

Introduction to Sociology

Based on Sociology Online by Edward Brent, Jeff McCully and Lloyd Chia

Describe a distinguished sociologist

Identify one of the distinguished sociologists from the text. Choose from Comte, Marx, Durkheim, Weber, Simmel, and Mead.

Justify why you think this person is important by identifying one or more of his most important works, the theoretical perspective he is associated with, and one or more key concepts that he introduced to the sociological literature. Be sure to define any concepts you identify. In the same paragraph, tell us something about the person and historical events and eras that may have influenced his work, including the time period in which he lived (e.g., birth country and birth and death years), one or more important historical events that influenced his work (indicate how it influenced his work), two or more important individual characteristics of that sociologist that may help us understand how he viewed social life.

Describe a marginalized sociologist

Identify one of the marginalized sociologists from the text. Choose from Martineau, Addams, and Du Bois.

Justify why you think this person is important by identifying one or more of her or his most important works and (if appropriate) the theoretical perspective she or he is associated with. In the same paragraph, tell us something about the person and historical events and eras that may have influenced her or his work, including the time period in which she or he lived (e.g., birth country and birth and death years), one or more important historical events that influenced her or his work (indicate how it influenced her or his work), two or more important individual characteristics of that sociologist that may help us understand how she or he viewed social life.

Introduction (Describe 3 Theoretical Perspectives)

Describe in detail each of the major theories in sociology--conflict theory, structural functionalism, and interactionist theories. You should explain the primary features of each theory and identify an author associated with the theory. You should also identify and describe at least one concept related to each theory.

Research Methods (Short Answers)

1. Identify and describe the standards of scientific knowledge.

2. Distinguish between a dependent and independent variable.
3. What is the Hawthorne Effect?
4. What is the difference between validity and reliability?
5. What is a variable?
6. Distinguish between qualitative and quantitative research.
7. Describe the measures of central tendency.
8. Sociology is a scientific enterprise, but because it deals with the social world as opposed to the natural world, there are some important differences between sociology and the natural sciences. What are these important differences? Identify and describe each one.
9. As you will learn in this class, social life is exceedingly complex and often changing. Because of the complex and dynamic nature of social life, sociologists employ a number of different methods for conducting sociological research. For this assignment, describe at least three of the research methods commonly used in conducting sociological research.
10. Because sociology often deals with the study of human subjects, ethics are of the utmost importance. The American Sociological Association (ASA) has adopted a code of ethics outlining certain guidelines for the ethical treatment of human subjects. What are these guidelines?

Culture (Campus Culture Essay)

From readings and lectures, you have found that elements of culture are all around us. In fact, the University is a prime site for analyzing and discussing culture. In this assignment, use the University as a case study for culture. For each cultural issue to be discussed, provide examples from your experiences in the University culture.

Discuss at least three of the types or varieties of culture (for example sub-, high, and dominant cultures); differentiate between material and nonmaterial culture (also discuss norms and other elements of nonmaterial culture); describe culture and social change (such as cultural diffusion, integration, lag, and leveling, as well as global culture); and finally, discuss one of the common responses to cultural diversity.

Make sure to use and define relevant sociological terms from lectures and the readings. Provide specific examples from the University for the concepts and terms.

Culture (Violate a Norm)

For this assignment, you must violate a norm in a public setting. Make sure you violate a folkway, NOT a more.

Describe the norm you violated. Explain what a norm is, and what type of norm you violated (should be a folkway). What do these terms mean? How did people respond? Were there positive or negative sanctions, or some of each? Describe how it made you feel. Would you say you have internalized this norm?

Interaction (Statuses and Roles Essay)

In your readings about interaction, you found that the elements shaping most social interaction are social statuses and roles. Each of us has a multitude of statuses and roles that direct the ways we interact in various contexts. In this assignment, use your own sets of statuses and roles to discuss some of the major issues associated with the two concepts. For example, which of your statuses are ascribed or achieved? Have you ever experienced role segregation, distance, or conflict? Be sure to define all of these terms in your answer.

In addition, you should discuss the major forms of social interaction. We have all experienced these varying forms of interaction to some degree, so make sure to pick examples that illustrate each type. Explain what each type is.

Short Essay (Theory of Social Interaction)

Explain one of the theories of social interaction, which are dramaturgical theory, social exchange theory, and symbolic interactionism. For the theory that you choose, explain the basic premise of the theory, identify one author related to the theory, and identify and define one concept related to the theory.

Socialization (Interpret a Source: George)

Interpret a Source Material:

One of the ways sociologists get a sense of who people are (i.e. their identities) is by conducting life history interviews. In a life history, sociologists get access to otherwise inaccessible information such as a person's past, their interpretations of important historical events and situations, and changes in the way they think and feel about their identities over time. In a life history, sociologists can also get some idea of how a person's sense of self was shaped through socialization over the life course.

The following is an excerpt from a life-history interview with a man named George. For this assignment, analyze this transcript, looking for portions of the life history that illustrate important concepts, issues, and/or theories related to socialization. For each issue, concept, or theory you detect in the life-history, make sure to include the specific quote that illustrates the socialization issue. Make sure to use quotation marks.

You should see at least 5 of the following illustrated in this passage:

Adolescence	agents of socialization	anticipatory socialization	social channeling
conflict view of socialization	degradation ceremony	family	formal socialization
gender-role socialization	informal socialization	media	school
peer groups	preparatory stage	resocialization	Rites of passage
structural-functional theory of socialization	tracking	workplace	young adulthood

EXCERPT FROM GEORGE'S LIFE HISTORY:

Name: George
 Age: 45
 Race/Ethnicity: White
 Gender: Male
 Occupation: Staff Writer for a metropolitan newspaper.

[Start tape]

Interviewer: Could you begin just by telling me a little bit about your background? Where you're from? Where you grew up? Things like that...

George: Yeah, sure. Well, I was born and raised in a little suburban area outside Detroit. Pretty normal neighborhood, I would say. One-story houses on a little bit of religiously maintained grass; a car in the garage; maybe a swing set in the yard for the kids.

I: What was it like growing up there?

George: Oh, it was pretty nice. When I was a little kid, I would mostly hang around at home with my mother, who, like a lot of women at that time, was a full-time mother and homemaker. I used to watch and imitate everything she did. She was a really great cook and now I'm a big cook. I love to cook, and I think that's a direct result of my mother. And, my dad, it's kind of funny, I think he

thought it wasn't good for a little boy to be making cookies in the kitchen, so, because he knew I liked to cook, he would take me outside with him and teach me how to grill, you know, "like a man". And the funny thing was that he was horrible at it (laughs)! He would burn everything! But, actually, I'm pretty good with the grill and the oven now, so I guess something rubbed off on me.

I: Do you think your parents had any other effect on you, besides cooking?

George: Oh, yeah, sure. Cooking just came to mind because it's a little more unique, you know? But like all families, my family provided me with all the important building blocks for life. They taught me right from wrong; responsibility; ethics, all of that stuff. They basically are the first people who teach you how to function in society – how to perform the types of skills, roles, and responsibilities you'll need to contribute to your community and country.

I: What else do you remember about growing up?

George: Well, you know, I was pretty good as a young kid, but I got into a rebellious stage of my life as a teenager. You know, typical stuff – breaking curfew, drinking, smoking, skipping math class. I kind of hung around with the wrong crowd for a while. My friends at this time kind of had more weight with me than my parents. I was skipping school and getting into trouble with my folks.

I: So you didn't like school?

George: Oh, I don't know...I liked some of it; didn't like other parts. It's just that I was kind of rebellious and thought I didn't have to go to the classes I didn't like, like algebra and chemistry, you know? And I kind of felt the school was being unfair. They would put students into groups. You were either in "A" group, "B" group, or "C" group, and what group you were in determined what classes you could take. Well, I was a pretty smart kid, but because I was kind of a trouble-maker and not from the rich section of town, I ended up in "C" group. In "C" group you were in all of these remedial classes and you never got the credentials to make it into college like some of the wealthier and more privileged kids. Hell, I was lucky to graduate from high school at all. Most "C" group kids dropped out.

I: So what did you do when you graduated from high school?

George: Well, since I was "C" group and didn't have the coursework to get into the local college, I decide my next best option would probably be to get into the military. So I did that.

I: What was that like?

George: Oh boy, no more being rebellious there. I gave the drill instructor a dirty look on my first day, and he made me stand on my head for over an hour in front of the rest of the recruits. The blood would go to my head, I would fall over, and he just kept making me do it over and over again. It was a really embarrassing experience.

I: So the military was an interesting experience for you...

George: To say the least. You kind of learn a whole new way of life; a whole new way of acting and thinking. You have to unlearn a lot of the things you used to know and start doing things the way

you're taught. It's kind of hard, but you have to remember that they're training people to go to war, and that's not something you're going to learn in everyday life. Everyday, you're being taught how to follow orders, fire and clean a weapon, treat bullet wounds, all of these other things in preparation for being a soldier in combat. Luckily for me, I never had to go to war, but, again, that was the training.

I: When did you leave the military?

George: Oh, I finished my service by the time I was twenty-three. I was still very much a kid in a lot of ways, but I had a much better sense of myself and my responsibilities at that point.

I: Yeah?

George: Yeah. I decided that I needed some type of education or technical training to get a good job, so I decided to go to college on my G.I. scholarship. The first year or two, I really had no idea what I was going to get my degree in, but then one night, I rented that movie about the Watergate scandal, "All the President's Men," and I was watching Robert Redford play that reporter for the Washington Post and I thought, "Hey, I can do that. That looks exciting; I'll be a reporter." So I decided to major in journalism based on that movie. That kind of decision-making sounds absolutely ridiculous to me today, but it made sense at the time. So I received my degree in journalism and started working for a newspaper in Detroit.

I: Was graduating from college a big deal for you, considering that you were a "C group" student in high school?

George: Oh, yeah, definitely. My parents had always wanted me to go to college and were pretty disappointed that I didn't go straight out of high school. So, yeah, it was a big moment. Putting on the cap and gown and receiving my diploma was kind of like going from irresponsible, ignorant, "C group" kid to responsible, knowledgeable, "A group" adult.

I: How was your first job as a reporter?

George: Oh, well, it wasn't anything like the movie, but it was a good place to work. (Chuckles) It's funny, I remember my first week on the job I went through this really intensive training seminar about how the newspaper worked, what my role as a junior reporter was, how the managing editor expected me to go about reporting and writing stories, and so on and so forth. So it was all this new information – rules, regulations, responsibilities, etc. – and, by the end of all of this training, I felt really confused and unprepared. But the first day of my second week on the job, this veteran reporter named Sue goes over to my desk and says, "Okay, George. Now that you've gone through your training session, here's how we really do things around here." So Sue and some other more experienced reporters trained me as I was working, and that was what really made me successful starting out.

I: So what were some of your first jobs or stories at the paper...?

[Stop tape]

Organizations (Interpret a Source: Lauri)

C. Wright Mills defined the sociological imagination as the capacity for individuals to understand the relationship between their individual lives and the broad social forces that influence them. In other words, the sociological imagination helps people link their own individual biographies to the broader forces of social life: "Neither the life of an individual nor the history of a society can be understood without understanding both" (Mills 1959).

In this assignment, you will use this sociological imagination to analyze a day-in-the-life of Lauri Ritter. While reading about Lauri's day, look for the portions of the story that illustrate concepts related to social organization. You should identify at least 10. Write a paragraph about each of the 10 concepts you find. For each organization concept you detect in the story, make sure to include the specific quote that illustrates the organizational concept as well as the concept's definition.

A Day in the Life of Lauri:

Lauri Ritter flew out the door of her apartment, slamming it behind her as she walked the few steps to her car. As she started her car, the radio blared news about the local steel mill initiating a "career alternative enhancement program" for about 400 of its employees, which Lauri knew really meant a massive layoff. On the way to her job at MicroMax, Inc., an advertising firm, Lauri picked up two of her coworkers and the three of them chatted about the news and their weekend plans as Lauri drove to work. While talking about Lauri's graduation from night school in a few months, her friend, Juanita, mentioned that she had a close friend who worked at a publishing house and they might be looking for someone with her major. She promised to call him and see if she could get Lauri an interview. Lauri thought about calling her sister later to get her advice on the possibility of changing careers.

Arriving at work, Lauri went straight to the office of her supervisor, Sandy, to talk about an issue regarding a recent ad campaign dealing with the healthcare system. Lauri felt that one of her recently promoted coworkers, Steve, was not performing very well at his new job and was hurting the project. Lauri felt that he never made key decisions and always assumed someone else would take care of his work responsibilities. "Now, Lauri," Sandy explained, "you know that any team project is only as good as its weakest team member. I think you need to stop worrying about yourself and start thinking about how you can make Steve a better team player." "Yeah, right," thought Laurie, "help Steve and then lose my job because of it".

Laurie left Sandy's office feeling a little irritated. She thought Sandy was a pretty good boss, but she was always worried about group solidarity and morale more than anything else. Lauri, on the other hand, was more concerned about getting the job done and getting it done right. Lauri felt that worrying about the group all the time often led people to want consensus and agreement more than original thinking, a trend Lauri thought was disastrous for an advertising firm. "Oh well," thought Lauri, "I'll stick around as long as they keep signing my paychecks".

That evening, after returning from work, Lauri received a phone call from a neighbor who was doing some volunteer work for a charity campaign. She was soliciting money for an organization that had originally been started to fight polio, but now - decades after the polio vaccine had effectively eliminated polio - still ran a successful multimillion dollar campaign every year. Hanging up with her

neighbor after explaining why she wouldn't be giving money to fight a disease that no longer existed, Lauri then called her Internet service provider to complain about a billing problem but was put on hold by a computer. After waiting a half hour, she called back on the separate technical support line, but was told by the technician that she would have to call the business office the next day because all the account service representatives were already gone for the day.

Later, Lauri logged onto the Internet and read her e-mail, including an electronic birthday card from her sister on the other coast, then wandered around a few chat rooms she often visits, talking to the regulars and receiving a few birthday wishes from those who know her well. Just before logging off she noticed a new mail message had arrived from her sociology class listserv. It was one of her classmates complaining about the assignment for next week - "Find a few examples of how groups, networks, and formal organizations influence your life to discuss in class." "Now, how am I ever going to do that?" said the other student. Lauri just smiled as she logged off and prepared for bed.

HINT: Your answer should include at least 10 of the following:

altruism	bureaucracy	chain structure	collectivity
comcon structure	compensatory reward	conjunctive task	decision avoidance
diffusion of responsibility	division of labor	doublespeak	expressive leadership
formal organization	goal displacement	groupthink	hierarchical line of authority
institution	instrumental leadership	Peter Principle	primary group
reference group	secondary group	self-perpetuating	social network
strong ties	triad	utilitarian organization	voluntary association
weak ties			

NOTE: The concept "group" is not in the list above. If you are going to write about groups, write about one of the specific types of groups listed above.

Deviance (Interpret a Source: Warren)

Read the following description of Warren's life. In the short story, there are several concepts illustrated from the deviance chapter. For this assignment, you should identify 7 concepts that are illustrated in the story. Write a paragraph about each of the 7 concepts you find. For each

concept that you identify, you should provide a definition and quote the passage of the text that illustrates that concept.

When Warren was in his early teens, he adamantly opposed any use of drugs. He was an active participant in his school's DARE program. He believed that drug users were immoral and that the only way to get ahead in life is to work hard at a good job. In school, Warren did not have very many friends. He sang and talked to himself a lot, which put a lot of people off. He also had really bad acne, which caused him a lot of grief. Since he didn't really have many friends, he hung out with his older sisters a lot. They all smoked marihuana, and he started smoking as a way to bond with them. He didn't consider it a bad thing to do, nor did he think of himself as immoral or as a criminal. He was just happy to hang out with other people who liked him for who he was, even if they were his older sisters.

Warren's 21 year old sister, Marie, started buying beer for her younger siblings. They used to party every weekend when Warren was still in high school. One time, the police busted up one of their parties and Warren got in trouble for drinking because he was still under the age of 21. Marie also got in trouble. She was charged with contributing to the delinquency of a minor and had to do community service. She was also punished by her family. Marie's mother quit stopping by her apartment to drop off groceries and quit inviting her to family dinners. Eventually, when Marie quit drinking and using drugs, her mom came around and they started getting along again.

However, things weren't so good for Warren. He started using other drugs, in addition to alcohol and pot. One time, his mom found a baggy of meth in his room and she went through the roof. Warren couldn't figure out why everybody was so upset about his drug use, and he didn't understand why they were illegal. After all, he wasn't forcing anyone else to use drugs. He thought that if anyone was hurt by his drug use, it was himself, and that is something he could live with.

Eventually, Warren's mom kicked him out of the family's apartment. He moved in with the girl who supplied him with pot. It was hard for Warren after being kicked out of his mom's home. He wanted to succeed in life, and he wanted to have the American Dream with the 2 car garage and picket fence in the suburbs. However, he knew that there were no jobs in his part of the city, especially for someone who didn't have a car. That's why he decided to start selling drugs. He knew that drug dealing was illegal, but he was actually proud of it. He compared himself to other people he knew, and he was glad that he wasn't as bad as them. For example, he had a friend who made a living by robbing convenience stores, where he shot at least 3 people.

As time went on, Warren's illegal activities caught up with him again. He was caught selling meth and was sent to prison. When he was in prison, the guards supplied him and the other prisoners with drugs. This allowed Warren to maintain his habit, which unfortunately led to him being caught again once he was released from prison.

Eventually Warren was released from prison again, and this time, he did not continue using drugs. He wanted to start life over again and not do any more illegal activities. He was very

excited the day that he applied for his first "real" job. You can imagine his hopelessness when he found out that his prior drug convictions wouldn't let him get a job at a gas station. The three gas stations where he applied all had a policy that forbade them from hiring people with any felony convictions. Sadly, Warren took to selling drugs again as a means to support himself.

HINT: Your essay should mention at least 7 of the following:

conformity (according to Merton)	crimes against persons	crimes against property	deviance
innovation	internalization	negative sanctions	ostracism
primary deviance	recidivism	residual rule-breaking behaviors	secondary deviance
status offense	stigma	victimless crime	

Stratification (Interpret a Source: Janice)

In this assignment, you will use this sociological imagination to analyze a hypothetical life history. While reading "Janice's" autobiography, look for the portions of the story that illustrate concepts or theories related to social stratification. You must identify at least 10. Write a paragraph about each of the 10 items you find. For each stratification concept or theory you detect in the life history, make sure to include the specific quote that illustrates the stratification issue, as well as the item's definition.

Janice's Autobiography:

I was born on August 5, 1972 in a small town outside St. Paul, Minnesota. I grew up with my three brothers, my mom, and my father in a small two-bedroom house in the country. It wasn't much fun having to share one room with three boys (especially when I got into my teenage years), but my family really couldn't afford a bigger house. Mom and dad were good with managing money, but our annual income wasn't ever much over \$25,000. We didn't buy designer clothes, fancy sports cars, or anything like that, but we got by just fine until about the mid 1980s.

There was a big recession in the eighties. Because of the recession, my dad lost his job at the factory and we started making a lot less money. To cover expenses, dad had to sell his old truck, mom got a part-time job at the local diner, and we even got food stamps for a short while. Dad was out of steady work for almost two years and during that time our income sank to less than \$20,000 a year, sometimes a lot less. It was a tough time. Dad always blamed Reagan for giving lots of tax cuts to the wealthy but not helping out the little guy. He always said the workers were getting the shaft and they didn't even realize it!

Fortunately, my dad finally found a good job at a new factory and things got back to normal. Shortly thereafter, I decided to head to college at the University of Minnesota. I got some loan money and a good academic scholarship, which made my folks proud. I remember my mom said that it just goes to show that if you work hard enough at something, you can get ahead in this world.

Talk about working hard! Some of those college courses were no joke, but I managed to get myself a business degree in four years (give or take an extra semester - wink, wink). I remember how thrilled I was to officially be named a college graduate. It was definitely one of the most exciting moments in my life.

Shortly thereafter, I went out on the open market looking for jobs. Being young and naïve, I thought I would get the first job I applied for. And why not? I think the most qualified and capable people get the best positions in this society, or at least they should. However, I had a lot of trouble getting my foot in the door at certain businesses because I'm a woman. Some people think women should only work as secretaries and homemakers, not managers or consultants.

After searching around for a few months, though, I did manage to find a job in the marketing department at a computer research firm in Minneapolis, a company I'm still working for today. The company designs computer programs and components, sends them over to countries like Sri Lanka and Bangladesh to be manufactured on the cheap, and then markets them to the U.S. and Europe for a big domestic profit. The company is very successful.

At this point in my life, I'm a high-level manager at the computer firm. I make about \$80,000 annually now, which gives me the money to enjoy hobbies like sailing, the opera, and, my favorite, dining out. When I look back on my life from here, it seems hardly possible that the daughter of factory workers could be so economically successful.

HINT: Your answer should include at least 10 of the following:

achieved social status	ascribed social status	conflict view of stratification	conspicuous consumption
core countries	downward social mobility	false consciousness	functional theory of stratification
intergenerational social mobility	life styles	meritocracy	peripheral countries
structural mobility	upper middle class	upward social mobility	wealthfare
welfare	working class	working poor	world-system theory

Urban (Interpret a Source: Rockford)

Read the following description of Rockford, Michigan. In the description, several concepts and theories from chapter 15 are illustrated. For this assignment, you need to identify at least 5 concepts and at least 1 theory that are illustrated in the reading. You should define each item that you identify. Also, you should quote or paraphrase the segments of the Rockford description that correspond with the items you identify.

Rockford is one of the fastest growing communities in the Twin Lakes metropolitan area. Its strategic location, lakes, diverse housing stock and park system continue to attract new residents and businesses. Rockford covers about 136 square miles. It is home to nearly 466,000 people. Population increased by 17 percent between 1990 and 2000. It appears that population growth is slowing. Growth from 1990 to 1998 was less than 13% and much of this growth was in the western third of the city, home to a rapidly expanding Hispanic population and the part of the city where most Hispanics work and shop, often in hispanic-owned stores. Since growth is not uniform across the city, policies that address growth issues will have varying impacts in different parts of the city.

The area is generally affluent, maintaining a 3.6 percent poverty rate and over 200,000 jobs in a diverse employment base. Insurance, high-tech research, light manufacturing, printing and publishing, telecommunications and computer-related industries are among the major employers in the city.

Located ten miles northwest of downtown Twin Lakes, Rockford offers residents and business people a strategic location. With Interstate 494 running north to south through the center of the city, Hwy. 55 bisecting the city east to west and Hwy. 169 running along the eastern border, people who live and work in Rockford have easy access to Twin Lakes and area suburbs.

This population increase has resulted in several shifts in the community's composition. Household size has diminished from 3.7 persons in 1960 to 2.73 in 2000. Single persons comprised 9 percent of the population in 1970, compared to 24 percent in 2000. The age distribution also changed. The increase in persons 65 years and older was 30 percent between 1990 and 2000, but the increase in persons 17 years and under was only 17 percent. In addition, the minority population grew by more than 77,000 persons between 1990 and 2000, with three of every five new residents being a minority member. Approximately 46,000 new residents were Hispanic, 31,000 were Asian/Pacific Islander and 15,000 were Black.

Between 1990 and 2000 city boundaries were expanded as an additional 43 square miles was annexed into the city. Most of the population growth and newly annexed land lies along the Interstate 494 highway corridor leading into the city. Population density has increased as many areas of farmland have been developed into housing tracts. A major city project to rejuvenate downtown benefited from a large federal grant to replace 20 blocks of substandard housing with a new convention center and sports stadium.

Since the 1960s when the first shopping center was built in the south part of town along the freeway, the downtown area has suffered considerable deterioration. The older downtown area has many abandoned mills and warehouses surrounded by older inexpensive and often dilapidated housing built in the 1920s and 1930s. Many of the residents of the poorest housing are relying heavily on mass transportation, the nearby hospital, and other social services in the city. Others are older people who have lived there all their lives and are now living on social security, unable to afford moving to the suburbs, but often disliking the city itself. Over their lifetime these elderly people have seen their communities go from places where everyone knew everyone else and families looked after each other's kids to a more anonymous city where people just interacted while performing their jobs.

However, some of the commercial buildings along with many of the largest and once-nice houses have been recently purchased and are being renovated by enterprising young professionals who are making them into upscale lofts or townhouses where they live. Others have been turned into offices for high-tech startup companies. These affluent young residents have high-paying jobs, frequent the nicer restaurants and clothing stores, and account for most of the purchases of high-end merchandise in specialty boutiques.

HINT: You should write about 5 of the following 16 concepts.

urban village	community	cosmopolites	ecological succession
gemeinschaft	gentrification	gesellschaft	infrastructure
invasion	metropolitan statistical area	suburb	the trapped
urban decline	urban renewal	zone 1	zone 2

HINT: You should write about 1 of the following 2 theories.

- concentric zone theory
- sector theory

Culture (Short Answers)

1. Discuss at least three of the types or varieties of culture (for example sub-, high, dominant cultures, etc.).
2. Differentiate between material and nonmaterial culture.
3. Identify and define the aspects of nonmaterial culture.

4. What does the Sapir-Whorf hypothesis argue?
5. Is saying "please" a more or a folkway? Explain your answer.
6. Is murder a violation of a more or a folkway? Explain your answer.
7. What is a subculture?
8. What is ethnocentrism?
9. Define cultural lag.
10. Define high culture.
11. What is cultural diffusion?

Interaction (Short Answers)

1. What is a social status?
2. Distinguish between an ascribed status and an achieved status.
3. What is a social role?
4. Define the concept of role conflict.
5. Define social structure.
6. What is a self-fulfilling prophecy?
7. Distinguish between latent and manifest statuses.
8. What is impression management?
9. Distinguish between front-stage and back-stage settings.
10. Social interaction can take many forms. In your readings and in lectures, you were introduced to five of the most common forms of social interaction, each of which had very different expectations for human behavior. For this assignment, identify and describe each of these important types of social interaction, noting the important features that distinguish each form.

Organizations (Essay - Bureaucracy)

Max Weber, the famous sociologist who studied formal organizations (among many other things), introduced the term bureaucracy at the turn of the twentieth century to describe an emergent type of formal organization that was becoming dominant in modern society. Today, at the turn of the 21st century, Weber's views seems prophetic, as bureaucratic forms of social organizations are quite literally everywhere. However, despite (or maybe because of) the pervasiveness of bureaucracies in our daily lives, we take them for granted, rarely examining them sociologically. This question asks you to apply Weber's ideas about bureaucracy to a modern-day bureaucratic organization that you deal with almost every day – this University!

According to Weber's typology, a bureaucracy has five distinguishing characteristics. For this essay, identify and define each of these characteristics. Also, provide examples (real or imagined) from the University to illustrate them. In addition, identify and describe the positive and negative consequences associated with these bureaucratic characteristics. Again, be sure to define these terms and use examples from the University to illustrate your points. Be creative, but be sure to use the proper sociological terms and definitions.

Deviance (Theory of Deviance)

Identify and describe one theory of deviance. Do NOT choose from the biological or psychological views of deviance.

Stratification (Social Mobility Essay)

Using what you have learned from readings and lectures, define social mobility sociologically. Identify and describe at least four types of social mobility.

Race (Theoretical Perspective Essay)

Prejudice, unfortunately, is a widespread phenomenon, and many social scientists have tried to account for prejudice. One common way to approach prejudice is to explain it psychologically – to look at the personality traits and characteristics of individual persons. Another approach is to examine prejudice sociologically by looking at social structures, conflict, or forms of social interaction. For this assignment, first explain prejudice using Adorno's theory of the authoritarian personality – a psychological approach. Then, in a separate paragraph, explain prejudice through symbolic interactionism – a sociological approach. Be sure to explain features of symbolic interactionism as well as three concepts related to it.

Family (Divorce Essay)

Many in our society believe that divorce is one of the most pressing social problems in the modern U.S. This assignment asks you to explain how the phenomenon of divorce is examined sociologically. In your essay, make sure to cover some of the major issues associated with divorce, such as how divorce is defined and measured, the divorce experience (according to Bohanan [1970]), problems divorce may cause for children, factors predicting divorce, and factors that influence marital satisfaction. While covering some of the major issues associated with divorce is essential, this essay will also be graded on how well it is written and organized. For example, an essay that devotes a paragraph to each major topic for divorce will get a better grade than one that jumps around from topic to topic in each paragraph and spreads coverage of a topic across paragraphs.

Term Paper Part 1: Inequalities of Gender, Race, and Ethnicity

1. Gender. What is your gender? What is the difference between gender, sex, and sexuality? How has gender helped or hurt you in your life so far? How do you expect it to help or hurt you in the future? What are some of the issues and concepts related to gender you expect will be important in your life? How are issues such as glass ceilings, second shift, pink-collar jobs, and patriarchy likely to affect you? Be sure to define each concept.
2. Race & Ethnicity. What is your own race and ethnicity? What is the difference between race and ethnicity? What are some of the differences between your own racial or ethnic group and at least two other common racial and ethnic groups in the United States today? Note: You are not being asked to write about the perceived different physical characteristics of different racial groups, but rather the different social experiences of racial groups.

Term Paper Part 2: Marriage and Family

1. Marriage. The chapter discusses several factors that influence who you are likely to marry. If you are not already married, how do you think these factors will influence your own choice of marriage partner? If you are already married, then how did they influence your decision? If all of these factors influenced you, then what kind of person would you be most likely to marry? Be sure to mention some of the issues like the marriage squeeze, the marriage gradient endogamy, and exogamy. How do these various factors, and their relationship to marriage partner choices support or challenge our notion of romantic love? Feel free to reframe this question in terms of civil unions or gay marriage if you so desire.
2. Family. What are three of the ways families have changed during the last 100 years? Discuss some of the most important changes and indicate how well they are reflected in

your own family. For example, you might compare your family of orientation to that of your parents or grandparents. How do they differ in size, in whether they are nuclear or extended family households, in the occurrence of divorce, in cohabitation rates, in whether the wife works outside the home (labor market participation), how childcare is handled, how household tasks are shared among husband and wife, common functions of the family, and so on?

Term Paper Part 3: Work and Economy

In this part of the paper you are to discuss some of the ways the economy and work are changing in today's world, and how those changes have affected your parents and are likely to affect you in your own lifetime.

First, what kind of work do your parents do (you can substitute a single parent or guardian or someone in that generation if you prefer)? What sector of the economy would their job be in? How does that sector differ from the other sectors in modern economies? Would you say they are in the primary or the secondary labor market? What is the difference between the two, and which has the better jobs? How has their work been affected by rationalization? globalization? industrialization? Be sure to clearly define each of those as well as saying how it relates to their work. Include the important processes associated with rationalization, including bureaucratization, mechanization, and scientific management.

Second, how do you think these same concepts and issues will affect the work you do in your own life? What kind of job do you hope to have for your career? In what sector of the economy? In what labor market? What are future changes you can expect to occur in work during the next decade or so? Feel free to cite arguments and examples from books or articles and Internet sources to justify your expectations.