MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

_____Subject_Sociology_____
Course Title

_____Grade Level_____
Grade Levels   2016

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame
Sociological Perspective and the research process	•Sociology is the systematic study of human social interaction. Sociology enables us to see how the groups to which we belong and the society in which we live largely form behavior. •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. •The sociological imagination helps us see the relationship between individual experiences and the larger society. It allows us to understand how seemingly personal troubles may be related to the larger social context of public issues. •Sociological thinking emerged in the context of major social changes produced by industrialization and urbanization in the mid to the late eighteenth century Europe. Early social thinkers - including Auguste Comte, Harriet Martineau, Herbert Spencer, and Emile Durkheim - emphasized the idea of social order, social functions and stability; others - including Karl Marx, Max Weber, and Georg Simmel - emphasized conflict and social change. •The development of sociology in the United States dates back to late 1890's and early twentieth century. Early American social thinkers include Robert Park, George Herbert Mead, Jane Adams, and W.E.B. Du Bois. •Sociologists use theoretical perspectives to explain social life. Theory is a set of logically interrelated statements that attempts to describe, explain, and (occasionally) predict social events. •Three theoretical perspectives which have influenced sociology until recently are: (1) functionalist perspectives which assume that society is a stable, orderly system; (2) conflict perspectives which assume that society is a continuous power struggle among competing groups, often based on class, race, ethnicity, or gender; and (3) symbolic interactionist perspectives which focus on how people make sense of their everyday social interactions. •A fourth perspective, postmodernism, which emerged in the late twentieth century questions grand narratives that	-Describe the historical context in which sociological thinking developed. - Identify key differences in functionalist, conflict, symbolic interactionist, and postmodern perspectives on life. - Explain the steps in the conventional research model and define the key concepts in this process. - Discuss ethical issues in research and identify codes that protect research participants. - Explain what sociology can contribute to our understanding of social life. - Compare methods used in survey research, secondary analysis, field research, and experiments. - Distinguish between theoretical approaches that focus on societal stability as opposed to social change. - Discuss how industrialization and urbanization influenced theorists such as Weber and Simmel.	Presentation and projects on the three major perspectives in sociology. Multiple article reviews In class discussion Chapter assessment	3 weeks

	characterize modern thinking in societies that are postindustrial, consumer oriented and engage in global communication. •Sociologists engage in research to systematically collect information for the purposes of testing existing theory or generating new ones. •Many sociologists are involved with quantitative research, which focuses on data that can be measured numerically. Others engage in qualitative research to analyze underlying meanings of social relationships based on interpretive description rather than statistics. •Research methods - systematic techniques for conducting research - include surveys, analyses of existing data, field studies and experiments. Analysis of human behavior and action raises important ethical issues for sociologists. •The American Sociological Association (ASA) has set forth certain basic standards that sociologists much follow in conducting research. These standards address concerns such as; objectivity and integrity, participants right to privacy, protection and confidentiality, and full disclosure of research assistance.			
Culture	•Culture is the knowledge, language, values, customs, as well as material objects that are passed from person to person and from one generation to the next. At the macrolevel, culture can be a stabilizing force or a source of discord, conflict, and even violence. At the microlevel, culture is essential for individual survival. •Sociologists distinguish between material culture - the physical creations of people in society - and nonmaterial culture - the abstract or intangible human ideal creations of society (such as symbols, language, values, and norms). •According to the Sapir Whorf hypothesis, language shapes our understanding of reality. For example, language may create and reinforce inaccurate perceptions based on gender, race, ethnicity, or other human attributes.	- Define culture and explain why it is important in helping people in their daily life. - Compare and contrast functionalist, conflict, symbolic interactionist, and postmodernist perspectives on society and culture. - Explain what is meant by the term cultural universal and provide three recent examples. - Analyze material and nonmaterial cultures, and give examples of each. - Identify ways in which norms have changed in recent years, such as in communicating with texting and social networking. - Discuss how symbols and language reflect cultural values. - Distinguish ways in which technological changes affect culture in a single nation and throughout the world. - Define these terms in your own words and provide one example of each: culture shock, ethnocentrism, and cultural relativism.	Culture Project Counter culture vs subculture project Multiple article reviews In class discussion Chapter assessment Norms and sanctions assignment	3 weeks

Socialization	•Socialization is the lifelong process through which individuals acquire a self identity and the physical, mental, and social skills needed for survival in society. Socialization is essential for the individual's survival and for human development; it also is essential for the survival and stability of society. •People are the product of two forces: heredity and social environment. Most sociologists agree that while biology dictates our physical makeup, the social environment largely determines how we develop and act. •Humans need social contact to develop properly. Cases of isolated children have shown that individuals who are isolated during their formative years fail to develop their full emotional and intellectual capacities and that social contact is essential in developing a self, or self concept. •The basic assumption in Freud's psychoanalytic approach is that human behavior and personality originate from unconscious forces within individuals. •Piaget believed that in each stage of human development, children's activities are governed by their perception of the world around them. •Using Piaget's theories, Kohlberg classified the development of moral reasoning in children. •Gilligan, a critic of Kohlberg, has pointed out the differences in the moral development of males and females due to gender socialization. •Cooley developed the idea of the looking glass self to explain how people see themselves through the perceptions of others. •Mead linked the idea of self concept to role taking and to learning the rules of social interaction. When children do not have a positive environment in which to develop a positive self concept, it becomes difficult to form a healthy social self.	- Describe how schools socialize children in both formal and informal ways. - Contrast functionalist and conflict theorists' perspectives on the roles that families play in the socialization process. - Compare Charles Horton Cooley's "looking-glass self" with George Herbert Mead's insights on "role-taking" and the "generalized other." - Identify ways in which gender socialization and racial/ethnic socialization occur in your school and community. - Discuss the stages in the life course and demonstrate why the process of socialization is important in each stage. - Distinguish between voluntary and involuntary resocialization, and give examples of each. - Debate the extent to which people would become human beings without adequate socialization. - State the role that peer groups and media play in socialization now and predict the part that these agents will play in the future.	Nature vs Nurture research project Socialization articles Savage people assignment Multiple article reviews In class discussion Chapter assessment	3 weeks
Social Structure and Interaction in everyday life	•Social structure and interaction are critical components of everyday life. At the microlevel, social interaction—the process by which people act toward or respond to other people—is the foundation of meaningful relationships in society. At the macrolevel, social structure is the stable pattern of social relationships that exist within a particular group or society. •This structure includes social institutions, groups, statuses, roles, and norms. •Changes in social structure may dramatically affect individuals and groups, as demonstrated by Durkheim's concepts of mechanical and organic solidarity and Tönnies' Gemeinschaft and Gesellschaft. •Industrial societies are based on technology that mechanizes	- Distinguish between ascribed, achieved, and master statuses, and give examples of each. - Explain how social change occurs in preindustrial, industrial and postindustrial societies. - Explain why social structure is important in our interaction with others. - Describe situations in which role conflict or role strain might lead to role exit. - Discuss the symbolic interactionist view on the social construction of reality and the self-fulfilling prophecy.	Ascribed vs achieved status worksheet McDonaldization assignment Multiple article reviews In class discussion Chapter assessment	2 weeks

	production. •The nature of social life changes as people come to know each other as statuses rather than as individuals. •A postindustrial society is one in which technology supports a service and information based economy. •Sociologists examine the ways that social relations change as the nature of the economy is transformed. •Social interaction within a society is guided by certain shared meanings of how we behave. •Race, ethnicity, gender, and social class often influence perceptions of meaning, however. •The social construction of reality refers to the process by which our perception of reality is shaped by the subjective meaning we give to an experience. •Ethnomethodology is the study of the commonsense knowledge that people use to understand the situations in which they find themselves. •Dramaturgical analysis is the study of social interaction that compares everyday life to a theatrical presentation. •Presentation of self refers to efforts to present our own self to others in ways that are most favorable to our own interests or image. •Feeling rules shape the appropriate emotions for a given role or specific situation. •Social interaction also is marked by nonverbal communication, which is the transfer of information between people without the use of speech. •As we enter the twenty first century, macrolevel and microlevel analyses are essential in the determination of how our social structures should be shaped so that they can respond to pressing needs.	- Compare functionalist and conflict views on social institutions. - Compare ethnomethodology and dramaturgical analysis as two research methods for observing how people deal with everyday life. - State three reasons why the sociology of emotions and the study of nonverbal communication add to our understanding of human behavior.		
Groups and Organizations	•Groups are a key element of our social structure and much of our social interaction takes place within them. •A social group is a collection of two or more people who interact frequently, share a sense of belonging, and have a feeling of interdependence. •Social groups may be either primary groups - small, personal groups in which members engage in emotion based interactions over an extended period - or secondary groups - larger, more specialized groups in which members have less personal and more formal, goal oriented relationships. •All groups set boundaries to indicate who does and who does not belong: an ingroup is a group to which we belong and with which we identify; an outgroup is a group we do not belong to or perhaps feel hostile toward. •The size of a group is one of its most important features. The	- Distinguish between ingroups, outgroups, and reference groups, and give an example of each. - Identify alternative forms of organization that exist today in nations such as Japan. - Discuss how group size shapes their members' communication, leadership styles and pressures to conform. - Applying the concept of groupthink, describe how people often respond differently in a group context than they might if they were alone. - Explain what constitutes a social group as opposed to an aggregate or a	Infographics 3 day Amish mini unit Groupthink paper Multiple article reviews In class discussion Chapter assessment	2 weeks

	smallest groups are dyads - groups composed of two members - and triads - groups of three. •In order to maintain ties with a group, many members are willing to conform to norms established and reinforced by group members. •Three types of formal organizations—highly structured secondary groups formed to achieve specific goals in an efficient manner— are normative, coercive, and utilitarian organizations. •A bureaucracy is a formal organization characterized by hierarchical authority, division of labor, explicit procedures, and impersonality in personnel concerns. The iron law of oligarchy refers to the tendency of organizations to become a bureaucracy ruled by the few. •A recent movement to humanize bureaucracy has focused on developing human resources. The Japanese model of organization has been widely praised for its innovative structure. •As we approach the twenty first century, all of us benefit from organizations that operate humanely and that include opportunities for all, regardless of race, gender, or class.	category. - Define the iron law of oligarchy and apply the concept to a brief analysis of the U.S. government. - Debate the strengths and weaknesses of bureaucracies in contemporary nations such as the United States. - Identify the three categories of formal organizations and state how they differ in membership.		
Deviance and Crime	•All societies have norms to reinforce and help teach acceptable behavior. They also have various mechanisms of social control—systematic practices developed by social groups to encourage conformity and to discourage deviance—any behavior, belief or condition that violates cultural norms. •Deviance is relative. An act becomes deviant when it is socially defined as such. •Crime is a form of deviant behavior that violates criminal law and is punishable by fines, jail terms, and other sanctions. •Social Control refers to the systematic practices that social groups develop in order to encourage conformity to norms, rules, and laws and to discourage deviance. •Durkheim believed that deviance is rooted in societal factors such as rapid social change and lack of social integration among people. •Functionalists suggest that deviance is inevitable in all societies and serves several functions: it clarifies rules, unites groups, and promotes social change. •Functionalists use strain theory and opportunity theory to argue that when people are socialized with the core value of material success without the corresponding legitimate means to achieve that goal produces much of the crime committed by people from lower income backgrounds, especially when a person's ties to society are weakened or broken. •Conflict theorists suggest that people with economic and	- Explain these symbolic interactionist perspectives on deviance: differential association theory, social bond theory, and labeling theory. - Define the following types of crime: public order crime, occupational crime, corporate crime, organized crime, and political crime. - Identify the components of the criminal justice system and list the goals of punishment. - Identify and compare the key functionalist perspectives on deviance. - State the key ideas of conflict explanations of deviance and crime that focus on power relations, capitalism, feminism, and the intersection of race, class, and gender. - Distinguish between violent crime and property crime. - Explain why it is difficult to know how many crimes are actually committed by using official statistics and what we do know about who does commit crime in the United States.	Mutliple articles on Prison and crime as well as a breakdown essay for each article Labeling theory assignments Multiple article reviews In class discussion Chapter assessment	3 weeks

	political power define as criminal any behavior that threatens their own interests and are able to use the law to protect their own interests. •Symbolic Interactionists use differential association theory, differential reinforcement theory and labeling theory to explain how a person's behavior is influenced and reinforced by others. •People with economic and political power define as criminal any behavior that threatens their own interests. •Various feminist and other approaches focus on the intertwining of gender, class, race/ethnicity, and deviance.	- Define deviance and explain when deviant behavior is considered a crime.		
Class and Stratification in the United States	•Social stratification is the hierarchical arrangement of large social groups based on their control over basic resources. A key characteristic of systems of stratification is the extent to which the structure is flexible. •Slavery is an extreme type of stratification in which people are owned by others. •In a caste system people's status is determined at birth based on their parents' position in society. •The class system, which exists in the United States, is a type of stratification based on ownership of resources and on the type of work people do. •Stratification is the unequal distribution of wealth, power, and prestige on a global basis, which results in vastly different lifestyles. •Classical perspectives on social class focus on the ideas of Karl Marx and Max Weber who both acknowledged social class as a key determinant of social inequality and social change. •Weber developed a multidimensional concept that focuses on the interplay of wealth, prestige, and power. •The Weberian model of social class divides U.S. society into economic classes. These groups are the: upper class, upper middle class, middle class, working class, working poor and the underclass. •According to Marx, capitalistic societies are comprised of two classes—the capitalists (bourgeoisie), who own the means of production, and the workers (proletariat), who sell their labor to the owners. •Recently, social analysts have pointed out that the old maxim "the rich get richer" continues to be valid in the United States. •Income is the economic gain derived from wages, salaries, income transfers (governmental aid), and ownership of property. Wealth is the value of all of a person's or family's economic assets, including income, personal property, and income-producing property.	- Define social stratification and distinguish among three major systems of stratification. - List and note the key characteristics of U.S. social classes. - Explain Karl Marx's view on social class and stratification. - Discuss Max Weber's multidimensional approach to social stratification. - Distinguish between income inequality and wealth inequality. - Identify characteristics of the U.S. poor based on age, gender, and race/ethnicity. - Describe three important consequences of inequality in the United States. - Compare and contrast functionalist, conflict, and symbolic interactionist perspectives on social inequality.	Social mobility myth Article on benefits received from the government Multiple article reviews In class discussion Chapter assessment	3 weeks

	•The idea of the American Dream is linked to both wealth and income, and this dream is therefore threatened in periods of economic problems and political unrest, particularly for those persons who must rely on income alone for their family's economic survival. •Money – in the form of both income and wealth – is very unevenly distributed in the United States. Among the prosperous nations, the U.S. is number one in inequality of income distribution. In the last two decades of the twentieth century, the gulf between the rich and the poor widened in the U.S.			
Race and Ethnicity	•Issues of race and ethnicity permeate all levels of interaction in the United States. •A race is a category of people who have been singled out as inferior or superior, often on the basis of physical characteristics such as skin color, hair texture, and eye shape. •By contrast, an ethnic group is a collection of people distinguished, by others or by themselves, primarily on the basis of cultural or nationality characteristics. •Race and ethnicity are ingrained in our consciousness and often form the basis of hierarchical ranking and determine who gets what resources. •Historically, stratification based on race and ethnicity has pervaded all aspects of political, economic, and social life. •Racial purity is a fiction. The 2000 Census made it possible - for the first time – for individuals to classify themselves as being of more than one race. •Arbitrary classifications can lead to the emergence of a "consciousness of kind." How people are classified remains important because such classifications affect their access to employment, housing, social services, federal aid, and many other "publicly or privately valued goods." •A majority (or dominant) group is one that is advantaged and has superior resources and rights in a society while a minority (or subordinate) group is one whose members, because of physical or cultural characteristics, are disadvantaged and subjected to unequal treatment by the dominant group and who regard themselves as objects of collective discrimination. •Prejudice is a negative attitude based on faulty generalizations about the members of selected racial and ethnic groups. •Stereotypes are overgeneralizations about the appearance, behavior, or other characteristics of members of particular categories. •Racism is a set of attitudes, beliefs, and practices that is used to justify the superior treatment of one racial or ethnic group	- Define: prejudice, stereotypes, racism, scapegoat, and discrimination. - Distinguish between the terms race and ethnicity. - Compare the major sociological perspectives on race and ethnic relations. - Explain how racial and ethnic classifications continue to change in the United States. - Identify five major categories of Asian Americans and describe their historical and contemporary experiences. - Discuss the unique historical experiences of WASPs and Native American experience in this country. - Describe how slavery, segregation, lynching and persistent discrimination have uniquely affected the African American experience in this country. - Explain how the experiences of Latino/as (Hispanics) compare to those of Middle Eastern Americans in the United States.	Walk on by article and reflection Social construction of race theory work Race vs ethnicity Multiple article reviews In class discussion Chapter assessment	3 weeks

	and the inferior treatment of another racial or ethnic group. •Theories of prejudice focus on how individuals transfer internal psychological problems, social learning and personality types. •Discrimination—actions or practices of dominant group members that have a harmful impact on members of a subordinate group—may be either individual or institutional discrimination—involving day to day practices of organizations and institutions that have a harmful impact on members of subordinate groups. •According to the symbolic interactionist contact hypothesis, increased contact between people from divergent groups should lead to favorable attitudes and behavior when a specific set of criteria are met. •Two functionalist perspectives—assimilation and ethnic pluralism— focus on how members of subordinate groups become a part of the mainstream. •Conflict theories analyze economic stratification and access to power in race and ethnic relations: caste and class perspectives, internal colonialism, split labor market theory, gendered racism, and racial formation theory.			
Sex and Gender	•Sex refers to the biological and anatomical differences between females and males. •Primary sex characteristics are the genitalia used in the reproductive process and secondary sex characteristics are the physical traits that identify an individual's sex. •Sex is not always clear cut. An intersexed person– an individual who is born with a reproductive or sexual anatomy that does not correspond to typical definitions of male of female; in other words, the person's sexual differentiation is ambiguous. •Intersexed persons were formerly referred to as hermaphrodites. •A transgendered person is an individual whose gender identity does not match the person's assigned sex. •A cross dresser is a male who lives as a woman or a female who lives as a man but does not alter the genitalia. Transsexuality may occur in conjunction with homosexuality, but this is frequently not the case. •Sexual orientation refers to an individual's preference for emotional – sexual relationships with members of the opposite sex (heterosexuality), the same sex (homosexuality), or both (bisexuality). •In referring to homosexuality, many prefer to use the acronym GLBT – gay, lesbian, bisexual and transgender. •There are numerous types of discrimination in the United	- Distinguish between sex and gender - Define these key terms: gender role, gender identity, body consciousness, and sexism - Describe four feminist perspectives on gender inequality. - Discuss discrimination based on sexual orientation. - Identify the primary agents of gender socialization and note their role in socializing people throughout life. - Describe how the division of labor between women and men differs in various kinds of societies. - Compare functionalist and conflict perspectives on gender inequality. - Discuss the ways in which the contemporary workplace reflects gender stratification.	Gender wage gap Gender in the media Gender marketing Multiple article reviews In class discussion Chapter assessment	3 weeks

States based on sexual orientation. Homophobia refers to the extreme prejudice and discriminatory actions directed at gays, lesbians, bisexuals, and other who are perceived as not being heterosexual.

•Gender refers to the culturally and socially constructed differences between females and males found in the meanings, beliefs, and practices associated with "femininity" and "masculinity."

•Gender role refers to the attitudes, behavior, and activities that are socially defined as appropriate for each sex and are learned through the socialization process. Gender identity is a person's perception of the self as female or male.

•Gender is socially significant because it leads to differential treatment of men and women; sexism (like racism) often is used to justify discriminatory treatment.

•Sexism is linked to patriarchy, a hierarchical system in which cultural, political, and economic structures are male dominated.

•In most hunting and gathering societies, fairly equitable relationships exist because neither sex has the ability to provide all of the food necessary for survival.

•In horticultural societies, hoe cultivation is compatible with child care, and a fair degree of gender equality exists because neither sex controls the food supply.

•In agrarian societies, male dominance is very apparent; tasks require more labor and physical strength, and women are seen as too weak or too tied to child rearing activities to perform these activities.

•In industrialized societies, a gap exists between unpaid work performed by women at home and paid work performed by men and women.

•In postindustrial societies such as the United States, more than 60 percent of adult women are in the labor force, meaning that finding time to care for children, help aging parents, and meet the demands of the workplace will continue to place a heavy burden on women, despite living in an information – and service-oriented economy.

•The key agents of gender socialization are parents, peers, teachers and schools, sports, and the mass media, all of which tend to reinforce stereotypes of appropriate gender behavior.

•Gender inequality results from the economic, political, and educational discrimination of women.

•Gender bias consists of showing favoritism toward one gender over the other. Researchers consistently find that teachers devote more time, effort, and attention to boys than to girls.

	•Studies indicate that boys are socialized to participate in highly competitive, rule-oriented games with a larger number of participants than games played by girls. •In most workplaces, jobs are either gender segregated or the majority of employees are of the same gender. •Gender segregated occupations lead to a disparity, or pay gap, between women and men's earnings. Even when women are employed in the same job as men, on average they do not receive the same, or comparable, pay. •Pay equity or comparable worth is the belief that wages ought to reflect the worth of a job, not the gender or race of the worker.			
Families and Intimate relationships	•The definitions of family are debated with contesting definitions put forth by the UN and the U.S. Census Bureau. •Families are relationships in which people live together with commitment, form an economic unit and care for any young, and consider their identity to be significantly attached to the group. •Kinship refers to a social network of people based on common ancestry, marriage, or adoption. •While the family of orientation is the family into which a person is born and in which early socialization usually takes place, the family of procreation is the family a person forms by having or adopting children. •An extended family is a unit composed of relatives in addition to parents and children who live in the same household. A nuclear family is composed of one or two parents and their dependent children, all of whom live apart from other relatives. •Sociologists investigate marriage patterns (such as monogamy and polygamy), descent and inheritance patterns (such as patrilineal, matrilineal, and bilateral descent), familial power and authority (such as patriarchal, matriarchal, and egalitarian families), residential patterns (such as patrilocal, matrilocal, and neolocal residence, and in group or out group marriage patterns (i.e. endogamy and exogamy). •Functionalists emphasize that families fulfill important societal functions, including sexual regulation, socialization of children, economic and psychological support, and the provision of social status. •By contrast, conflict and feminist perspectives view the family as a source of social inequality and focus primarily on the problems inherent in relationships of dominance and subordination. •Interactionists focus on family communication patterns and subjective meanings that members assign to everyday events.	- Define these key concepts: families, kinship, family of orientation, family of procreation, extended family, and nuclear family. - Know the differences among the following marriage patterns-monogamy, polygamy, polygyny, and polyandry-and the differences among these patterns of descent-patrilineal, matrilineal, and bilateral. - Identify the authority figure(s) in each of the following kinds of families: patriarchal, matriarchal, and egalitarian. - Describe central parenting and child-related family issues that are of concern to many people in the twenty-first century. - Compare functionalist, conflict/feminist, symbolic interactionist, and postmodernist perspectives on the family as a social institution. - Discuss issues that many contemporary couples face when thinking of developing intimate relationships and establishing families. - Identify major transitions that many families face based on age and different stages in the life course. - Discuss divorce and how it affects remarriage patterns and blended families in the United States	Are women giving up on the family? Assignment Polyandry assignment Nontraditional family and the ever changing definition of family Poverty and family in the US Multiple article reviews In class discussion Chapter assessment	3 weeks

	•In Postmodern societies, families are diverse and fragmented. Boundaries between workplace and home are blurred. •In developing intimate relationships and establishing families, issues such as love and intimacy, cohabitation and domestic partnership, marriage, housework emerge. •Child related issues such as deciding to have children, adoption, teenage pregnancies, single-parent households, and two-parent families have become increasingly important. •Families have changed dramatically in the United States. -Transitions and problems in the families are often based on age and on the life course. -Family violence, and spouse abuse affect many relationships. -Problems in families contribute to the large numbers of children who are in foster care. -Elder abuse includes physical abuse, psychological abuse, financial exploitation, and medical abuse or neglect of people age 65 or older. -Divorce is affected by both microlevel and macrolevel societal pressures. -Remarriage is also a common feature of contemporary intimate relationships.			
Education and Religion	•Education and religion are important social institutions in contemporary societies; however, there is a lack of consensus in the United States regarding the appropriate relationship between public education and religion. •Education is the social institution responsible for the systematic transmission of knowledge, skills, and cultural values within a formally organized structure. In addition to teaching the basics, U.S. schools today also teach a myriad of topics ranging from computer skills to AIDS prevention. •Functionalists have suggested that education performs a number of essential functions for society; however, conflict theorists emphasize that education perpetuates class, racial ethnic, and gender inequalities. •Symbolic Interactionists point out that education may become a self-fulfilling prophecy for students who come to perform up—or down—to the expectations held for them by teachers. •Education in kindergarten through high school is a microcosm of many of the issues and problems facing the United States. •Today there are almost 15,000 school districts in the U.S. in what is probably the most decentralized system of public education in any high-income, developed nation in the world. •One of the biggest problems facing public education is funding. Most increases in funding have focused on students	- Define religion and identify its key components. - Explain why education and religion are important areas of sociological inquiry. - Identify and briefly describe the four major types of religious organizations. - Compare and contrast the three major theoretical perspectives on religion. - Describe the major problem faced by U.S. elementary and secondary schools today. - Discuss major trends in education and religion in the twenty-first century. - Identify the key assumptions of functionalist, conflict, and symbolic interactionist perspectives on education. - Discuss ways in which problems in higher education are linked to problems in the United States and the world.	Tuck in that shirt reading Poverty and education Podcast assignment Performance tests Multiple article reviews In class discussion Chapter assessment	3 weeks

	with disabilities that were at one time cared for by private charities and institutions. School funding has left inner city schools in areas with declining property values with declining budgets. •Several solutions to the funding problem are being tried across the country including voucher systems in which parents can use their tax dollars to make choices about which school is best for their children. •As a response to greater threats of violence on school campuses more students are in prison-like academic environments that socialize toward violence. •There has been a decrease in the overall dropout rate over the past two decades. Hispanics have the highest dropout rate. Students who drop out of school may be skeptical about the value of school even while they are still attending because they believe that school will not increase job opportunities. •In many areas of the U.S. schools remain racially segregated or have become resegregated after earlier attempts at integration failed. Some districts have bused students across town to achieve racial integration. Others have changed school attendance boundaries or introduced magnet schools with specialized programs such as science or the fine arts to change the racial-ethnic composition of schools. •Resegregation often occurs within a school as students are divided up into specialized academic programs. •Public schools are increasingly facing competition for students through the introduction of charter schools and voucher programs as well as the increase of the home schooling movement. •Major efforts are underway to improve school safety at all levels. •Community colleges provide significant educational opportunities to students across lines of income, gender, and race/ethnicity. •Because community colleges are more affordable, with an average of about one-half the tuition and fees of the typical four-year college, more students are able to take advantage of the educational opportunities provided in their community. •Four-year institutions offer a variety of degrees, including the bachelor's degree, the master's degree, and the doctorate, the highest degree awarded. Some also award professional degrees in fields such as law or medicine.			
Collective Behavior	•Social change is the alteration, modification, or transformation of public policy, culture, or social institutions over time. •Such change usually is brought about by collective behavior	- Define collective behavior and list factors that contribute to it. LO2: Describe the most common types of crow behavior.	Social contagion theory	3 weeks

	- voluntary, often-spontaneous activity that is engaged in by a large number of people and typically violates dominant group norms and values. •A crowd is a relatively large number of people who are in one another's immediate vicinity. Five categories of crowds have been identified: -casual crowds are relatively large gatherings of people who happen to be in the same place at the same time; -conventional crowds are comprised of people who specifically come together for a scheduled event and thus share a common focus; -expressive crowds provide opportunities for the expression of some strong emotion; -acting crowds are collectivities so intensely focused on a specific purpose or object that they may erupt into violent or destructive behavior; and -protest crowds are gatherings of people who engage in activities intended to achieve specific political goals. •Protest crowds sometime participate in civil disobedience - nonviolent action that seeks to change a policy or law by refusing to comply with it. Explanations of crowd behavior include contagion theory, social unrest and circular reaction, convergence theory, and emergent norm theory. •Examples of mass behavior - collective behavior that takes place when people respond to the same event in much the same way - include rumors, gossip, mass hysteria, fads, fashions, and public opinion. •The major types of social movements - organized groups that act consciously to promote or resist change through collective action - are reform movements, revolutionary movements, religious movements, alternative movements, and resistance movements. •Sociological theories explaining social movements include relative deprivation theory, value added theory, resource mobilization theory, social constructivist theory, political opportunity theory and new social movement theory. •Social change produces many challenges that remain to be resolved: environmental problems, changes in the demographics of the population, and new technology that benefits some - but not all - people. As we head into the next century, we must use our sociological imaginations to help resolve these problems.	- Identify and explain four types of social movements. - Discuss these explanations of crowd behavior: contagion theory, social unrest and circular reaction, convergence theory, and emergent norm theory. - Explain how mass behavior differs from other forms of collective behavior. - Compare the following theories about conditions that are likely to produce social movements: relative depravation theory, value-added theory, and resource mobilization theory. - Compare fads and fashions, and evaluate the "trickle-down" approach as an explanation for the origin of contemporary approach. - Explain how people are drawn into social movements based on social construction theory, political opportunity theory, and new social movement theory.	Group behavior and mentality Multiple article reviews In class discussion Chapter assessment	

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