

CHAPTER 1

THE SOCIOLOGICAL PERSPECTIVE AND RESEARCH PROCESS

What's New in This Chapter:

- Updated opening “Sociology & Everyday Life” feature to show continued linkages between social media bullying and suicide among young people in the United States
 - Updated the quiz for this feature, which is now located at the end of chapter: “How Much Do You Know About Suicide?”
- New Figure 1.3 on “Using Our Global Sociological Imagination on Suicide”
- Added discussion of contemporary relevance of Comte’s focus on science as it relates to sociology being a STEM discipline under the discussion of Auguste Comte
- Heading change from “The Beginnings of Sociology in the United States” to “The Origins of Sociology in the United States”
- Revised and updated “Understanding Statistical Data Presentations” to provide the latest available data for students
- Updated Table 1.1, “Rate (Per 100,000 U.S. Population) for Homicide, Suicide, and Firearm-Related Deaths of Young, Ages 15-19 by Gender, 2014” (Latest year for which data are available)
- Revised and updated “Sociology and Social Policy: Establishing Policies to Help Prevent Military Suicides” box
- Updated Figure 1.17, map on “National Suicide Statistics in a Glance”
- Deleted “Sociology Works” box and incorporated into text comments about the relevance of Durkheim’s theory in contemporary India
- Deleted “Census Profiles” box
- Deleted “Sociology in the Media: Reporting on Bullying and Suicide: A Cause-and-Effect Relationship?” box

KEY TERMS - defined at page number shown and in glossary

Anomie 12	Interview 26	Secondary Analysis 27
Conflict Perspectives 16	Latent Functions 15	Social Darwinism 11
Content Analysis 27	Low-Income Countries 9	Social Facts 11
Control Group 28	Macrolevel Analysis 17	Society 5
Correlation 29	Manifest Functions 15	Sociological Imagination 6
Dependent Variable 22	Microlevel Analysis 17	Sociology 4
Ethnography 28	Middle-Income Countries 9	Survey 24
Experiment 28	Participant Observation 27	Symbolic Interactionist Perspectives 18
Experimental Group 28	Positivism 10	Theory 14
Functionalist Perspectives 14	Postmodern Perspectives 18	Urbanization 10
High-Income Countries 8	Qualitative Research 20	Validity 23
Hypothesis 22	Quantitative Research 19	Variable 22
Independent Variable 22	Questionnaire 26	
Industrialization 10	Reliability 23	
	Research Methods 24	

BRIEF CHAPTER OUTLINE AND LEARNING OBJECTIVES

Putting Social Life into Perspective	LO1: Define sociology and explain how it can contribute to our understanding of social life.
Why Should You Study Sociology?	
<ul style="list-style-type: none"> The Sociological Imagination 	LO2: Identify what is meant by the sociological imagination.
<ul style="list-style-type: none"> The Importance of a Global Sociological Imagination 	
The Development of Sociological Thinking	LO3: Describe the historical context in which sociological thinking developed.

The Origins of Sociology as We Know It	
<ul style="list-style-type: none"> • Early Thinkers: A Concern with Social Order and Stability 	
<ul style="list-style-type: none"> • Differing Views on the Status Quo: Stability or Change? 	LO4: Identify reasons why many early social thinkers were concerned with social change.
<ul style="list-style-type: none"> • The Origins of Sociology in the United States 	
Theoretical Perspectives in the Twentieth and Twenty-First Centuries	LO5: Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.
<ul style="list-style-type: none"> • Functionalist Perspectives 	
<ul style="list-style-type: none"> • Conflict Perspectives 	
<ul style="list-style-type: none"> • Symbolic Interactionist Perspectives 	
<ul style="list-style-type: none"> • Postmodern Perspectives 	
The Sociological Research Process	LO6: Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.
<ul style="list-style-type: none"> • The Quantitative Research Model 	LO7: Distinguish between quantitative research and qualitative research, and identify the steps in each method.
<ul style="list-style-type: none"> • A Qualitative Research Model 	
Research Methods	LO8: Describe survey research and briefly discuss three types of surveys.
<ul style="list-style-type: none"> • Survey Research 	
<ul style="list-style-type: none"> • Secondary Analysis of Existing Data 	LO9: Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.

• Field Research	
• Experiments	
Ethical Issues in Sociological Research	LO10: Discuss ethical issues in research and identify professional codes that protect research participants.

Lecture Launchers - Use these to begin class

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

LECTURE IDEAS

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

Sociological Viewpoint	<p>Contrast with the psychological viewpoint. Why do you think this perspective seems to be so prevalent and readily believed by people? Address American cultural beliefs and values about individualism and self-determination.</p> <ul style="list-style-type: none"> • In social psychology, there is the <u>fundamental attribution error</u>. When trying to explain behaviors in others, we tend to overemphasize dispositional attributes (personality) and underemphasize situational attributes such as social factors.
Peter Berger	<p>Berger used the phrase “debunking motif” in relation to what sociology does. How would sociology tend to debunk some of the cultural myths and practices related to the following?</p> <ul style="list-style-type: none"> • Family Roles • Capitalism • Social Class • Gender

Sociological Imagination	Elaborate on some of the mindsets of high- vs. low-income cultures. Help students realize in concrete ways that everyone else in the world doesn't define reality in the same way.
Social Change	<p>Explain to your class the dramatic social changes that took place as Western society moved into the Modern Age. Use this as background for your introduction of social theories and thinkers. Help students to understand some of the important concepts related to social evolution. Contrast agrarian with industrial society. Address other changes that occurred with this social transformation:</p> <ul style="list-style-type: none"> • Urbanization • Industrialization • Rationalization • Bureaucratization • Gender Roles • Family Size
Positivism	Use your introduction of Comte's science of sociology to explain how the scientific method differs from a religious or traditional approach to understanding. Contrast the "natural science model" with social research methods.
Marxism	<p>Students today may be ignorant of the influence of Marx on world history. Introduce socialism and communism and the powerful influence of Marx on the twentieth century:</p> <ul style="list-style-type: none"> • National Socialists' Takeover of Weimar Germany • Spanish Civil War • Russian Revolution • Chinese Civil War • The Iron Curtain • Containment Policy • The Cold War • Korean War • Cuban Missile Crises • War in Vietnam

Contrast	Contrast the central ideas of Durkheim and Marx: order and conflict. Explain the influence of the backgrounds of these two men. How do our personal backgrounds influence the way we perceive the world?
Weber	Use the central ideas expressed in <i>The Protestant Ethic and the Spirit of Capitalism</i> to explain Weber's contradiction with Marx.
Simmel	Contrast Frame Simmel's ideas about social spheres with Tönnie's ideas about Gemeinschaft and Gesellschaft society. Comparisons can also be made with Durkheim's mechanical and organic society.
W. E. B. Du Bois	Contrast Du Bois's ideas with those of Booker T. Washington and warn students about the dehumanizing effect of assuming that members of various minority groups all think alike. (See similar comment in the section on feminist theory in the textbook.)
Symbolic Interaction	Introduce related terms such as <i>looking-glass self</i> , <i>definition of the situation</i> , and <i>impression management</i> . What do these ideas look like in practice in the average college classroom?
Statistics	Explain some of the statistical procedures that are commonly presented in the media. Ask students to bring to class news articles that use statistical figures in their stories. Students can work in pairs to see if they can determine which research method/statistical procedure might have been used to produce the numbers reported. Help students to understand the difference between bad statistics and the accurate use of numbers.

CHAPTER OUTLINE

I. PUTTING SOCIAL LIFE INTO PERSPECTIVE

Learning Objective 1: Define sociology and explain how it can contribute to our understanding of social life.

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

II. WHY SHOULD YOU STUDY SOCIOLOGY?

A. Sociology helps us see the dynamic connections between our own lives and the larger, recurring patterns of the society and world in which we live.

1. A **society** is a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations.

2. Sociological research often reveals the limitations of myths associated with commonsense knowledge that guides ordinary conduct in everyday life.

Learning Objective 2: Identify what is meant by the sociological imagination.

- B. The Sociological Imagination
 1. According to sociologist C. Wright Mills, the **sociological imagination** enables us to distinguish between personal troubles and public issues.
 2. Developing our own sociological imagination requires that we take into account perspectives of people from diverse backgrounds.
- C. The Importance of a Global Sociological Imagination
 1. The world's **high-income countries** have developed industrialized, technologically advanced economies and relatively high levels of income.
 2. **Low-income countries** are undergoing transformation from agrarian to industrial economies.
 3. We must take into account other countries, as well as the United States, because the future of this country is intertwined with that of other nations.

Learning Objective 3: Describe the historical context in which sociological thinking developed.

III. THE DEVELOPMENT OF SOCIOLOGICAL THINKING

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

IV. THE ORIGINS OF SOCIOLOGY AS WE KNOW IT

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

Learning Objective 4: Identify reasons why many early social thinkers were concerned with social change.

- B. Differing Views on the Status Quo: Stability or Change?
 - 1. Karl Marx believed that conflict, especially class conflict, is inevitable.
 - a. Class conflict reflects the struggle between members of the capitalist class, or bourgeoisie, and the working class, or proletariat.
 - b. Exploitation of workers by capitalists produces workers' alienation—a feeling of powerlessness and estrangement from other people and from oneself.
 - 2. Max Weber noted that economic interests are important in affecting human actions, as well as other factors such as prestige.
 - 3. Georg Simmel noted that society could be seen as a web of patterned interactions that make up the “geometry of social life.”
- C. The Origins of Sociology in the United States
 - 1. The first U.S. department of sociology was at the University of Chicago. Robert Park and George Herbert Mead were influential early American sociologists. Mead founded the symbolic interaction perspective.
 - 2. Jane Addams wrote *Hull-House Maps and Papers*, which influenced other Chicago sociologists for the next forty years.
 - 3. W. E. B. Du Bois founded the second U.S. department of sociology at Atlanta University and wrote *The Philadelphia Negro: A Social Study*, which examined Philadelphia's African American community.

Learning Objective 5: Compare and contrast functionalist, conflict, symbolic interactionist, and postmodern perspectives on social life in the twentieth and twenty-first centuries.

- V. THEORETICAL PERSPECTIVES IN THE TWENTIETH AND TWENTY-FIRST CENTURIES
 - A. A **theory** is a set of logically interrelated statements that attempts to describe, explain, and (occasionally) predict social events.
 - B. Theories provide a framework or **perspective**—an overall approach, model, or viewpoint toward some subject—for examining various aspects of social life.
 - 1. **Functionalist perspectives** are based on the assumption that society is a stable, orderly system characterized by societal consensus.
 - a. Societies develop social structures, or institutions, that persist because they play a major part in helping society survive. These institutions include the family, education, government, religion, and the economy.

- b. Talcott Parsons stressed that all societies must provide for meeting social needs in order to survive. For example, a division of labor (distinct, specialized functions) between spouses is essential for family stability and social order.
 - c. Robert K. Merton distinguished between intended and unintended functions of social institutions.
 - i. **Manifest functions** are intended and/or easily recognized by the participants in a social unit.
 - ii. **Latent functions** are unintended functions and/or hidden and remain unacknowledged by participants.
 - iii. **Dysfunctions** are the undesirable consequences of any element of society.
2. According to **conflict perspectives**, groups in society are involved in a continuous power struggle for control of scarce resources.
- a. Along with Karl Marx, Max Weber believed that economic conditions are important in producing inequality and conflict in society; however, Weber also suggested that power and prestige are other sources of inequality.
 - b. C. Wright Mills believed that the most important decisions in the United States are made largely behind the scenes by the power elite, a small group composed of the top corporate, political, and military officials.
 - c. Feminist perspectives focus on patriarchy—a system in which men dominate women and masculine views are more highly valued than those that are considered feminine.
3. Functionalist and conflict perspectives focus primarily on **macrolevel analysis**—an examination of whole societies, large-scale social structures, and social systems. On the other hand, symbolic interactionist approaches are based on a **microlevel analysis**—an examination of everyday interactions in small groups rather than large-scale social structures.
4. **Symbolic interactionist perspectives** are based on the assumption that society is the sum of the meaning of the interactions of individuals and groups.
- a. George Herbert Mead emphasized that a key feature distinguishing humans from other animals is the ability to communicate in *symbols*—anything that meaningfully represents something else.
 - b. Some symbolic interactionists focus on people’s behavior whereas others focus on each person’s interpretation or definition of a given situation.

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

Learning Objective 6: Explain why sociological research is necessary and how it challenges our commonsense beliefs about pressing social issues such as suicide.

VI. THE SOCIOLOGICAL RESEARCH PROCESS

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

Learning Objective 7: Distinguish between quantitative and qualitative research, and identify the steps in each method.

1. Research may be either quantitative or qualitative.
 - a. **Quantitative research** is based on the goal of scientific objectivity and focuses on data that can be measured in numbers.
 - b. **Qualitative research** uses interpretive description (words) rather than statistics to analyze underlying meanings and patterns of social relationships.
2. The conventional research model includes the following:
 - a. Selecting and defining the research problem;
 - b. Reviewing previous research;
 - c. Formulating the hypothesis (if applicable);
 - d. Developing the research design;
 - e. Collecting and analyzing the data; and
 - f. Drawing conclusions and reporting the findings.
3. **Validity** is the extent to which a study or research instrument accurately measures what it is supposed to measure; and **reliability** is the extent to which a study or research instrument yields consistent results.
4. Qualitative research differs from quantitative research in the following ways:
 - a. Researchers may not always do an extensive literature search before beginning their investigation.
 - b. Researchers may plan to formulate a problem instead of creating a hypothesis.

- c. This type of research can employ a collaborative approach, in which the “subjects” are active participants in the design process, not just passive objects to be studied.
- d. Researchers often gather data in natural settings, such as where the person lives or works, rather than in a laboratory or other research setting.

Learning Objective 8: Describe survey research and briefly discuss three types of surveys.

VII. RESEARCH METHODS

- A. **Surveys** are polls in which researchers gather facts or attempt to determine the relationship between facts.
 - 1. A **questionnaire** is a printed research instrument containing a series of items for the subjects’ responses.
 - 2. An **interview** is a data-collection encounter in which an interviewer asks the respondent questions and records the answers.

Learning Objective 9: Compare and contrast research methods used in surveys, secondary analysis of existing data, field research, and experiments.

- B. In **secondary analysis** of existing data, researchers use existing material and analyze data originally collected by others.
 - 1. Existing data sources include public records, official reports of organizations or government agencies, surveys taken by other researchers, books, magazines, newspapers, radio, television, and personal documents.
 - 2. Existing data research also includes **content analysis**—the systematic examination of cultural artifacts or various forms of communication to extract thematic data and draw conclusions about social life.
- C. **Field research** is the study of social life in its natural setting: observing and interviewing people where they live, work, and play.
 - 1. In **participant observation**, researchers collect systematic observations while being part of the activities of the groups they are studying.
 - 2. **Ethnography** is a detailed study of the life and activities of a group of people by researchers, who may live with that group over a period of years.
- D. **Experiments** are carefully designed situations in which the researcher studies the impact of certain variables on subjects’ attitudes or behavior. This typically requires that subjects be divided into two groups.

1. The experimental group contains the subjects who are exposed to an independent variable (the experimental condition) to study its effect on them.
2. The control group contains the subjects who are not exposed to the independent variable.
3. The experimental and control groups then are compared to see if they differ in relation to the dependent variable.
4. The hypothesis about the relationship of the two variables is confirmed or rejected.
5. A **correlation** exists when two variables are associated more frequently than could be expected by chance.

Learning Objective 10: Discuss ethical issues in research and identify professional codes that protect research participants.

VIII. ETHICAL ISSUES IN SOCIOLOGICAL RESEARCH

- A. The American Sociological Association (ASA) sets forth certain basic standards that sociologists must follow in conducting research.
 1. Researchers must endeavor to maintain objectivity and integrity by disclosing their research findings.
 2. Researchers must safeguard the participants' right to privacy and dignity while protecting them from harm.
 3. Researchers must protect confidential information provided by participants.
 4. Researchers must acknowledge research collaboration and assistance they receive from others and disclose all sources of financial support.

QUESTIONS FOR DISCUSSION

1. How could David Molak's death be understood as both a private trouble and a public issue?
2. How do the perspectives of people from different cultures differ on social issues such as suicide? How does the psychological perspective view suicide? What is unique about the sociologist's perspective?
3. Think of the last time you heard information from the media that later proved to be untrue. What was this information about? What are some strategies that we can use to more carefully assess the information we receive from the media?
4. What is the sociological imagination? What are examples of some private troubles that might be better understood as public issues?

5. Why is suicide often viewed as a personal trouble rather than a public issue? What are some examples of American values that tend to influence our notion that unemployment should be seen as a personal trouble?
6. What kinds of individual problems do you share with others who are similarly situated in regard to race, ethnicity, gender, class, or age? What kinds of collective actions might produce solutions for these problems?
7. Why do developed nations have a different rate of suicide at different ages in the life course?
8. Why did rapid industrialization and urbanization lead to the development of sociological thinking? Who were some of the earliest social thinkers?
9. What role did Auguste Comte play in the development of sociology? Why did Harriet Martineau receive little recognition in the field of sociology for many years?
10. What did Emile Durkheim mean by social facts? What are some examples of social facts that affect your life?
11. What is class conflict? Describe aspects of class conflict that exist in the United States today.
12. What was Karl Marx's view on gender and class divisions in society? Are his ideas still applicable to contemporary societies?
13. How did Marx's beliefs about social life differ from those of Max Weber? What similarities exist between the ideas of these two thinkers?
14. What did W. E. B. DuBois mean by double-consciousness? Does this conflict still exist today?
15. What are the basic assumptions of functionalist perspectives? Of conflict perspectives?
16. What are the manifest functions of colleges and universities? What latent functions do they also perform?
17. How can the various conflict perspectives be applied to explaining suicide? How might these perspectives interact to explain suicide? Do you find one perspective especially persuasive?
18. What are some of the most significant socially imposed definitions of race/ethnicity, gender, class, and age? Why is it important to keep these kinds of definitions in mind when we are examining the individual and small-group context of behavior?
19. What is a symbol? What are some examples of symbols at this college (or university)? How does knowledge about these symbols influence interaction?
20. What main features of the postmodernist approach set it apart from the other sociological perspectives?
21. Compare and contrast the research methods that sociologists use to analyze society. What kinds of research topics are most appropriate to which method?
22. What is a current social problem that you, your family, and/or your friends are facing? How would you use social research methods to frame a study that investigates this problem?

ACTIVE LEARNING: STUDENT ACTIVITIES

1. Ask some of the students in your class if they are willing to share their Facebook pages with the class. Talk with your class about the ways that each student's Facebook page demonstrates his or her social capital and connections. Use this as a way to demonstrate the **sociological imagination, symbolic interactionism, qualitative research methods, ethnography, and postmodernism.**
2. Use YouTube to play some film clips in class to demonstrate ideas from social theory:
 - *Meerkat Manor*—Structural Functionalism
 - *Slumdog Millionaire*—Conflict Theory
 - *Napoleon Dynamite*—Symbolic Interactionism
 - *The Matrix*—Postmodern Theories
3. Use an *anticipatory set* when you begin each class meeting. Anticipatory sets are brief activities that help to focus students' attention, tap into prior knowledge, and get students ready to learn from all that you have planned for the class meeting.
 - For this introduction to sociology, as class starts, ask your class to write down answers to some introductory questions:
 - *What is sociology?*
 - *What do you think you're going to learn in this class?*
 - *What other classes have you had that you think would be like this one?*

Once students have spent a few minutes thinking about these questions, they will be more ready to learn during the rest of the class session.
 - After you have completed this chapter, at the next class meeting start with the same activity using the same questions. Students should have more extensive responses AFTER your session on Chapter 1.
4. Instead of presenting a straightforward lecture, which often turns your students into passive recipients of information, actively involve students in the process of transforming information into knowledge. Use the chapter review questions included in the textbook and in this manual as a tool to help students learn.
 - Divide your class into working groups, assign each group one of the chapter review questions, and have them collectively put together an answer.
 - You can then break down your lecture into responses and clarifications to students' answers.
 - You then become students' guide to learning on their own and not the only source of knowledge.
5. *What do sociologists actually do?* This is often a central question that students have when taking an introduction course. Can you answer that question? Go to the American Sociological Association website (asanet.org) and construct a resource handout that answers this question. Information in the following categories is available:

- Jobs and Careers for Undergraduates
 - Careers for Master's Degree Recipients
6. *Sociology as science*: Explain the difference between commonsense knowledge and what we know to be true because of scientific research. The text uses the example of suicide throughout Chapter 1. Bring in copies of the “How Much Do You Know about Suicide?” quiz from the chapter. Instead of having students take the quiz individually, have them do so in small groups. To prevent students from working as individuals, give each group a single quiz. This method gets students talking with each other about the subject matter and talking through ideas. Students may be hesitant at first to enter into a discussion with you.
 7. *The sociological imagination*: Surf news sources on the Internet in class and use some of these as a jumping-off point for your presentation of C. Wright Mills's ideas about the **sociological imagination**.
 - Find stories that seem to relate news about personal problems such as family crime, employment, and education.
 - You may have to help your students work backward to determine how these stories reflect personal troubles. What are the social issues involved?
 - Challenge your class to engage in big-picture thinking.
 8. *Theoretical thinking*: Introduce theoretical thinking by asking your students to come up with some of their own theories about “why things are the way they are.” You will need to help them refine their thinking; this is a great way to introduce some of the key ideas of the thinkers in this chapter. Keep asking “why?” to students' theoretical explanations. This will help push students into more general and abstract thinking. Provide an example to get everyone started:
 - *Why is health care such a social problem?*
 - *Why do families come apart?*
 - *Why are some people better prepared for the future?*
 9. *Social facts*: Help students understand the nature and power of social facts. Brainstorm with students and come up with a list of social facts. Next, address these questions:
 - *What did individuals do to create this social fact?*
 - *How does this fact affect the way that people behave and think?*
 - *How does this fact affect the way I behave and think?*
 - *What causes social facts to change?*
 10. *Bring to class copies of research articles from sociology journals*. Ask students to find the components of the research process as reflected in these articles. You might have a brief research article that you can project onto a screen in class. Have students work in small groups using their textbooks to identify the research process reflected in the article.
 11. *Introduce students to research tools*. Take a field trip to the library. Meet with one of your reference librarians to learn about where to find social science information. If you have the

appropriate equipment and in-class access to the Internet, walk students through the process of using online search devices.

12. Use one of the *questions for critical thinking* at the end of the chapter to get class started.
 - Write the question on the board and ask students to work individually or in groups to come up with ideas.
 - To get things started you might want to simply write a concept or term on the board such as *sociological imagination*, *assisted suicide*, or *Karl Marx*.
 - Have students come up to the board all at once and write a very brief comment or question.
 - This process helps foster class involvement, can be used mid-meeting to wake up students about halfway through a two-hour meeting, and lets everyone hear from class members who are often silent in class.

13. During the first week of class, have students create an “All About Me” project. This assignment helps students acknowledge and appreciate the social connections we all share, which we often take for granted.
 - Provide a list of questions that help your students think about the ways that they are integrated into the social world. It always helps students when you provide an example of what you expect.
 - Questions can be related to families, friends, jobs, roommates, etc.
 - Some questions can help to emphasize race, ethnicity, class, and gender.
 - This assignment can be done on a sheet of paper or in a more creative way. I’ve had students write their projects on CD cases, food cans, origami, puzzles, and little booklets.
 - These assignments help students to think outside the box.

INTERNET ACTIVITIES

- Refer to one or two of these websites during class and integrate the information into your presentation.
- Students are always looking for “extra credit.” Why not ask students to write a review of one of these websites? Provide specifications so that your students know what you expect.
- Be sure to teach your students the proper ways to cite information from the Internet; use the most recent APA Publication Guidelines (www.apastyle.org/elecref.html).

The Internet can be a basic repository of information about the social world. Not all of the information on the Internet is useful. There is a lot of junk out there. When having your students tour the Internet, you can present them with one of the following options:

- Have students copy information and/or pages and bring to class.

- Provide students with questions or specific parameters, then send them out to collect more precise information.

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

- A Sociological Tour through Cyberspace
www.trinity.edu/mkearl/index.html
- The National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education
www7.nationalacademies.org/dbasse/
- Famous Sociologists
www.sociosite.net/topics/sociologists.php
 - a) Why did rapid industrialization and urbanization lead to the development of sociological thinking? Who were some of the earliest social thinkers?
 - b) What are some of the pros and cons for taking either a macrolevel or microlevel analysis of society? What are the most significant contributions of the symbolic interactionist perspectives?
 - c) What was Karl Marx's view on gender and class divisions in society? Are his ideas still applicable to contemporary societies?
 - d) What are the basic assumptions of functionalist perspectives? Of conflict perspectives?
 - e) Compare and contrast the research methods that sociologists use to analyze society. What kinds of research topics are most appropriate to which method?

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

<http://www1.eur.nl/fsw/happiness/>

To learn more about active learning, access the **Navigating the Bumpy Road to Student-Centered Instruction** website, which contains a number of informative and useful links. The information provided on that website will help you use more of the resources in this Instructor's Resource Manual effectively and will deepen your students' understanding of sociology.

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

The website **OER Sociology by Dallas County Community College District** offers a number of free podcasts that students can download from iTunes to increase their understanding of topics covered in class. Have students choose a podcast that sounds interesting and summarize the podcast in a paragraph that they will post on the blackboard to share with the class.

<https://itunes.apple.com/us/itunes-u/oer-sociology/id549908231?mt=10>

VIDEO SUGGESTIONS

The Bridge (94 minutes)

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

Gosford Park (138 minutes)

This is a great film that demonstrates the stark class distinctions that persist in other parts of the world. The film will help students understand the kind of world that Marx was addressing as he developed his grand theory. There are a number of excellent clips you can discuss with students; or you can assign the film for extra credit. Watch it yourself before your presentation about social theories. You can find this film on Netflix.

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

Showing clips from this video, which is based on the bestselling book by the biologist Jared Diamond, can help you explain social evolution (Spencer) and the impact of industrialization and urbanization on the development of world civilizations. Your university library may have this DVD in its collection, or you can find it on Netflix.

Baraka (93 minutes)

This is an incredible and stunning visual tour de force of cultures from around the world. It's a great way to introduce students to the concept of "big picture thinking." Show the whole film for a huge impact, or show bits and pieces (you can present additional clips during your study of culture, in Chapter 2). This film is widely available for purchase or rental. After you view the film, you will want to buy a copy for yourself.

Les Misérables (159 minutes)

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

A Death of One's Own (87 minutes; Films for the Humanities and Sciences)

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

The Suicide Plan (83 minutes; Frontline)

This Frontline film explores the underground world of assisted suicide from the point of view of not only those choosing to die but also those people and organizations that assist them. See <http://www.pbs.org/wgbh/frontline/film/suicide-plan/>.

Karl Marx and Marxism (52 minutes; Films for the Humanities and Sciences)

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

ADDITIONAL RESOURCES FOR INSTRUCTORS

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.
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- Berger, P. (1963). *Invitation to sociology*. Garden City, NY: Doubleday.
- Bloom, B. S. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay.
- Bryant-Serrano, M. I. (1995). *Teaching sociology in the community college*. Washington, DC: American Sociological Association. McKinney, Kathleen, and James Sikora (eds.) 1990.
- Charon, J. (2004). *Ten questions: A sociological perspective*, 5th ed. Belmont CA: Wadsworth.
- Diamond, J. (1997). *Guns, germs, and steel: The fates of human societies*. New York: W.W. Norton & Co.
- Du Bois, W. E. B. (1903). *The souls of black folk: Essays and sketches*. Chicago: A.C. McClurg & Co.
- Durkheim, E. (1897). *Suicide*. 1951 edition. Trans. and ed. by John A. Spaulding and George Simpson. New York: Free Press.
- George, P. G. (1994). *The effectiveness of cooperative learning strategies in multicultural university classrooms*. *Journal of Excellence in College Teaching*, 51, 21–30.
- Himmelfarb, G. (2004). *The roads to modernity: The British, French, and American enlightenments*. New York: Alfred A. Knopf.
- Marx, K., & Engels, F. (1848). *The communist manifesto*. 1955 edition. New York: Appleton-Century-Crofts.
- McGee, R. (ed.). (1991). *Teaching the mass class* (2nd ed.). Washington, DC: American Sociological Association.

- Meyers, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey Bass.
- Mills, C. W. (1956). *The power elite*. New York: Oxford University Press.
- Mills, C. W. (1959). *The sociological imagination*. New York: Oxford University Press.
- Sikora, J., & Mbugua, N. (2004). *Introductory sociology resource manual* (6th ed.). Washington, D.C.: American Sociological Association.
- Solomon, R., & Solomon, J. (1993). *Up the university: Re-creating higher education in America*. Reading, MA: Addison Wesley.
- Teaching Sociology*, a quarterly publication of the American Sociological Association, 1722 N. Street, N.W., Washington, DC 20036, phone (202) 833-3410.
- Turner, J., Beeghly, L., & Powers, C. H. (1995). *The emergence of sociological theory* (3rd ed.). Belmont, CA: Wadsworth.
- Weber, M. (1978). *Economy and Society: An outline of interpretive sociology*. Oakland, CA: University of California Press.