

- **Social Problems**
- 3 Learning Objectives | 3 Quizzes
- 12.3.1: Examine the social function of education.
- Quiz 12.3.1
- 12.3.2: Identify the social problems associated with education.
- Quiz 12.3.2
- 12.3.3: Explore the concerns over changing academic standards.
- Quiz 12.3.3
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 12.4.1: Apply the sociological imagination to the problem of high school dropouts.
- Quiz 12.4.1
- 12.4.2: Examine the personal and public nature of tracking students in schools.
- Quiz 12.4.2

Friday, April 7:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 12.5.1: Evaluate changes in student enrollment.
- Quiz 12.5.1
- 12.5.2: Examine the cost of college education.
- Quiz 12.5.2
- **Review for Chapter 12 Test**

Sunday, April 9: CHAPTER 12 TEST DUE

Week 13: Marriage and Family

Reading:

Thompson and Whitworth Chapter 13: Marriage and Family

Monday, April 10

- **Introduction**
- **Sociological Perspective**
- 2 Learning Objectives | 2 Quizzes
- 13.1.1: Analyze the contemporary process of courtship.
- Quiz 13.1.1
- 13.1.2: Describe the variations of marriage patterns and forms.
- Quiz 13.1.2
- **Social Structures**
- 4 Learning Objectives | 4 Quizzes
- 13.2.1: Analyze the types of families.
- Quiz 13.2.1
- 13.2.2: Discuss structural difference among diverse families.
- Quiz 13.2.2
- 13.2.3: Describe the variations of families with and without children.
- Quiz 13.2.3
- 13.2.4: Compare and contrast the different styles of parenting.
- Quiz 13.2.4

Wednesday, April 12

- **Social Problems**
- 2 Learning Objectives | 2 Quizzes
- 13.3.1: Identify the demographic and social factors that are more likely to result in divorce.
- Quiz 13.3.1
- 13.3.2: Examine the types of behavior associated with abuse in families.
- Quiz 13.3.2
- **Sociological Imagination**
- 2 Learning Objectives | 2 Quizzes
- 13.4.1: Apply the sociological imagination to teenage pregnancy.
- Quiz 13.4.1
- 13.4.2: Examine divorce through the lens of the sociological imagination.
- Quiz 13.4.2

Friday, April 14:

- **Social Change**
- 2 Learning Objectives | 2 Quizzes
- 13.5.1: Evaluate the catalysts for social changes in the family.
- Quiz 13.5.1
- 13.5.2: Predict how marriage and family will change over the next decade.

- Quiz 13.5.2
- **Review for Chapter 13 Test**

Sunday, April 16: CHAPTER 13 TEST DUE

Week 14: Health, Illness, and Medicine

Reading:

Thompson and Whitworth Chapter 14: Health, Illness, and Medicine

Monday, April 17

- **Introduction**
- **Sociological Perspective**
- 3 Learning Objectives | 3 Quizzes
- 14.1.1: Describe how health, illness and medicine are socially constructed.
- Quiz 14.1.1
- 14.1.2: Describe the evolution of American health and lifestyles.
- Quiz 14.1.2
- 14.1.3: Describe the sick role and doctor-patient interactions.
- Quiz 14.1.3
- **Social Structures**
- 3 Learning Objectives | 3 Quizzes
- 14.2.1: Analyze the effects of social class, sex, and race on health and illness.
- Quiz 14.2.1
- 14.2.2: Discuss the basic structures of the U.S. healthcare delivery system.
- Quiz 14.2.2
- 14.2.3: Compare and contrast the U.S. and healthcare systems around the globe.
- Quiz 14.2.3

Wednesday, April 19

- **Social Problems**
- 3 Learning Objectives | 3 Quizzes
- 14.3.1: Examine issues that surround access to healthcare in the United States.
- Quiz 14.3.1
- 14.3.2: Analyze the reasons behind the high cost of healthcare in the United States.
- Quiz 14.3.2
- 14.3.3: Understand the quality of the American healthcare system.
- Quiz 14.3.3
- **Sociological Imagination**
- 1 Learning Objective | 1 Quiz
- 14.4.1: Explain the link between personal troubles and public health troubles.
- Quiz 14.4.1

Friday, April 21:

- **Social Change**
- 3 Learning Objectives | 3 Quizzes
- 14.5.1: Evaluate the social changes caused by the use of technology in healthcare.
- Quiz 14.5.1
- 14.5.2: Assess the social changes associated with physician-assisted suicide.
- Quiz 14.5.2
- 14.5.3: Predict how traveling for medical treatment may change healthcare.
- Quiz 14.5.3
- **Review for Chapter 14 Test**

Sunday, April 23: CHAPTER 14 TEST DUE**Week 15: Final Exam Week – Social Change and Social Movements****Reading:**

Thompson and Whitworth Chapter 15: Social Change and Social Movements

Monday, April 24

- **Introduction**
- **Sociological Perspective**
- 3 Learning Objectives | 3 Quizzes
- 15.1.1: Analyze the process by which individuals participate in collective behaviors.
- Quiz 15.1.1
- 15.1.2: Explain the three theories of crowd behavior.
- Quiz 15.1.2
- 15.1.3: Analyze the changes in human relationships as a result of urbanization.
- Quiz 15.1.3
- **Social Structures**
- 2 Learning Objectives | 2 Quizzes
- 15.2.1: Analyze strategies to address population growth.
- Quiz 15.2.1
- 15.2.2: Analyze the effect of aging on social structures.
- Quiz 15.2.2

Wednesday, April 26

- **Social Problems**
- 2 Learning Objectives | 2 Quizzes
- 15.3.1: Analyze problems associated with populations migrating.
- Quiz 15.3.1
- 15.3.2: Describe problems associated with the movement of populations during civil wars.
- Quiz 15.3.2
- **Sociological Imagination**

- 1 Learning Objective | 1 Quiz
- 15.4.1: Explain the connection between the personal troubles and public issues of homelessness.
- Quiz 15.4.1

Friday, April 28:

- **Social Change**
- 3 Learning Objectives | 3 Quizzes
- 15.5.1: Summarize the stages of a social movement.
- Quiz 15.5.1
- 15.5.2: Examine how technology can be used to create online communities.
- Quiz 15.5.2
- 15.5.3: Predict future changes in populations and communities.
- Quiz 15.5.3
- **Review for Chapter 15 Test**

Saturday, April 29: CHAPTER 15 TEST DUE