

Curriculum Guide: Sociology

SO1S01 & SO2S01

Course description: This course is designed to offer insight into our complex and dynamic social environment. Students who take this course will look not only into themselves, but also into their classmates and the world around them. Some of the topics include socialization and the nature of culture (both locally and globally), conformity, deviance and social stratification. The course also may include selected social problems like prejudice and discrimination, crime and poverty.

Niles Township High Schools, District 219

**Niles North and Niles West High Schools
Skokie, Illinois**

Social Studies Director: Scott Dahlberg

Submitted by: Sandy Keating & Matthew Weatherington

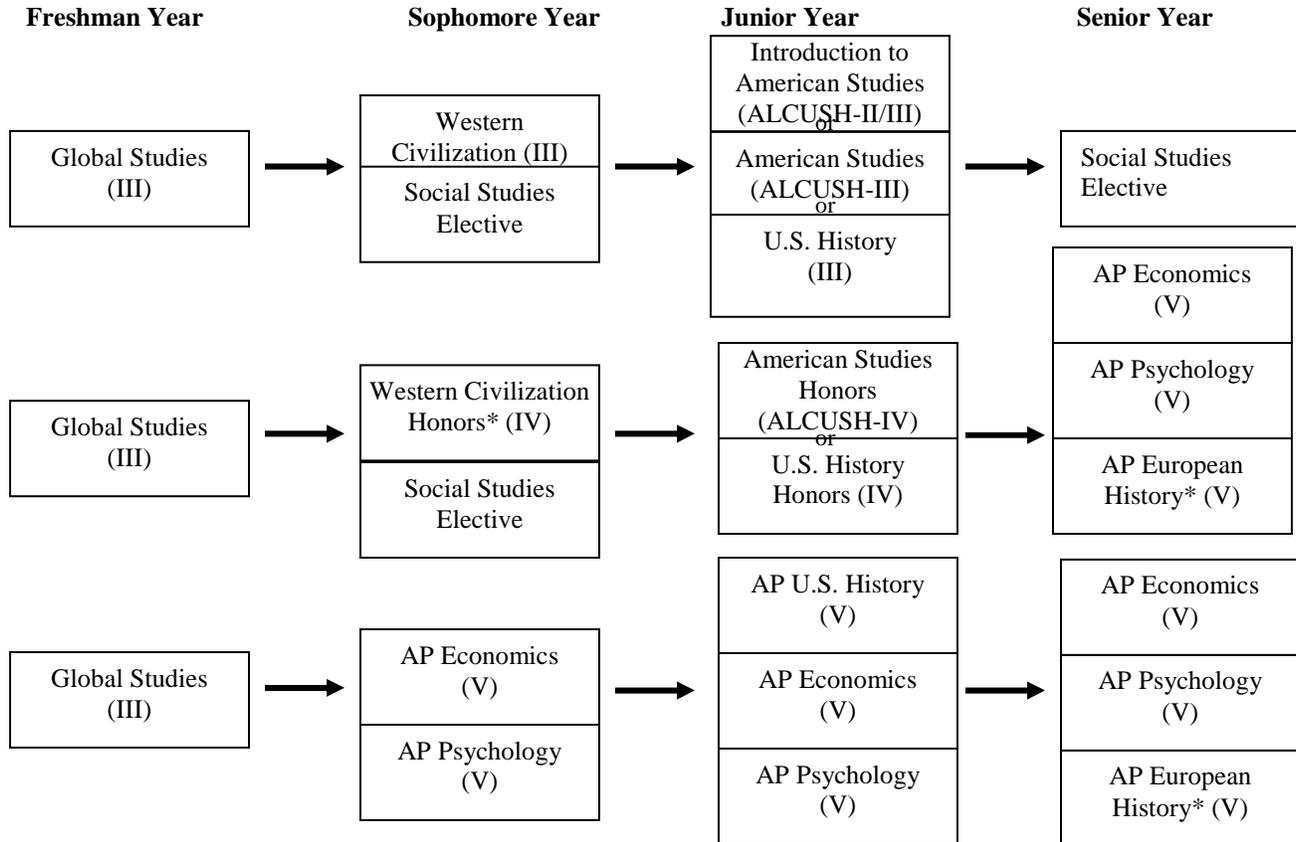
Summer 2008

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SOCIAL STUDIES PROGRAM SEQUENCES

Pathways illustrate **typical** movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs. Grade Weight Level is indicated in parentheses.



* Successful completion of 2 semesters of AP European History will satisfy the Western Civilization and the Social Studies elective graduation requirement.

Electives

<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
American Gov't & Politics	American Gov't & Politics	American Gov't & Politics
Economics	Economics	Economics
Law	Law	Law
Mod Africa/Latin America	Mod Africa/Latin America	Mod Africa/Latin America
Psychology	Psychology	Psychology
Sociology	Sociology	Sociology
Community Leadership**	Community Leadership**	Global Problems
		World War II
		Community Leadership**

** Community Leadership does not carry Social Studies credit but counts as a general elective credit.

Instructional materials

Required Text:

Henslin, James M. *Sociology: A Down-to-Earth Approach*. Boston, Massachusetts: Pearson Allyn and Bacon, 2007.

Optional:

Henslin, James M. *Down to Earth Sociology: Introductory Readings*. New York, New York: Free Press, 2003.

Agreed upon elements: Course Overview

Unit	Length (in weeks)
Introduction to Sociology & the Sociological Perspective	2-3
Socialization & Group Life	2-3
Social Stratification: Race, Gender & Class	4-6
Global Inequality	1-2
Norms, Deviance & Sanctions	4-6

Units may be taken in the order of the instructor's choosing; however, it is generally agreed that the foundation established in the unit Introduction to Sociology & the Sociological Perspective provides basic concepts and methods necessary to understand subsequent units.

Unit: Introduction to Sociology & the Sociological Perspective

Summary of unit: This unit serves as the basis for understanding subsequent units. Students will be exposed to basic concepts, theories and research methods used in the discipline. In addition to the history of the discipline and an introduction to major thinkers and theories, an overview of global patterns, systems and demographic trends will be presented.

Course objectives addressed in unit (and state goals):

- Differentiate sociology from other social science disciplines. (18.A.5)
- Identify and describe the major theories and thinkers that guide sociological inquiry. (18.C.5)
- Understand the causes and effects of the demographic transition and the extent to which it shapes life experiences in different countries. (16.E.5b [US]; 16.E.5b [W])
- Gain an appreciation of human variety – those patterns, systems, conditions and trends – that characterize life on earth. (16.D.5 [W])
- Understand the role that sociology can play in better understanding the world around you. (18.B.5)

Key concepts & terms:

- Sociology
- Sociological perspective
- Sociological imagination
- Verstehen
- Structure
- Agency
- Social construction of reality
- Scientific method
- Conventional wisdom
- Demography
 - Demographic transition
 - Population explosion
- Theoretical perspectives
 - Symbolic interaction
 - Functional analysis
 - Conflict theory
 - Feminist theory
- Thinkers
 - Auguste Comte
 - Herbert Spencer & Social Darwinism
 - Karl Mark & Class conflict
 - Emile Durkheim & social integration
 - Max Weber & protestant work ethic
 - W.E.B. DuBois & race relations
 - Jane Adams & social reform
 - C. Wright Mills & power elite
 - George Ritzer & the McDonaldization thesis

Questions that will guide unit:

- What is sociology and how does it differ from other social sciences?
- What is the demographic transition and how does the timing of this transition affect countries around the world?
- What are the major theoretical perspectives that have shaped the discipline?
- From what theoretical orientation do you operate?
- Do all people have the same opportunities/choices in life?

Length of unit: 2-3 weeks

Instructional materials: textbook (chapters 1, 5, 7 and 20) and supplementary readings

Unit: Socialization & Group Life

Summary of unit: All of us are products of socialization. In this unit students will learn about various aspects of culture and how the culture they are raised in affects the adult individual they become. Students will examine the values and norms present in the United States. Students will explore the socialization process and discuss the ramifications of nature versus nurture. This unit will also provide an opportunity for students to examine the various statuses and roles each of us have and how these may impact our socialization and group life. As part of the study of socialization, students will make a brief inquiry into the “graying of America” and the impact of culture on the perceptions of the elderly. Students will also briefly examine patterns of marriage and family in a global perspective.

Course objectives addressed in unit (and state goals):

- Be able to provide examples of material culture, non-material culture, culture shock, ethnocentrism and cultural relativism. (18.B.5; 18.C.5)
- Describe the cultural universals that are present in all cultures and provide examples of how the specific customs differ within various culture groups. (18.B.5; 18.C.5)
- Understand the importance of early socialization. (18.B.5)
- Understand the role that agents of socialization play in the socialization process. (18.B.5)
- Describe how ageism is perpetuated in the United States. (18.A.5)
- Provide examples of the diversity that is present in U.S. families and understand the trends in U.S. families. (18.A.5)

Key concepts & terms:

- Culture
- Material and non-material culture
- Culture shock
- Ethnocentrism
- Cultural relativism
- Components of symbolic culture: symbols, gestures, language
- Values, norms, sanctions, folkways and mores
- Countercultures and subcultures
- Cultural universals
- Socialization
- Nature versus nurture
- Feral, isolated and institutionalized children
- The agents of socialization
- Gender socialization
- Resocialization
- Macrosociology and microsociology
- Social structure
- Social class, social status (ascribed versus achieved, master status), roles and groups
- Social institutions
- Ageism
- Age cohorts
- Disengagement theory
- Activity theory
- Continuity theory
- Family – nuclear, extended, family of orientation, family of procreation
- Endogamy versus exogamy
- Gay and lesbian families
- The “sandwich generation”

Questions that will guide unit:

- What holds society together?

- What are the core values that guide our pluralistic society?
- How does “ideal” culture differ from “real” culture?
- How is the globalization of capitalism affecting the process of cultural leveling in the world?
- How much of our personality is determined by heredity and how much is determined by the social environment?
- Even though socialization is a powerful force at work in our lives, can we change who we are?
- What is the sociological significance of social structure?
- How do stereotypes affect social interaction?
- What is the significance of the mass media emerging as a social institution?
- How are the elderly treated in various cultures around the world?
- What factors influence our perception of aging?
- How is retirement functional for society?
- Is there conflict among different age groups?
- How do each of the three perspectives view marriage and family?

Length of unit: 2-3 weeks

Instructional materials: textbook (chapters 2, 3, 4, 13 and 16) and supplementary readings

Unit: Social Stratification: Race, Gender & Class

Summary of unit: In this unit students will explore the intersection of race, gender and social class in the United States. Many Americans tend to think of themselves as having great social mobility – their relative position the result of their own actions – yet statistics paint a very different picture about socioeconomic status in the United States. To what extent are outcomes in our society merit-based or class-based? How does one’s social class determine access to other resources? And how are race and gender related to social class in America? Finally, special attention will be given to the spatial arrangements in the United States and the extent to which historic inequity has persisted today.

Course objectives addressed in unit (and state goals):

- Describe the distribution of income and wealth in the United States. (16.C.5b [US])
- Understand how race has been socially constructed. (18.A.5)
- Provide examples of both individual and institutional group discrimination. (18.A.5)
- Talk about the major issues and debates dominating race relations in the United States. (18.A.5)
- Understand the concept of Whiteness as a racial category. (18.A.5)
- Define gender stratification and distinguish between sex and gender. (18.A.5)
- Evaluate the extent to which the United States is an equal society. (16.C.5b [US])
- Compare structural explanations of poverty to individual explanations of poverty. (16.C.5b [US])
- Understand the connection between historic patterns of discrimination and inequity today. (16.C.5b [US])
- Identify urban patterns in the United States. (16.C.5b [US])

Key concepts & terms:

- Social stratification
- Principles of social stratification
- Race
- Prejudice, discrimination & racism
- Models of urban growth
- Central business district
- Isolation, segregation & hyperghettoization
- Suburbanization
- Gender & sex
- Glass ceiling
- Pay gap
- “Mommy track”
- Devaluation of femininity
- Domestic violence
- Heteronormativity
- Poverty threshold
- Income & wealth
- Welfare & welfare reform
- Social mobility
- Ascribed status & achieved status
- Structure & agency
- Privilege

Questions that will guide unit:

- How is the United States stratified?
- Is race biological, something you are born with, or is race a social construct, a human invention?
- Are men and women equal?
- How is/are income/wealth distributed in the United States?
- Why are poor people poor?
- To what extent are outcomes in the United States merit-based or class-based?

- What responsibility does the United States have to those living in poverty?
- To what extent has historic discrimination shaped patterns of inequality today?
- Is poverty cultural or structural?
- Is education the great equalizer?

Length of unit: 4-6 weeks

Instructional materials: textbook (chapters 10, 11, 12, 17 and 20) and supplementary readings

Unit: Global Inequality

Summary of unit: While much of the course deals with domestic issues, this unit attends to global patterns of inequality. The existence of rich and poor countries may seem like the natural byproduct of industrialization; some countries were ripe for transition, while others were “left behind” and continue to struggle today. Examination of the historic backdrop of colonialism and the contemporary forces of globalization, however, challenge the notion that the existence of poor countries is inevitable. Students may consider the cases of former colonies in Africa, Asia and South America as well as those most industrialized countries in Europe, Asia and North America. Special attention will be given to how the United States compares to other industrialized countries.

Course objectives addressed in unit (and state goals):

- Identify the major characteristics associated with the most industrialized nations, industrializing nations, and least industrialized nations. (16.C.5a [W])
- Compare how countries from various parts of the world are stratified. (16.C.5b [US])
- Describe and evaluate the major theories pertaining to the origins of and maintenance of global stratification. (16.C.5c [W])

Key concepts & terms:

- Colonialism
- Globalization
- Neocolonialism
- Caste & class
- Most industrialized world
- Industrializing world
- Least industrialized world
- Contemporary slavery
- Multinational corporations
- Economic systems (capitalism, mixed, socialism & command)
- Agrarian/agricultural economies
- Industrial economies
- Service economies
- Postindustrial/information economies
- Marx, Weber and Lenski

Questions that will guide unit:

- Is global stratification universal?
- Why are poor countries poor?
- What determines social class?
- How do global elites maintain stratification?

Length of unit: 1-2 weeks

Instructional materials: textbook (chapters 9 and 14) and supplementary readings

Unit: Norms, Deviance & Sanctions

Summary of unit: The existence of norms makes social life possible, yet all people violate social norms. How are norms produced and perpetuated? Who decides what constitutes the norms of a given society? With over two million Americans currently incarcerated, the extent to which our criminal justice system produces outcomes that are fair have been drawn into question in recent years. How our society should respond to deviant behavior is a question with which we continue to struggle.

Course objectives addressed in unit (and state goals):

- Be able to provide examples that illustrate the range of sanctions in our society – from informal, unwritten sanctions to formal, written and codified laws. (14.D.5; 14.F.5)
- Gain insights regarding those characteristics or variables that are related to individuals who engage in criminal activity. (18.C.5)
- Explore the competing explanations (biological, psychological and sociological) of deviant behavior. (18.C.5)
- Describe the different ways street crime and white-collar crime are perceived by the public and treated by the criminal justice system. (14.D.5; 14.F.5)
- Discuss the reasons for and implications of “get tough” policies on crime in the United States. (14.D.5; 14.F.5)
- Address the ramifications of the growing prison population in the United States. (14.D.5; 14.F.5)

Key concepts & terms:

- norms
- laws
- deviance
- sanctions
- street crime & white-collar crime
- non-violent & violent offenders
- incarceration
- jail, prison & alternatives to incarceration
- deterrent
- restitution
- symbolic interactionist perspective
 - differential association theory
 - control theory
 - labeling theory
- functionalist perspective
 - structural-strain theory
- conflict theory
 - the relationship between social class, crime and incarceration
- “three strikes and you’re out”
- mandatory minimum sentencing

Questions that will guide unit:

- How do sociologists explain deviant behavior?
- Who commits crime in the United States?
- What has been the trend for both violent and non-violent crime?
- To what extent does our criminal justice system produce outcomes that are fair?

Length of unit: 4-6 weeks

Instructional materials: textbook (chapter 8) and supplementary readings