What is sociology?
Unit Study Guide

I. What is sociology?
   a. Define sociology
   b. Provide examples of social facts
   c. Evaluate what sociology teaches us to question

II. The People of Sociology
   a. Who they are and what they believe in
      i. Auguste Comte
      ii. Herbert Spencer
         1. Define Social Darwinism
      iii. Karl Marx
      iv. W.E.B. DuBois
      v. Lewis Coser

III. Sociological Research
   a. How is sociology a science?
   b. How is it not a true science?
   c. Steps of the research process (IGOESR)
   d. Pros and Cons of Observation, Experimentation, Survey
   e. Types of Observation and real life examples of each

R.A.F.T

<table>
<thead>
<tr>
<th>Role</th>
<th>Auguste Comte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>A student training in the field of sociology.</td>
</tr>
<tr>
<td>Format</td>
<td>A Letter</td>
</tr>
<tr>
<td>Topic</td>
<td>Addressing stereotypes</td>
</tr>
<tr>
<td>Directions</td>
<td>You are Auguste Comte. A student in your “Introduction to Sociology” class just said “all teenagers are druggies.”</td>
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<tr>
<td></td>
<td>• You must address this statement as Auguste Comte would.</td>
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<td></td>
<td>• Outline a way to prove or disprove this statement.</td>
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<td></td>
<td>• You MUST include at least 5 vocabulary words from this unit in your letter. (please underline or highlight these words.)</td>
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<tr>
<td></td>
<td>o Don’t over think this part: Unit vocabulary includes: Sociology, bias, stereotyping, research, the specific research methods we have discussed, etc…</td>
</tr>
</tbody>
</table>

Grading Criteria:

1. Correct usage of 5 unit vocabulary words: ______/5 points
2. Demonstration of correct understanding of sociology concepts:
   a. Shows application of Comte’s major beliefs: ______/5 points
   b. Outlines method to prove/disprove statement: ______/5 points
3. Response is written in correct voice and format: ______ 3 points
4. Response shows demonstration of creativity and effort: ______ 2/ points
Total Points: ______/20
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Hour</th>
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### Summarize Findings of Sociologists

<table>
<thead>
<tr>
<th>Auguste Comte</th>
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<tr>
<td>Emile Durkheim</td>
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<tr>
<td>Herbert Spencer</td>
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<tr>
<td>Karl Marx</td>
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<tr>
<td>W.E.B. Dubios</td>
</tr>
<tr>
<td>Lewis Coser</td>
</tr>
</tbody>
</table>
Name
Sociology: Mrs. Klingeman

HOW WOULD YOU RESPOND TO THESE SITUATIONS:

1. Your parents are having financial problems and your family will lose their house.
   a. Parents-
   b. Friends-
   c. Alone in your room-
   d. At school-

2. You recently found out that your best friend has a drug addiction.
   a. Parents-
   b. Friends-
   c. Alone in your room-
   d. At school-

3. Your parents just informed you that will be getting a divorce.
   a. Parents-
   b. Friends-
   c. Alone in your room-
   d. At school-
4. Someone very close to you dies.
   a. Parents-
   b. Friends-
   c. Alone in your room-
   d. At school-

5. You find out your Sociology grade is a F and if you do not bring it up to a D in two weeks you will fail the class and not graduate.
   a. Parents-
   b. Friends-
   c. Alone in your room-
   d. At school-
A Young Man’s Lament: Love Hurts!

By PAMELA PAUL

THE GIST: Contrary to popular belief, relationship woes bother men more than they bother women.


ACCORDING to the pop-cultural standard, a woman may be a lioness in the workplace and an indomitable social force, but when it comes to love, she’s a delicate flower, dependent on regular spritzings of romance. Social scientists’ assumptions have long backed this up: Women need their love lives happy and healthy; men, stoical and stalwart, are the more resilient.

But in the last decade, scientists of love, taking into account differences in how men and women express emotional distress — women by becoming anxious or depressed, men by abusing alcohol or drugs — have shown that marital discord has an equally unkind effect on both sexes. A new study asks if the same might be true in relationships among unmarried young adults.

The answer turns out to be no. And, in an unexpected plot twist, the study, which surveyed 1,611 men and women age 18 to 23 in the Miami area, found that thorny relationships take a far greater toll on men.

According to the report by Robin W. Simon, a sociology professor at Wake Forest University, and Anne E. Barrett, a sociologist at Florida State University, “It appears that young men benefit more than women from support, and that they are more harmed than women by strain in ongoing romantic relationships.”

For women, whether they’re in a relationship at all — no matter how awful — is what counts.

“It’s a little bit pathetic,” Ms. Simon allowed. “Even though there’s been so much social change in this area, women’s self-worth is still so much tied up with having a boyfriend. It’s unfortunate.”

And pity the men, their anguish so long overlooked. One hypothesis of the authors suggests that while women have outlets for emotional engagement in the form of intimate friendships, men are adrift without the ongoing care of a female soul mate.

But why then do older married men more closely approximate women’s responses to relationship discord? It may be that gender differences are stronger in young adulthood and disappear with age. Or the data may capture broad social change in the making.

Biology could also be at work. Helen Fisher, author of “Anatomy of Love,” said that male brains tend to be more compartmentalized, female brains more connected. “Men tend to focus more deeply on the here and now,” Ms. Fisher said. “Women tend to think longer term.”
She posited a Darwinian explanation: “Because women can only reproduce so many times, they have dramatic time constraints that men don’t have. A breakup means the loss of very valuable reproductive time.”

Ye olde biological clock ticks yet. But change is also at hand. Though it may be that men were always this sensitive, now, at least, their pain is acknowledged.

Questions to Consider, then ANSWER ☺

1. Based on this article, explain what a sociologist does?

2. How might reading this article be beneficial to a man ages 18-23?

3. How might reading this article be beneficial to a woman ages 18-23?

4. Predict the implications of this study on the young American couple. (If every young American couple had this information, how would relationships and breakups change?)
January 7, 2009

LONDON JOURNAL
Atheists Send a Message, on 800 British Buses

By SARAH LYALL
LONDON — The advertisement on the bus was fairly mild, just a passage from the Bible and the address of a Christian Web site. But when Ariane Sherine, a comedy writer, looked on the Web site in June, she was startled to learn that she and her nonbelieving friends were headed straight to hell, to “spend all eternity in torment.”

That’s a bit extreme, she thought, as well as hard to prove. “If I wanted to run a bus ad saying ‘Beware — there is a giant lion from London Zoo on the loose!’ or ‘The ‘bits’ in orange juice aren’t orange but plastic — don’t drink them or you’ll die!’ I think I might be asked to show my working and back up my claims,” Ms. Sherine wrote in a commentary on the Web site of The Guardian.

And then she thought, how about putting some atheist messages on the bus, as a corrective to the religious ones?

And so were planted the seeds of the Atheist Bus Campaign, an effort to disseminate a godless message to the greater public. When the organizers announced the effort in October, they said they hoped to raise a modest $8,000 or so.

But something seized people’s imagination. Supported by the scientist and author Richard Dawkins, the philosopher A. C. Grayling and the British Humanist Association, among others, the campaign raised nearly $150,000 in four days. Now it has more than $200,000, and on Tuesday it unveiled its advertisements on 800 buses across Britain.

“There’s probably no God,” the advertisements say. “Now stop worrying and enjoy your life.”

Spotting one of the buses on display at a news conference in Kensington, passers-by were struck by the unusual message.

Not always positively. “I think it’s dreadful,” said Sandra LaFaire, 76, a tourist from Los Angeles, who said she believed in God and still enjoyed her life, thank you very much. “Everyone is entitled to their opinion, but I don’t like it in my face.”

But Sarah Hall, 28, a visitor from Australia, said she was happy to see such a robust example of freedom of speech. “Whatever floats your boat,” she said.

Inspired by the London campaign, the American Humanist Association started running bus advertisements in Washington in November, with a more muted message. “Why believe in a god?” the ads read, over a picture of a man in a Santa suit. “Just be good for goodness’ sake.”

Although Australian atheists were refused permission to place advertisements on buses saying, “Atheism: Sleep in on Sunday mornings,” the British effort has been striking in the lack of outrage it has generated. The Methodist Church, for instance, said it welcomed the campaign as a way to get people to talk about God.

Although Queen Elizabeth is the head of the Church of England, Britain is a deeply secular country with a dwindling number of regular churchgoers, and with politicians who seem to go out of their way to play down their religious beliefs.
In 2003, when an interviewer asked Tony Blair, then the prime minister, about religion, his spokesman, Alastair Campbell, interjected, snapping, “We don’t do God.” After leaving office, Mr. Blair became a Roman Catholic.

More recently, Nick Clegg, a member of Parliament and the leader of the Liberal Democrats, announced that he was an atheist. (He later downgraded himself to agnostic.)

David Cameron, leader of the Conservative Party, alluded to a popular radio station when he joked that his religious belief was like “the reception for Magic FM in the Chilterns: it sort of comes and goes.”

Still, since Sept. 11, 2001, religion has played an ever more important role in public discussions, said Mr. Dawkins, the best-selling author of “The God Delusion,” with the government increasingly seeking religious viewpoints and Anglican bishops still having the automatic right to sit in the House of Lords.

“Across Britain, we are used to being bombarded by religious interests,” he said, “not just Christians, but other religions as well, who seem to think that they have got a God-given right to propagate.”

Next week, the Atheist Bus Campaign plans to place 1,000 advertisements in the subway system, featuring enthusiastic quotations from Emily Dickinson, Albert Einstein, Douglas Adams and Katharine Hepburn.

An interesting element of the bus slogan is the word “probably,” which would seem to be more suited to an Agnostic Bus Campaign than to an atheist one. Mr. Dawkins, for one, argued that the word should not be there at all.

But the element of doubt was necessary to meet British advertising guidelines, said Tim Bleakley, managing director for sales and marketing at CBS Outdoor in London, which handles advertising for the bus system.

For religious people, advertisements saying there is no God “would have been misleading,” Mr. Bleakley said.

“So as not to fall foul of the code, you have to acknowledge that there is a gray area,” he said.

He said that potential ads were rejected all the time. “We wouldn’t, for example, run an ad for an action movie where the gun was pointing toward the commuter,” he said.

But Mr. Bleakley said he had no problem with the atheist bus ads. “We do have religious organizations that promote themselves,” he said. “If somebody doesn’t believe in religion, why wouldn’t we carry an ad that promotes the opposite view? To coin a phrase, it’s not for us to play God.”
Questions for Consideration:

**All questions should be answered in complete sentences!**

1. In the opinion of Ariane Sherine, what is the problem with the website she looked up? 

2. Would you have a problem with this website? Why/why not? 

3. Describe the “atheist bus campaign.” 

4. How would you react to the messages advertised as a result of the atheist bus campaign? Why? 

5. Which side of this argument do you believe to be correct? Why? 

6. Sociology is the study of the groups and society. It examines group behavior, thoughts and feelings. With this in mind, explain why I had you read this article.
Sociological Research- Day 1

1. List the 6 steps of the research process (IGOESR)
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. Change the following questions into good sociological hypothesis.
   a. Are poor people more likely to commit crimes?

   b. Are city or rural people more likely to be on welfare?

   c. Do doctors have higher IQ’s than nurses?

3. Determine which type of observation is being used in each of the following scenarios:
   a. I hide in the school’s ventilation system to observe my student teacher.

   b. A young reporter pretends to be a teenager to gather information on their pastimes.

   c. I asked my student teacher, “Can I observe your class today?” She said, “yes,” so I will observe her?

   d. I crouched behind some bushes to observe what goes on at the bus stop in the morning.

   e. An undercover FBI agent joins a group of suspected drug dealers in order to “bust” them.

   f. The national geographic reporter asked a tribe in West Africa if he could live among them for the next several months.
Survey/Data Analysis Worksheet

1. Determine whether each of the following is a biased question. Explain your answer.
   a. Boys are more likely to do drugs. <yes OR no>

   ____________________________________________________________

   b. My gender is... <male OR female>

   ____________________________________________________________

   c. My G.P.A. is... <high OR low>

   ____________________________________________________________

2. Determine whether the data is likely causal or correlated
   a. In an international study on Crohn’s disease, the researcher found Crohn’s is more abundant in America than any other country. <Crohn’s and America>

   ____________________________________________________________

   b. People who eat activia yogurt are found to be less likely to complain of digestive problems. <eating activia yogurt and digestive problems>

   ____________________________________________________________

   c. A recent study shows that people who eat healthy foods and exercise have lower blood pressure. <diet and exercise and blood pressure>

   ____________________________________________________________

   d. People who choose to go into teaching as a career were often academically successful themselves. <teaching and academic success>

3. Determine whether the following have positive or negative correlations
   a. The more you exercise the more weight you will lose.  +/–

   b. When kids have little discipline at home, they are more likely to get into trouble at school.  +/–

   c. The more time students have access to computers at home, the more successful they are in technology classes at school.  +/–

   d. The wealthier a family is, the less likely they are to participate in school fundraisers.  +/–

Reviewing Previous Material...

1. Determine which type of observation is being used
   a. I watch you through a peep-hole. _____________________________

   b. I pretend to be a teen to observe their behavior. _________________

   c. I ask your permission to observe you. ___________________________

2. Circle the IV and underline the DV in each hypothesis
   a. Teens are more likely to try drugs than any other age group.

   b. If students at WHS wear uniforms, grades will increase.

   c. Pet owners are less likely to fear burglary

   d. If tardy sweeps are performed every hour, tardiness all day will decrease.

3. Make each question a hypothesis.
   a. Do you think kids with internet access at home have better grades?

   ____________________________________________________________

   b. Do you think parents who went to college are more likely to send their kids to college?

   ____________________________________________________________
Group Research Project

Step 1- form groups of 2-4. You can choose to do this independently, but it will be difficult.

Step 2- As a group, identify a problem and form a hypothesis based on this. Get my approval before you move on to step 3!

Step 3- As a group, determine the method you will use to prove/disprove your hypothesis. Develop a brief outline showing how you will conduct your research. Get my approval before you move on to step 4!

Step 4- Conduct your research.

Step 5- Tabulate your data and organize into a graph or table.

Step 6- Analyze your data.

Step 7- Do your research report and create your visual aid(s). (You can use a poster, PowerPoint or a video)

Step 8- PRESENT TO YOUR CLASSMATES!

I will be presenting my COMPLETED project on:
<table>
<thead>
<tr>
<th>Group Research Project Scoring Guide</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report 1st Paragraph</td>
<td>Poor description of Problem, hypothesis and background</td>
<td>Poor description of Problem, hypothesis and background</td>
<td>Poor description of Problem, hypothesis and background</td>
<td>Fair description of Problem, hypothesis and background</td>
<td>Good description of Problem, hypothesis and background</td>
<td>Problem, hypothesis and background are clearly described</td>
<td>5</td>
</tr>
<tr>
<td>Report 2nd Paragraph</td>
<td>Poor description of Survey, data, and summary data chart or research method present.</td>
<td>Fair description of Survey, data, and summary copy of data chart &amp; research method included</td>
<td>Fair description of Survey, data, and summary copy of data chart &amp; research method included</td>
<td>Good description of Survey, data, and summary copy of data chart &amp; research method included</td>
<td>Survey, data, and summary are clearly described</td>
<td>Survey, data, and summary are clearly described</td>
<td>5</td>
</tr>
<tr>
<td>Report 3rd Paragraph</td>
<td>Poor description of Proposed solution and conclusion</td>
<td>Fair description of Proposed solution and conclusion</td>
<td>Fair description of Proposed solution and conclusion</td>
<td>Good description of Proposed solution and conclusion</td>
<td>Proposed solution and conclusion are clearly described</td>
<td>Proposed solution and conclusion are clearly described</td>
<td>5</td>
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<tr>
<td>Visual: Hypothesis</td>
<td>not displayed-0</td>
<td>Poorly displayed or inaccurate</td>
<td>Hypothesis is displayed</td>
<td>Hypothesis is displayed</td>
<td>Hypothesis is displayed</td>
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<td>5</td>
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<tr>
<td>Visual: Graph/Table</td>
<td>not displayed-0</td>
<td>research method is displayed</td>
<td>Graphable is not displayed and accurate</td>
<td>Graphable is not displayed and accurate</td>
<td>Graphable is not displayed and accurate</td>
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<td>5</td>
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<tr>
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<td>Research method is displayed</td>
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<td>Research method is displayed</td>
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<td>Summary is at least one paragraph, accurate</td>
<td>Summary is at least one paragraph, accurate</td>
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<td>Visual: Decoration</td>
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<td>Poor visuals</td>
<td>Several nice and related visuals</td>
<td>Poster is extremely visually appealing</td>
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<td>Poster is extremely visually appealing</td>
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<td>Presentation: Effectiveness</td>
<td>Class did not gain a thorough understanding of the project and findings</td>
<td>Class gained a fair understanding of the project and findings</td>
<td>Class gained a thorough understanding of the project and findings</td>
<td>Class gained a thorough understanding of the project and findings</td>
<td>Class gained a thorough understanding of the project and findings</td>
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<td>Final Grade</td>
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<td>50</td>
</tr>
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</table>
Careers in Sociology

Use www.salary.com, plug in the job title and your zip code.
For each of the following careers find:
   a. Brief job description
   b. Level of education needed
   c. Specialized training necessary
   d. Approximate salary
   e. Your personal evaluation of this job. Cite the pros and cons and the likelihood you would get involved in it!

Careers to research:
   1. Social Worker (BSW)

   2. Social Worker (MSW)

   3. Advertising Coordinator
4. Public Relations Specialist I

5. Correctional Officer

6. Sales Representative I